



Ascot State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training



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School Overview

Ascot State School is a co-educational school from Prep to Year 6 which provides a safe and caring environment for high quality learning to occur. Our school motto, "Strive to Achieve" is evidenced in the daily learning of the students and the teaching of the school staff. Ascot State School is a school of choice because of our commitment to excellence, love of teaching and learning, achievements, proud traditions and our belief that all students deserve a personally-rewarding and quality education that focuses on each child's social, emotional, physical and academic development.

Ascot State School is a high performing state school that prides itself on its strong parent-community partnerships to enhance and support student learning. We recognise and value the important role parents play as the first educators for their children. We believe all students can learn and have the right to learn. We care about our students' cognitive and non-cognitive learning and provide opportunities for them to realise their learning potential. We are committed to providing an innovative, engaging education program that caters for 21st century learners. Our priority always remains on the child, through a continued focus on student success and wellbeing.

In 2013, Ascot State School community and staff made the decision to become an Independent Public School (IPS). The Independent Public School offers Ascot State School the opportunity to go from being a great school, to being the best school it can possibly be through the creation of bright futures with endless possibilities for everyone – students, staff and the parent community. The School Council monitors and advises on the strategic direction of the school.

Our expert teaching team ensures that evidence-based, best practice is at the core of our learning environment to ensure your child reaches their full potential. We teach the Australian Curriculum and Japanese in Years 5 and 6. Ascot State School students demonstrate high levels of achievement in systemic testing. This is maintained and reflected by our whole school programs which are reviewed each year. We also place a large emphasis on increasing the academic distance travelled by each individual student. We strive to provide a balanced education and a broad range of relevant and engaging learning experiences, challenging our students to discover their unique potential and individual strengths.

We have well-established partnerships with tertiary institutions, Queensland Academies, SPARQeD, High Achievers and our professional association with our City Cluster Schools. We have an exceptional Music and Sporting Program and provide a range of extracurricular activities including Years 4 and 5 camps; Year 6 Canberra trip; Mini-Thinkers; High Achievers; Debating; Robotics Club; Chess Club; Problem Solving Teams and Opti-minds Teams.

Our school facilities include: 25m heated swimming pool, Assembly Hall, several playgrounds, tennis courts, Art Room, several Music Rooms, a covered games court, library, STEAM room and a computer laboratory. All classrooms are equipped with the latest digital devices, electronic whiteboards and wireless coverage across the school for learning anytime and any place.

There is strong community support for Ascot State School. Working in the Parents and Citizens Association is the Swim Club, Tuckshop, Parent Network, Physical Environment Committee, Uniform Shop, Friends of Visual Arts and Design, and Friends of Music. The parent community strongly support the education programs in the school through funding for the Arts, Innovation Grants, Teacher Scholarships and innovative learning spaces.

Principal's Forward

Introduction

The Ascot State School Annual Report outlines our school's activities and celebrations for the 2016 school year. This report demonstrates the successes that can be achieved when a school community works together to provide a quality education for its students. Further information on aspects of the report may be found on our school website or by contacting our office at admin@ascotss.eq.edu.au

School Progress towards its goals in 2016

In 2016, Ascot State School implemented the first year of its Strategic Plan that focused on:

- Getting the Basics Right in Preparatory to Year 2
- Consolidating the Basics, Endless Possibilities from Years 3 to 6
- Quality Leadership, Teaching and Learning in every classroom and
- Parents as Partners with strong collaboration and relationships to support student learning.

Our key improvement agenda is to ensure every child is making a year's progress in Reading. This was achieved by developing skills in the purposeful collection, analysis and application of data to student learning and applying a consistent approach to the teaching of Reading by building staff capability and embedding agreed practices across the school.

Ascot State School recognizes the importance of developing both the cognitive and non-cognitive factors in order for improved student learning outcomes. The school employed a Head of Curriculum – Teaching and Learning and a Head of Curriculum – Personalised Learning who worked closely to build staff capability, parent and community awareness and student engagement in both academic mindsets and academic learning outcomes.

Future Outlook

We value all staff at Ascot State School and their contributions to the achievement of our school priorities. Our priority in 2017 is '*every child making at least a year's progress in Reading*'. This priority will be achieved through a whole-school focus on three priority areas:

- *Knowledge of your students* – purposeful data collection and analysis
- *Consistency of Practice* – quality teaching in every classroom – focus on Reading
- *Feedback to improve learning* – for students, staff and parents

Our School at a Glance

Ascot State School is located in an inner-city suburb of Brisbane where education is highly valued. Parents are actively involved in the life of the school and have high expectations and aspirations for their children. Our school is based on established traditions whilst also engaging students in innovative programs that cater for our 21st century learners.

We have a highly-talented teaching staff who are committed to ensuring every child reaches their full potential. From very experienced teachers to a number of new graduates, we are always ensuring our students are provided with the best education possible.

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	832	437	395	4	97%
2015*	781	392	389	4	95%
2016	775	374	401	3	98%

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

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Ascot State School has an excellent academic reputation and, as such, many families choose to reside in the local area, just to enrol their child at our school. The school enforces an Enrolment Management Plan and there are strict enrolment processes adhered to so it is always advisable to check the enrolment catchment map prior to purchasing in our local community.

Ascot State School acknowledges that *every child is a gift* and as such caters for all learners in an inclusive, respectful learning environment. Ascot State School acknowledges and celebrates the cultural diversity of the student population with students enrolling from countries across the globe and over thirty different languages spoken in the home environment. We take great pride in the strong traditions and history of the school whilst pursuing and creating a futures-focused, quality, world-class education program. We value the rich cultural diversity of our student population and focus on preparing responsible, global citizens.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	24
Year 4 – Year 7	25	25	25
Year 8 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

At Ascot State School we teach the Australian Curriculum from Prep to Year 6. We employ a full-time Head of Curriculum Teaching and Learning to coordinate and lead the successful implementation of the Australian Curriculum English with a particular focus on the teaching of Reading. Teachers collaboratively plan a range of engaging, challenging learning experiences to cater for 21st century learners.



- Significant collaboration occurs in year level teams to align planning, teaching and assessment. Classroom differentiation is demonstrated in individual teacher's planning.
- Flexible timetabling in our Learning Support program allowed focussed teaching and learning in targeted year levels in the key areas of literacy.
- A case management approach is used to support students with additional learning needs in either learning support, gifted education, students with disabilities or indigenous students. A range of personnel with expertise in targeted areas worked collaboratively with parents, staff and students to tailor educational programs to meet individual students' needs.
- Friends of Visual Arts and Design (FOVAD) organised a very successful Art Week and Art Show to support the Visual Arts Program. The Artist-in-Residence continued with accompanying art lessons for each class.
- The School's Music Program (FOM) continued to maintain its standard of excellence through musical evenings, Music on Sunday, instrumental and choral performances. The School's Dance Program conducted by the Footsteps Dance Company continued to be a popular addition to The Arts Program.
- The Sports Program coordinated sport development sessions for Years 4-6 between Gala Days to provide more opportunities to develop physical skills. Students again enjoyed swimming lessons from Prep to Year 6.
- Students in Years 5 and 6 continue with learning the Japanese language.
- At the end of terms one and three, every class opens their doors to the parent community for Celebrations of Learning. Students share their learning journey, learning targets, work samples and achievements with their family.

Co-curricular Activities

Students at Ascot State School have the opportunity to participate in a range of both in-school and extra-curricular educational programs. The following are just some of the opportunities available to our children:

- Optiminds
- The Young Scholar's Program – Years 5 and 6
- High Achiever's Program – Years 5 and 6
- Mini-Thinkers Program – Years 3 and 4
- Maths Tournament and the Problem Solving Competition
- Chess and Debating
- ICAS Competitions
- State Representation in Sport including swimming
- Choral and Instrumental Bands and Ensembles
- Year 3 Private Instrumental Program
- Year 6 educational excursion to Canberra
- Years 4 and 5 educational excursions

How Information and Communication Technologies are used to Assist Learning

A priority at Ascot State School is student engagement in Science, Technology, Engineering, the Arts and Mathematics (STEAM). In 2016, the Ascot State School P&C contributed significant funds to the establishment of a STEAM learning environment and the purchase of a range of electronic gadgets including spheros, littlebits, ozbots and lego. Students also have access to a computer lab to engage in personal interest projects or coding and robotics clubs.

All learning spaces have access to electronic whiteboards and dataprojectors to enable a range of online resources to be utilised by students to enhance learning opportunities. Students were engaged in a range of learning opportunities that were enhanced by the purchase of additional sets of ipads. A wide selection of literacy and numeracy Apps were installed and utilised by teachers to engage students. Selected students participated in a range of online programs to support learning.

Social Climate

Overview

Ascot State School recognises the importance of both non-cognitive and cognitive factors in success at school, so we provide a Success and Wellbeing Program to focus on academic mindsets and engagement. A Head of Curriculum – Personalised Learning is employed four days a week to:

- Research Success and Wellbeing: Mentoring, Success, Engagement, Motivation, Wellbeing
- Share Success and Wellbeing Research and Mentoring with staff



- Continue the Ascot Mentoring Program with year 6 students and Ascot staff
- Engage in Storytelling, Andrew Martin's Motivation Wheel, Language of SEL from Wilson McCaskill, Strengths of Martin Seligman and Mindfulness practices
- Arrange parent, student and staff sessions with Dr Andrew Martin on his Motivation Wheel
- Gather feedback from students, parents and staff on the Success and Wellbeing Program.

Ascot State School students model our three expectations on a daily basis through being respectful, responsible and safe. Each week, the school conducts two separate assemblies – to recognise and celebrate students demonstrating our school expectations. At the assemblies, classes present skits, songs, presentations on a selected topic related to our Expectations and our School Wellbeing Focus. Individual students are recognised at both the Senior and Junior assemblies for outstanding behaviour in identified areas eg Being Courageous, understanding Others' Feelings or Setting Smart Goals. Parents value the opportunity to observe their class presentations and to share in a celebration following the assembly.

The Head of Curriculum – Personalised Learning also coordinates our pastoral care program including our Buddy System and Leadership Program. The Buddy System supports a range of initiatives in the school including play with younger students and modelling expected behaviours. The leadership program involves all Year 6 students as Senior Leaders supporting the younger students and demonstrating leadership in the Student Council, Early Act, Bio Box Monitors, School, Class, Sports Captains and Music Seniors' positions.

The Student Council and Early Act were active and supported many community organisations throughout the year. Early Act aimed to develop student's social and emotional well-being whilst encouraging group work, organisational skills, and leadership and to develop positive voluntary contributions to society.

Parent, Student and Staff Satisfaction

The School Opinion Survey is available to all parents, staff and students in Years 5 and 6 in August of each year. Students at Ascot State School reported a high level of satisfaction (97%) being at this school and they are getting a good education. Similarly, 97% of students felt that their teachers motivate them to learn and they get useful feedback to help them improve their learning.

In the Parent Opinion Survey, 97% of parents indicated that their child feels safe at this school. Similarly, 94% of parents indicated that they can talk to their child's teacher about their concerns. This is an indication of the positive parent-teacher relationships across the school.

Ascot State School provides a safe, tolerant and disciplined learning environment evidenced by the successful implementation of the Ascot State School Responsible Behaviour Plan and the student and parent opinion survey data where 91% of students and 97% of parents respectively believe their child is safe at school.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	95%	87%
this is a good school (S2035)	95%	96%	87%
their child likes being at this school* (S2001)	98%	98%	92%
their child feels safe at this school* (S2002)	99%	99%	97%
their child's learning needs are being met at this school* (S2003)	82%	94%	87%
their child is making good progress at this school* (S2004)	86%	94%	87%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	87%	88%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	87%	91%	89%
teachers at this school treat students fairly* (S2008)	88%	91%	88%
they can talk to their child's teachers about their concerns* (S2009)	90%	95%	94%
this school works with them to support their child's learning* (S2010)	88%	89%	85%
this school takes parents' opinions seriously* (S2011)	88%	87%	82%
student behaviour is well managed at this school* (S2012)	91%	96%	89%
this school looks for ways to improve* (S2013)	95%	96%	89%
this school is well maintained* (S2014)	95%	96%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	97%
they like being at their school* (S2036)	96%	96%	97%
they feel safe at their school* (S2037)	97%	97%	91%
their teachers motivate them to learn* (S2038)	96%	99%	97%
their teachers expect them to do their best* (S2039)	98%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	97%
teachers treat students fairly at their school* (S2041)	93%	90%	92%
they can talk to their teachers about their concerns* (S2042)	89%	85%	92%
their school takes students' opinions seriously* (S2043)	96%	94%	89%
student behaviour is well managed at their school* (S2044)	94%	91%	83%
their school looks for ways to improve* (S2045)	99%	99%	97%
their school is well maintained* (S2046)	96%	93%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	78%	95%	76%
they feel that their school is a safe place in which to work (S2070)	93%	100%	95%
they receive useful feedback about their work at their school (S2071)	87%	91%	59%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	78%	86%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	98%	98%	95%
student behaviour is well managed at their school (S2074)	89%	93%	68%
staff are well supported at their school (S2075)	70%	91%	61%
their school takes staff opinions seriously (S2076)	71%	86%	63%
their school looks for ways to improve (S2077)	98%	100%	79%
their school is well maintained (S2078)	91%	95%	84%
their school gives them opportunities to do interesting things (S2079)	87%	98%	66%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

There is a tremendous sense of community at Ascot State School. School traditions are held in high regard and parent involvement and engagement is of a very high standard. Staff are dedicated professionals who are committed to excellence in teaching and learning and recognise the importance of positive school-family relationships. Whilst parents receive two written report cards each year, they are also invited to Celebrations of Learning at the end of terms one and three and parent teacher interviews in terms two and four as well as being invited to the weekly assemblies where different classes showcase their learning.

The Ascot State School P&C makes a significant contribution to the school each year both financially and through supporting a range of initiatives. A number of sub-committees operate including:

- Friends of Visual Arts and Design – art week, art show and artist in residence program.
- Friends of Music – Musical, Music on Sunday, Film and Disco nights
- Physical Environment Group – refurbishment of Prep toilets, painting of classrooms
- Swimming Club
- Tuckshop – Biggest Morning Tea, Dad's Day Out BBQs,
- Uniform Shop
- Health and Wellbeing – promoting local sporting initiatives and Prep Welcome BBQ

The P&C actively supports staff professional learning through Teacher Scholarships to pursue research-based best practice. The P&C also supports a range of innovative practices through the provision of a Learning Innovation Fund. In 2016, the Innovation Fund supported Sparq-Ed educational excursions for students in Years 5 and 6. Parent information sessions were organized on topics such as NAPLAN, Differentiation, Student Success and Reading. Workshops were conducted that provided parents with strategies and information to improve student learning outcomes.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. The school provides a safe, tolerant and disciplined learning environment evidenced by the successful implementation of the Responsible Behaviour Management Plan and Social Skills Program called Play is the Way. Our pastoral care program is supported by our Head of Curriculum Personalised Learning and includes our Buddy System, Leadership Program, Student Council, Early Act, School Captains, Class Captains, Sports Captains, Biobox Captains and Music Seniors. The whole school also participates in the Day for Daniel to raise funds for this charity and to raise awareness of recognise, react and report strategies.

At Ascot State School we actively promote positive relationships between parents, staff and students with our Class Parent Representative Program. These parents are a vital link in sharing information between home and school. Whilst respectful relationships are valued there may be situations where the school enforces Section 5 of the *Education (General Provisions) Regulation 2006 (QLD)* to ensure the safety of all persons whilst on school premises.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	6	20
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Ascot State School continued its focus on reducing its environmental impact through a recycling program. Environment Captains worked with staff to design posters and raise awareness of recycling through a General Waste Initiative and revitalising the Wrapper-free Wednesday program to reduce our litter.

A group of young students were also inducted to the Tangalooma Eco Marines Program (TEM). This is a not-for-profit education and conservation program that assists and sponsors community engagement and action to protect the marine life of Moreton Bay. This program raises awareness of our responsibility as consumers in protecting our local environment.

Ascot State School also maintained our awareness of the need to reduce energy consumption by turning off lights, fans, data projectors and other electrical equipment when not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	299,115	5,908
2014-2015	270,268	2,191
2015-2016	255,629	3,190

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states ‘**School name**’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	54	27	0
Full-time Equivalents	47	16	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Graduate Diploma etc.**	6
Bachelor degree	30
Diploma	5
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$76496. The proportion of the teaching staff involved in professional development activities during 2015 was 100%

The major professional development initiatives are as follows:

- Implementation of the Australian Curriculum English.
- Review of a range of assessment practices to focus on formative assessment and moderation.
- Implementation of the Ascot Coaching Program to observe the teaching of Reading
- Implementation of a social-emotional program titled Play is the Way for all teaching and non-teaching staff.
- Raising awareness of innovative eLearning practices and development of the Digital Technologies Curriculum.
- Participation in City Cluster moderation and the City Cluster Gifted Education Mentors Program.
- Participation in QELI Leadership Program to build capacity of Year Level Leaders.
- Participation in Effective Age-Appropriate Pedagogies for Prep Programs
- Sharing innovative ICT practices through weekly iCafe sessions.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	96%	95%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

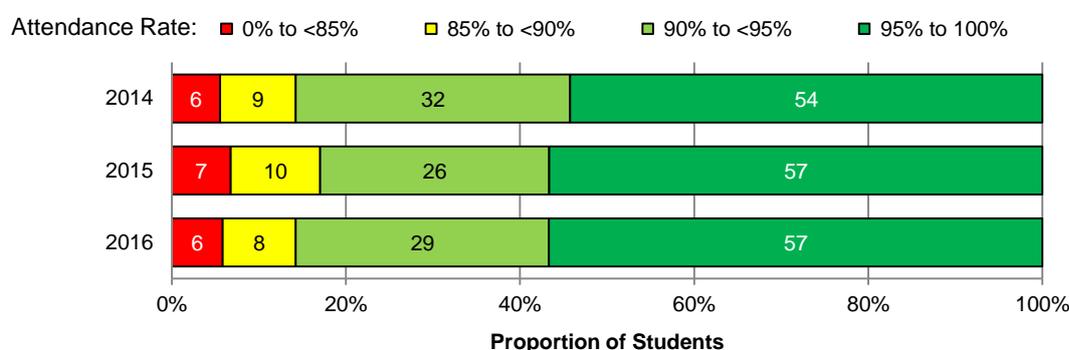
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	95%	94%	94%	95%	95%	93%					
2015	95%	95%	95%	95%	94%	93%	94%						
2016	93%	95%	94%	95%	95%	95%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outlines processes for managing and recording student attendance and absenteeism. Teachers mark the roll in OneSchool twice a day and make regular contact with parents when there is continued absence from school. Class teachers make regular contact with families for ongoing absenteeism and notify members of the leadership team.

There is a high expectation that students are to attend school every day unless a satisfactory reason is provided. A sign-in and sign-out book is maintained in the front office for parents to sign out their children for appointments or for late arrival and early departure during normal school hours. The school leadership team regularly monitor student attendance and place reminders in the Digest (parent newsletter) on the importance of regular attendance and year level percentages. Students absent from school for periods longer than ten days must seek an exemption from school from the Principal.

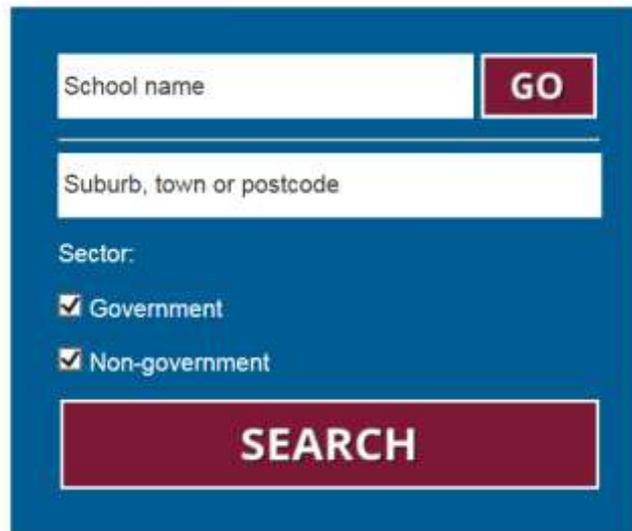
At the end of 2016, Ascot State School introduced text messaging to parents to notify them of a student unexplained absence. This process has assisted with more regular attendance and improved parental notification of student absence.

NAPLAN

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**.

Find a school



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

I invite you to contact our school office to arrange a school tour by one of our Deputy Principals or to attend our Prep Enrolment Sessions.

For further information please contact the main office on (07) 3326 9333, email admin@ascotss.eq.edu.au or visit our school website or facebook page.

Kind regards,

Gayle Coleman

Principal – Ascot State School