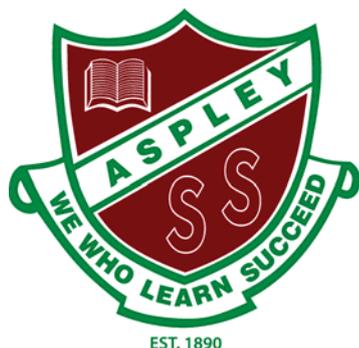


Aspley State School

Queensland State School Reporting

2013 School Annual Report



Postal address	Maundrell Terrace Aspley 4034
Phone	(07) 3863 9111
Fax	(07) 3863 9100
Email	the.principal@aspleyss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	The Principal

Principal's foreword

Introduction

I am very proud to be the Principal of Aspley State School. Every day I come to work with a smile on my face and excited about what the day has in store. I work with an amazing staff who function collaboratively to achieve our goals. They also keep me on my toes to ensure that the decisions we are making are in the best interests of our school and for our students. I wouldn't trade any one of them and I sincerely thank them and acknowledge their efforts that made 2013 such a success.

Our P&C Association and Parent Group are equally supportive providing over \$65,000 in financial support to the programs running in our school. To put that in perspective, the amount the P&C support the school financially is equivalent to about two thirds of what the core grant is for the school. It makes a huge difference to our capacity to achieve even better outcomes for our students.

It gives me great pleasure to once again report on our school's achievements in 2013. If you have any questions in relation to this report I would be only too happy to discuss them with you. Please contact our school office to arrange a mutually suitable time.

See you in the playground.

Andrew Duncan (Principal)

Queensland State School Reporting

2013 School Annual Report



School progress towards its goals in 2013

During 2013 our school community worked on a number of key priorities to further enhance and build upon the great programs and policies currently operational in our school.

Our pedagogical framework was refined and further developed to ensure consistency and continuity of professional practice across our school (AKA – The Aspley Way).

Our staff continued to embed in practice a number of key literacy programs across our school including Jolly Phonics, Seven Steps to Successful Writing, Cars and Stars and QAR to name a few.

We developed reading and writing goal sheets for all our Year 2-7 students drilling down to the specific writing criteria of the NAPLAN testing and making explicit for students and parents the areas students needed to focus on to further improve their academic performance.

Our school continues to develop a whole school explicit improvement agenda with set targets for reading and numeracy. Each year level develops their own year level improvement agenda which details the strategies they will be utilising to achieve the whole school targets.

Our school received a discipline audit during 2013 and we are very proud of the executive summary (available on the website).

Our P&C contributed a record amount of money to a number of key projects in the school inclusive of

- Upgrading the main computer server and replacing computers in the school
- Purchasing iPad's for classroom use – now totally 25 for the main school + 10 for Prep on top of the ones purchased for Year 1 and classroom teachers.
- Supporting families financially to enable children to attend camps and excursions and purchasing school equipment and uniforms.
- New playground for the main oval
- Supporting the Year 6 Garden Club
- Year 7 Graduation
- Year Level CEP projects in 2013

Future outlook

We are very excited about the opportunities awaiting our school community in 2014. Aspley State School has been successful in becoming an Independent Public School in 2014 and we are piloting iPad classes with three classes, one in Year 4 & 5 as well as a Year 4/5 composite class.

Queensland State School Reporting

2013 School Annual Report



We will continue to work on our Key priorities:

Priority One – Preparing students for their future with informed research driven professionals

- Continued implementation of the Developing Performance Framework
- Continued implementation of the Whole School Learning Plan
- Implement Teaching and Learning Audit Recommendations

Priority Two – Consistency, Continuity and Curriculum

- Consistency of practice within year level teams across all curricula.
- Continuity of pedagogical practice and processes across all year levels.
- Consistent School Curriculum
- Continued development of the annual Whole School Explicit Improvement Agenda

Priority Three - Productive partnerships with school community stakeholders

- Community engagement in whole school pedagogical practices and consistent school programs and decision making.
- Connections with outside agencies and local cluster primary and high schools.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
201	594	297	297	94%
201	654	309	345	94%
201	679	316	363	97%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Students at Aspley State School are the powerhouse behind our unique harmonious and productive environment. Students themselves maintain a high standard for behaviour, have high morals and values and maintain these high standards within the peer groupings. It's a powerful and wonderful phenomenon which has been built over many years thanks to the collaborative and strong bonds that exist between home and school.

Our school draws enrolments from a variety of multicultural backgrounds from around the world and thrives on a harmonious and productive respect for all cultural identities.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	21	22
Year 4 – Year 7 Primary	26	23	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to	5	7	14
Long Suspensions - 6 to	1	1	4
Exclusions	0	0	0
Cancellations of	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Aspley State School has implemented the national curriculum for English, Maths, Science and History as well as continued the subjects of Health and Physical Education, Languages other than English (Japanese), The Arts, Music, Studies of Society and the Environment and Technology

The school also manages extracurricular programs such as:

- Aspley Speaks Out – Public Speaking Competition
- The Garden Club – Year 6
- ICAS English, Writing, Spelling, Mathematics, Science and Computer Competitions
- Instrumental Music – Junior and Senior Concert Band as well as Junior and Senior Orchestra
- Brainways Days of Excellence (Hosted at Aspley State School for all Brisbane North) – QAGTC endorsed extension program
- Readers Cup + Hosting the Regional Readers Cup
- Gala Sports Days
- To maintain the high standard of academic performance expected of students at Aspley State School teachers work collaboratively in teams to analyse student data and use the data and what we know about our students to tailor learning for them.
- Each year the school develops an explicit improvement agenda that has solid focus areas for improvements and goals to achieve based on our analysis of our student performance. Each year level then develops a specific year level improvement agenda and works throughout the year to achieve their targets.

Extra curricula activities

We have a strong focus on developing what we call out of school services for our school community to utilise. Some of these include:

- Aspley State School Swim Club
- Learn to Swim – Partnership with Swim Solutions
- Taekwondo Clubs – Partnerships with Bai Rui TKD and Rhee TKD)
- Student Council
- Choir – Junior, Senior, Boys and Piccolo Choirs
- Junior and Senior Concert Bands
- Junior and Senior Orchestra
- Paul Gagen private guitar lessons
- Private Occupational Therapy available on site
- Aspley Art Classes
- Go Sports – After School Sporting Activities
- Active After School Communities with Chappy
- Brisbane Roar Active Program
- Tennis Coaching
- Fun Languages for little Linguists

How Information and Communication Technologies are used to assist learning:

To prepare our students for their future our school community recognises the need to invest heavily in ICT infrastructure. Our school continues to grow and once again we needed to fit out additional classrooms with electronic whiteboards, data projectors and sound systems.

We also have been working on installing phonic ear – Front Row systems in more rooms across our school. Out of the 29 classrooms we only have 7 more to go until every room is equipped with front row systems which help all students hear instruction from the teacher like they were sitting in the front row of the classroom.

More laptop computers were purchased making over 30 laptops available for student use in classrooms as well as the two fully functioning computer labs.

Over 30 iPads are also available for classroom use across our school.

A new server was also purchased in 2014 with greater speed and storage capacity.

Social climate

A Discipline Audit was undertaken in 2013 which provided an external view of our school. We were very proud of the commendations identified during the audit which really do paint a clear picture of the social climate of the school. We were quite humbled by the findings:

- The tone of the school is strong. Students, staff members and parents speak proudly of their school, all commenting on exceptional behaviour and respect which are evident throughout all areas.
- Student behaviour is exceptional, with students displaying high expectations for behaviour for their peers and other members of the school community.
- Expectations for behaviour are highly visible throughout the school, with significant signage in place to guide all school community members around the Code of School Behaviour.
- A high level of trust is evident in the school community. Parents talk about the trust they hold for the Principal, Deputy Principals and teaching staff. Teaching staff display a high level of trust in the school leadership.
- The Principal and school have a strong reputation in the community. The parents value the Principal's newsletters and community coffee sessions.
- High quality communication occurs between the school and community.
- The leadership team is working well to establish a consistent language around behaviour and discipline at the school.

Parent, student and staff satisfaction with the school

The data on the next page speaks for itself. Direct from the school opinion survey, it's an accurate picture of how our community embraces our school and why our school is growing in size. The secret is out!

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	96%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	92%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	92%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%
this school works with them to support their child's learning* (S2010)	96%	84%
this school takes parents' opinions seriously* (S2011)	100%	92%
student behaviour is well managed at this school* (S2012)	100%	92%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	88%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	97%
they like being at their school* (S2036)	94%	97%
they feel safe at their school* (S2037)	97%	99%
their teachers motivate them to learn* (S2038)	99%	97%
their teachers expect them to do their best* (S2039)	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	99%	95%
teachers treat students fairly at their school* (S2041)	88%	90%
they can talk to their teachers about their concerns* (S2042)	89%	94%
their school takes students' opinions seriously* (S2043)	86%	91%
student behaviour is well managed at their school* (S2044)	85%	85%
their school looks for ways to improve* (S2045)	99%	98%
their school is well maintained* (S2046)	91%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	97%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	88%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	95%
staff are well supported at their school (S2075)	98%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	88%
their school gives them opportunities to do interesting things (S2079)	98%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The following is an extract from an Aspley State School newsletter article published in last 2013 which really sums up what we can say in this section of the annual report.

"It is really great to have many parents attend our community coffees to discuss many and varied topics throughout the year. We really value the opportunity to have a casual yet very deep conversation in a relaxed atmosphere with such a wonderful group of parents. Thank you.

As we walk around the school on a daily basis there are examples everywhere of people giving their time to volunteer in our school. The early year's classrooms are always a buzz in the mornings with parents working in classrooms in small group activities and alongside the teacher. When swimming is in full swing we have parents, many of them dads, dropping in with towels over their shoulder to work in the pool alongside our PE specialist. There are volunteers in the tuckshop and uniform shop every day they are open and our school banking is solely run by some very dedicated ladies on a weekly basis. Oh and don't forget book club – the mountain of boxes that get delivered to the office are sorted and sent out to the students by some wonderful parent helpers. Our student support services team have a number of parents, grandparent and ready reader volunteers who give their time to run support-a-reader and other support programs.

So when we think about it, WOW! We have an army of volunteers who work in our school daily in so many different areas. Sure, we all lead busy lifestyles but volunteering in our school is alive

and well and just another reason why our students are so lucky.

We wish to thank all the people, too numerous to mention individually, that give their time to help make a difference for our kids. You all know who you are but we want you to know that we all really appreciate what you do!"

Reducing the school's environmental footprint

As a member of the Queensland Environmentally Sustainable Schools Initiative (QESSI) we are always looking at ways to reduce our environmental impact.

We have paper recycling bins for our paper waste and the school has a solar energy system installed on B block. We store water from the hall in 4 large tanks, located near the Year 6 Garden Centre, for use in the toilet blocks.

Each class is also encouraged to utilise energy efficiently and turn off electricity and resources when not in use.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	0	0
2011-2012	249,250	1,532
2012-2013	235,955	1,722

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

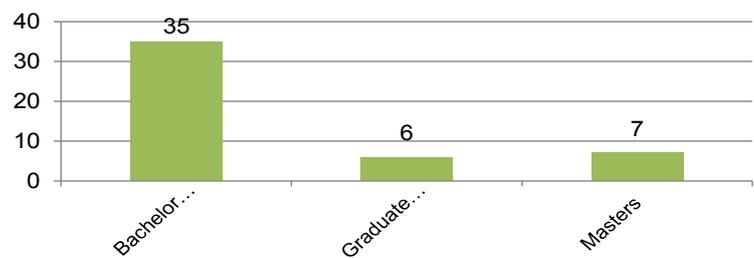
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	48	26	0
Full-time	41	18	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Bachelor Degree	35
Graduate Diploma etc.	6
Masters	7
Total	48



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$15250.33

The major professional development initiatives are as follows:

iPad Classroom Workshops, Breakthrough Coach PD, Seven Steps to Successful Writing, iPad Conference, Positive Schools Conference, The Art and Science of Teaching, iPad Masterclass, Swimming Skills PD, Jolly Phonics Training, Differentiating Curriculum and Teaching and Learning Network Activities.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name **GO**

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

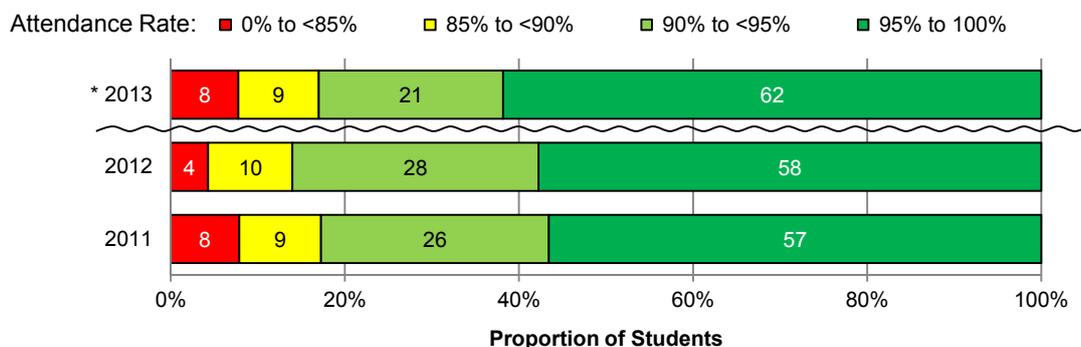
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
201	93%	95%	94%	93%	95%	95%	95%
201	94%	95%	94%	95%	95%	95%	95%
201	95%	94%	96%	94%	94%	93%	95%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Aspley State School implements OneSchool electronic roll marking. Rolls are marked twice daily. Parents can either ring a dedicated absence line or email address to provide explanations for student absences. Students who are absent for three consecutive days without explanation are contacted by the school.

One School unexplained absence reports are sent out each month to relevant parents. Attendance concerns are noted and managed through our Student Support Services Committee.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this is a "Sector" section with two radio buttons: "Government" (which is selected) and "Non-government". A yellow "SEARCH" button is located at the bottom of the second section.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Aspley State School has an indigenous enrolment of just over 2%. Our Indigenous students have an attendance rate that is equal to that of Queensland all students average. Indigenous student numbers are too small to make comment on academic performance in the targeted Yr 3,5 & 7 areas without identifying individual student performance.