



Ascot State School
Bright Minds, Endless Possibilities

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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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. 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.

Our school motto, "Strive to Achieve" is evidenced in the daily learning of the students and the teaching in our school. Ascot State School is a school of choice because of its 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 and we work alongside parents to ensure success for every child.

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 every child reaches their full potential. We teach the Australian Curriculum including 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.

Our school facilities include: 25m heated swimming pool, Assembly Hall, several playgrounds, a sculpture garden, 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. We also own off-site tennis courts and an outside school hours care facility.

Principal's Foreword

Introduction

The Ascot State School Annual Report outlines our school's activities and celebrations for the 2017 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. I am delighted to be sharing our school successes in this report and invite you to provide feedback to our school community. We are always seeking ways to improve.



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. Please contact our school office to arrange a complementary school tour.

School Progress towards its goals in 2017

In 2017, Ascot State School implemented the second 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 made significant progress in catering for the range of diverse learners in our school and providing a safe, supportive and inclusive learning environment. Teachers continued to build their understanding of the Australian Curriculum through collaboration, observing others work and a collegial coaching program.

Our school continued to enjoy 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 and Opti-minds Teams.

Future Outlook

In 2018, all teachers will be engaged in professional learning in catering for highly capable students. Our teachers in Year 3 to 6 and specialist staff will complete the Mini Certificate in Gifted Education through the University of New South Wales to refine the school processes in catering for our diverse learners.

Our priority in 2018 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.

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 funding innovative learning spaces to improve learning outcomes for all students.

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	781	392	389	4	95%
2016	775	374	401	3	98%
2017	746	367	379	3	96%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 with over thirty different languages spoken in the home environment. We value the rich cultural diversity of our student population as we focus on preparing responsible, global citizens.

As a proud independent public school, we welcome all students to our school community. We have highly-skilled educators who provide inclusive support for students with a disability, Indigenous students, students in the care of the state and student with specialized health needs. Our caring staff work closely with parents and carers to understand and cater for the individual needs of all students. Along with high expectations and best practices for student engagement, we are able to provide meaningful learning experiences for every child.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	22
Year 4 – Year 6	25	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Ascot State School we teach the Australian Curriculum from Prep to Year 6. We employ a full-time Head of Curriculum to coordinate and lead the successful implementation of the Australian Curriculum in English, Mathematics, Science and Humanities and Social Sciences (HASS). Teachers gather evidence of student learning in an Evidence of Learning folio and provide an on-balance judgement of student achievement and next steps for learning progress. A range of practices ensures every student has the opportunity to demonstrate what they know and can do in each learning area.

At Ascot State School, teachers

- collaboratively plan a range of engaging, challenging learning experiences to cater for 21st century learners.
- collaborate in year level teams to align planning, teaching and assessment. Classroom differentiation is demonstrated in individual teacher's planning.
- in the lower school focus on practices to ensure every student is literate and numerate by the end of year 2. This is achieved by a strong focus on the teaching of concepts of print, phonemic awareness and the teaching of phonics.
- in Years 3 to 6, focus on reading across the curriculum and build depth of understanding in all learning areas.
- work alongside our eLearning Manager to provide a comprehensive STEAM program that aligns with the Digital Technology curriculum learning area.
- use a case management approach 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.
- at the end of terms one and three, open their doors to the parent community for Celebrations of Learning where every child shares their learning journey, learning targets, work samples and achievements with their family.

In addition:

- Friends of Visual Arts and Design (FOVAD) organises a range of creative pursuits including a very successful Art Week, creative competitions and support for the Visual Arts Program. The Artist-in-Residence provides 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 whilst students in Prep to Year 2 continue to develop gross motor skills through our perceptual motor program.
- Students in Years 5 and 6 continue learning the Japanese language through a comprehensive program by our specialist teacher.

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 camps

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. In 2017, the school employed an eLearning Manager to provide a range of STEAM initiatives to engage students in collaboration and problem solving challenges alongside coding. Students also have access to a computer lab to engage in personal interest projects or coding and robotics clubs. The school hosted its first STEAM week with staff, parents and students engaged in many exciting, innovative programs.

All learning spaces have access to smartboards to enable a range of online resources to be utilised by students to enhance learning opportunities. Students are 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 are installed and utilised by teachers to engage students. Selected students participate in a range of online programs to support learning.

Social Climate

Overview

Our Ascot State School values of relationships, excellence, learning, curiosity, teamwork and resilience reflect the skills and dispositions that we believe young people will need to navigate their complex world. Our school provides an inclusive learning environment where difference is celebrated. At Ascot State School we are interested in the wellbeing and learning potential of every child and we understand the importance of developing positive relationships with students and their parents and carers.

The school provides a safe, tolerant and disciplined learning environment evidenced by the successful implementation of the Responsible Behaviour Management Plan supported by our the Social- Emotional Program called Play is the Way. Ascot State School students model our four expectations on a daily basis through being a learner, being respectful, being responsible and being 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 aligned with Play is the Way virtues. Parents value the opportunity to observe their class presentations

Our pastoral care program includes our Buddy System, Mentoring Program 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 or through other leadership roles. All year 6 students are also mentored by a staff member from Ascot State School.

The Student Council includes students from years 4 to 6 and is active in supporting 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 overwhelmingly love coming to our school with 100% of Ascot State School students believe they are getting a good education at this school. Similarly, 97% of students like being at this school and feel safe at school. Feedback to students on next steps to improve is a priority in our school and 97% of students reported that they get useful feedback to help them improve their learning whilst 98% of students are motivated by their teacher to learn.

In the Parent Opinion Survey, 95% of parents indicated that their child feels safe at this school. Similarly, 93% of parents indicated that their child likes being at this school and 91% believe 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 97% of students and 95% of parents respectively believe their child is safe at school. Similarly, 98% of staff believe this is a safe place in which to work.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	87%	86%
this is a good school (S2035)	96%	87%	88%
their child likes being at this school* (S2001)	98%	92%	93%
their child feels safe at this school* (S2002)	99%	97%	95%
their child's learning needs are being met at this school* (S2003)	94%	87%	85%
their child is making good progress at this school* (S2004)	94%	87%	85%
teachers at this school expect their child to do his or her best* (S2005)	96%	93%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	88%	83%
teachers at this school motivate their child to learn* (S2007)	91%	89%	88%
teachers at this school treat students fairly* (S2008)	91%	88%	87%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%	91%
this school works with them to support their child's learning* (S2010)	89%	85%	84%
this school takes parents' opinions seriously* (S2011)	87%	82%	76%
student behaviour is well managed at this school* (S2012)	96%	89%	83%
this school looks for ways to improve* (S2013)	96%	89%	85%
this school is well maintained* (S2014)	96%	89%	87%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	97%	100%
they like being at their school* (S2036)	96%	97%	97%
they feel safe at their school* (S2037)	97%	91%	97%
their teachers motivate them to learn* (S2038)	99%	97%	98%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	97%
teachers treat students fairly at their school* (S2041)	90%	92%	91%
they can talk to their teachers about their concerns* (S2042)	85%	92%	96%
their school takes students' opinions seriously* (S2043)	94%	89%	92%
student behaviour is well managed at their school* (S2044)	91%	83%	85%
their school looks for ways to improve* (S2045)	99%	97%	97%
their school is well maintained* (S2046)	93%	95%	93%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their school gives them opportunities to do interesting things* (S2047)	93%	96%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	76%	93%
they feel that their school is a safe place in which to work (S2070)	100%	95%	98%
they receive useful feedback about their work at their school (S2071)	91%	59%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	86%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	95%	100%
student behaviour is well managed at their school (S2074)	93%	68%	84%
staff are well supported at their school (S2075)	91%	61%	84%
their school takes staff opinions seriously (S2076)	86%	63%	91%
their school looks for ways to improve (S2077)	100%	79%	89%
their school is well maintained (S2078)	95%	84%	79%
their school gives them opportunities to do interesting things (S2079)	98%	66%	89%

* 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 parent-teacher interviews and Celebrations of Learning at the end of terms one and three. Junior and Senior Assemblies are an excellent avenue to showcase student 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

The P&C also supports a range of innovative practices through the provision of a Learning Innovation Fund. In 2017, the Innovation Fund supported Sparq-Ed educational excursions for students in Years 5 and 6; the Year 4 Save our Soil Incursion; transport for our Senior Choir to the Finals; accommodation and transport for our Optiminds team to the State Finals in Brisbane; and digital resources for our students with a disability. Parent information sessions were organized on topics such as NAPLAN, Student Success and Reading. Workshops were conducted that provided parents with strategies and information to improve student learning outcomes.

In 2017, the P&C worked tirelessly to develop a comprehensive sponsorship package that is encouraging support from both large and small local businesses. This is another avenue to increase funding to support improved learning outcomes for Ascot students.

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 Buddy System, Leadership Program, Student Council and Year 6 Mentoring Program. 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	2015	2016	2017
Short Suspensions – 1 to 10 days	6	20	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 to reduce our litter. 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
2014-2015	270,268	2,191
2015-2016	255,629	3,190
2016-2017	381,020	3,501

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

GO

Sector:

Government

Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	51	21	0
Full-time Equivalents	45	14	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Graduate Diploma etc.**	6
Bachelor degree	33
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 2017 was \$ 93000. The proportion of the teaching staff involved in professional development activities during 2017 was 100%

The major professional development initiatives to build teacher capability were in the following areas:

- Implementation of the Australian Curriculum English and Mathematics
- Use of a range of formative assessment practices to inform next steps for teaching
- Catering for diverse learners through classroom adjustments and differentiation.
- Implementation of the Big 6 as our whole school approach to the teaching of Reading
- Innovative eLearning practices and development of the Digital Technologies Curriculum.
- Intensive literacy support programs including Minilit and MacLit.
- Participation in City Cluster moderation and the City Cluster Gifted Education Mentors Program.
- Participation in the University of Queensland Feedback to improve Writing project

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 89% of staff was retained by the school for the entire 2017. During 2017, some long-standing staff took leave prior to retiring.

Performance of Our Students

Key Student Outcomes

We believe that good first wave teaching with a rigorous curriculum and evidence-based classroom practices provides an excellent springboard for success in any external assessment.

In 2017, Ascot State School students continued to outperform other students in Queensland and Nationally in aspects of NAPLAN. 69% of Year 3 students performed in the upper two bands in Reading in 2017, 67% in the upper two bands in Writing, 69% in the upper two bands in spelling and 85% in the upper two bands in grammar and punctuation. This data reflects our continued focus in the early years on getting the basics right.

Our priority in the upper school is on consolidating the basics and endless possibilities. Once again our NAPLAN data demonstrates that Ascot students outperform students across Australia in mean scale score and upper two bands in all domains of NAPLAN testing.

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	95%	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 2017 for all Queensland Primary schools was 93%.

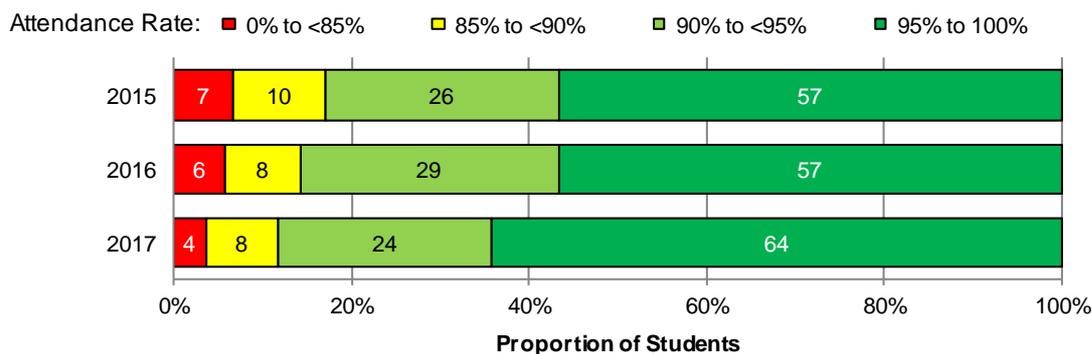
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	95%	95%	95%	94%	93%	94%						
2016	93%	95%	94%	95%	95%	95%	94%						
2017	96%	95%	96%	96%	95%	95%	94%						

*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 text messaging is used to notify parents of unexplained absences by 10am daily. Class teachers make regular contact with families for ongoing absenteeism and notify members of the leadership team.

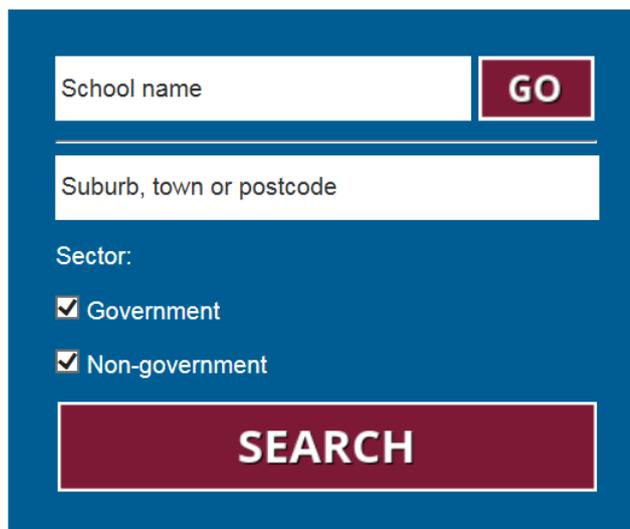
There is a high expectation that students are to attend school every day unless a satisfactory reason is provided. Parents must sign out their children for appointments or for late arrivals and early departures during normal school hours. Parents are discouraged from making appointments during school 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 the Principal.

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 Information Sessions.

For further information about how we can support your child in their learning, 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