

# Ascot State School (0296)

## Queensland State School Reporting

### 2012 School Annual Report



**Lifelong learning  
for lifelong success.**

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## Principal's foreword

### Introduction

The Ascot State School Annual Report is a document reporting on our school's activities and celebrations for the 2012 school year. This report demonstrates the successes achieved by a school community working together to provide quality education for its students.

#### **Our focus and successes in 2012 were:**

Explicit improvement in the teaching of Reading, Spelling, Numeracy  
 All students' needs met through our school approach to differentiation  
 Implementation of the Australian Curriculum – English, Maths, Science  
 Use of NAPLAN- National Assessment Program Literacy and Numeracy data to improve students' achievements  
 Implementation of the school's Strategic Plan 2012-2015  
 Regional Showcase Winner for Academic Success

Research has shown that two significant factors which lead to school and student achievement improvement are the quality of the teacher and the quality of the leadership. As such our coaching model of professional development continued in school and out of school to enhance our teaching and leadership practices.

### School progress towards its goals in 2012

Implementation of Australian Curriculum in English, Maths and Science utilising adapted Curriculum to Classroom (C2C) units occurred. With the implementation changes were made to units of work as necessary. Significant collaboration between teaching teams ensured continuity and a smooth transition. The Australian Curriculum and C2C were implemented throughout all year levels and the necessary resources were purchased to support. C2C units incorporated new, challenging and engaging ICT learning experiences. The Library ordered and obtained C2C resources for year level use.

Teachers planned classroom differentiation as demonstrated in individual teacher's planning. Significant collaboration in year level teams occurred to align planning, teaching and assessment. Assessment items were moderated and the data collected and analysed. We trialled the use of online assessment by engaging in the PAT Tests. The school implemented a whole school Reading and Maths assessment program – PAT R & M – to obtain data on all students from Year 2 upwards. Flexible timetabling in our Learning Support program allowed focussed teaching and learning in targeted year levels. An earlier timeframe for Prep reading commenced in Term 1 Week 6 and Prep phonics program began in Week 3.

Friends of Visual Arts and Design (FOVAD) organised another very successful Art Show along with accompanying art lessons for each class and lunch time activities for students. To support the Visual Arts Program, approval to have an Artist-in-Residence was given for 2013 and the position was advertised. The School's Music Program continued to maintain its standard of excellence through musical evenings, musicals, instrumental and choir performances. The School's Dance Program conducted by the Footsteps Dance Company has been a very popular addition to The Arts Program.

Resourcing of Science equipment was necessary to align with the implementation of the Australian Curriculum. Sustainability issues were reinforced with the visit from the Energy Van displaying and explaining alternative energy sources. Sustainability projects continued throughout the school, including paper recycling and the reintroduction of "Nude Food" Day.

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The History/Study of Society and Environment (SOSE) Committee worked towards whole staff familiarisation of the Australian Curriculum-History in preparation for its 2013 implementation. All year levels included History/SOSE in their curriculum overviews. The Technology syllabus continued to be implemented and technology tasks within English, Maths and Science units were continued to be differentiated to meet various learning requirements of students. The school continued to implement the Lego Robotics Program in Term 3.

The Sports Program ran sport development sessions for Years 4-7 between gala days to give students more opportunities to develop skills. Communication increased with parents about the Physical Education Program in the school newsletter. A changed format of the P-3 swimming carnival to 4 mini carnivals to address issues of overcrowding, noise, length of time between races proved successful. Year 3 students were included in the athletics carnival which had previously been 4-7 in preparation for year 7 students move to high school in 2015.

### Future outlook

Key Directions of the Strategic Plan 2012-2015:	
Implementation of the Australian Curriculum School and Student Performance Data eLearning Community engagement and partnerships Early Childhood Education Middle Phase Education, particularly Year 7 to Secondary School Sustainability	Inclusive Education Student Diversity Differentiation Social/Emotional Wellbeing Review School Physical Education/Sport Program Develop Communications Strategy Develop P&C Strategic Plan 2012- 2015

Selection in the Queensland Academies Partnership Program

Continued school improvement through preparation for School Accreditation process

Consideration for the school to apply to be an Independent Public School

Key features of the Independent Public Schools initiative include:

- enhanced local governance
- opportunities for innovation
- locally tailored workforce
- increased financial flexibility

Continuation of the school's Strategic Plan:

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	750	363	387	93%
2011	738	363	375	98%
2012	766	376	390	97%

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

### Characteristics of the student body:

Coeducational or single sex: Coeducational: Year levels offered: Prep - Year 7

Total student enrolments for this school: 768 student numbers which determined our teacher numbers of 31 classroom teachers.

Prep – 114

Year 1 - 121

Year 2 - 117

Year 3 - 114

Year 4 – 121

Year 5 - 57

Year 6 - 70

Year 7 – 54

School Disciplinary Absences: 0 x Short Suspensions - 1 to 5 days; Long Suspensions - 6 to 20 days, Exclusions.

Ascot State School attracts a wide variety of students, most of whom reside in the catchment area. The school supports children with disabilities and those who are gifted academically, musically or in sporting ability. Students with English as a Second Language and refugee children are assisted by the many academic programs and specialised teachers. Ascot State School educates students from a wide variety of religious and cultural backgrounds, including many international families.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	24	24
Year 4 – Year 10	25	24	25

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	1	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

Dimensions of Learning (DoL) is used as the pedagogical framework for planning, teaching and assessing. The school has established links between the elements of Productive Pedagogies and Dimensions of Learning. This is the basis for developing a focussed learning community that develops intellectual quality and connectedness as well as recognition of difference and supportive school environment. Dimensions of Learning is a significant factor in the differentiation strategy of Ascot State School. It places students at the centre of what we do and promotes lifelong learning.

DoL provides the best in instructional strategies, a structure for planning curriculum and assessment and has a focus on systemic reform. A major focus for differentiation in 2012 was the development of personal learning targets for all students. Teachers implemented the Ascot State School Higher Order Thinking Program to differentiate within their classrooms. Students developed their targets in Reading, Number and Social Skills. Also in 2012, teachers prepared themselves and their students for the implementation of the Australian Curriculum.

A strong feature of the school is the Music Program which is supported by the instrumental music program and culminates in a Music Evening. There are three concert bands, a Senior choir and Junior choir and string ensembles. The Language Other Than English (LOTE) is Japanese. Students are involved in: Swimming Carnivals, Interschool Sports, Music on Sunday, Book Week, Senior and Junior Music Evenings and Urban Upbeat (band competition) at the Exhibition.

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### Extra curricula activities

Students participate in Years 4, 5 & 6 Camps, Year 7 Canberra Trip, excursions, ICAS Competitions (Year 3-7), The Young Scholar's Program (Year 5-7), High Achiever's Program (Year 6-7), Maths Tournament, Problem Solving Competition, Literacy Olympics

Our students have access to an array of before and after school providers of clubs and special interest groups including French, Drama, Martial Arts, Swimming, Department and Music lessons. Our staff also has a broad range of expertise and individual passions that they enjoy sharing with our students. Teachers elect to run clubs and groups at lunch time and before and after school. In 2012 these clubs included; Chess, Robotics, Friends Program, Science Club, Animation Club, Debating and Optiminds

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### How Information and Communication Technologies (ICT) are used to assist learning

Teachers accessed ICT to support the implementation of the Australian Curriculum. Examples of ICT accessed and used include: Learning Objects, Websites, C2C support materials, photographs and photo books, Youtubes, Powerpoints, emails, Ed Studios, School of Distance Education support materials and web conferences were also accessed by staff. Through the use of C2C materials, there has been a stronger focus on the embedding of ICT's.

There was more interactive learning opportunities through the use of recently purchased hardware and software e.g. ipads, laptop computers. The purchase of iPads gave classes and teachers the chance to begin to explore mobile and digital collaborative work. The introduction of iPads in classrooms had a positive impact on student learning. Students were introduced to more challenging, motivating and new ICT's including Edstudios and multi-modal devices. These devices were a positive for differentiated learning and engaging our students.

In the Music Program teachers integrated the use of ICTs through the use of CDs, DVDs, iPads, iPods, Data Projectors, YouTube clips and the H4 Zoom Handy Recorder to support their teaching. Filming and recording of lessons enhanced students' creative work. The short-throw projector has been used successfully for the School Musical for backdrop. The use of data projectors, Interactive Whiteboards, selected websites, YouTube clips, and software are all used to support student learning in Visual Arts and Media studies.

All teachers used One School to enter student data. Reports were generated on One School. All staff received professional development to assist understanding and use of ICT's to enhance student learning. Power Point presentations regarding approaches within the new curriculum, and links to useful websites (for example QSA) were utilised as part of our staff awareness and in-service sessions. Some teachers commenced using the One School Markbook. Mathletics was available to every child for home and classroom use.

Our Year 7 girls were involved in the Technology Takes You Anywhere (TTYA) Day, an ICT initiative for girls. A school program for our boys was developed involving interesting work with applications and animation. ICT devices were used by Special Education Program and Support Teachers.

# Our school at a glance

## Social climate

Our pastoral care program includes our Buddy System and Leadership Program. This involves all the Year 7 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. Senior students lead school events such as ANZAC Day Service, Year 7 Graduation and Tabloid Sports for junior students.

Leadership positions and the inclusion of buddy classes offered students in the middle years opportunities to develop healthy relationships and to become positive role models to our younger students. The Student Council and Early Act were active and supported many community corporations 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. Friendship Day was an initiative of the Student Council. Feedback from Friends program was positive and program was extended. Lunch Time Club was actioned to promote key relationships for students with disabilities.

The Opinion Survey revealed the following data. Students reported a high level of satisfaction (School mean 92.9%) that teachers at this school treat students fairly. (State mean 81.7%, Like School mean 88%). Parents reported a high level of satisfaction that teachers at this school treat students fairly (100%) State mean (93.8 %) and Like School mean (90.7 %). The school has provided a safe, tolerant and disciplined learning involvement evidenced by the successful implementation of the Responsible Behaviour Plan and Social Skills Program. Students reported that they feel safe at school (School mean 98.8%, State mean 90.5% and Like School mean 94.7%). Parents reported that their child is safe at this school (School mean 100%, State mean 95.3% and Like School mean 97.3%). Students reported that they like being at their school (95.3%) with State mean 88.6% and Like School mean 92.9%.

Students and parents enjoyed social activities such as Disco nights, Film Nights, Book Club, Welcome Drinks, Trivia Night, Biggest Morning Tea, Mother's Day Stall and Picnic, Father's Day Stall, Dad's Day Out BBQs, Assembly Morning Teas. Education Week was a great celebration of state education. A fabulous Assembly by 6/5 and 2E showcased Differentiation at Ascot State. This work was the basis for our Regional Showcase Award submission for Academic Success. We enjoyed having Robbie Cooke (CEO wotif) for Principal for the Day. Robbie is an ex-student of Ascot State School and he loved being back at his primary school.

## Parent, student and staff satisfaction with the school

There is a tremendous sense of community at Ascot State School. School traditions are held in high regard and parent involvement is high. Staff are committed, dedicated professionals and report a high level of satisfaction of working in the school.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	96.7%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%

## Our school at a glance

this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	96.4%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.7%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	98.8%
they like being at their school*	95.3%
they feel safe at their school*	98.8%
their teachers motivate them to learn*	96.5%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	98.8%
teachers treat students fairly at their school*	92.9%
they can talk to their teachers about their concerns*	92.9%
their school takes students' opinions seriously*	94.0%
student behaviour is well managed at their school*	94.1%
their school looks for ways to improve*	100.0%
their school is well maintained*	96.5%
their school gives them opportunities to do interesting things*	98.8%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	91.7%
with the individual staff morale items	96.7%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

There has continued to be strong involvement from parents in a number of ways such as Friends of Visual Arts and Design, Friends of Music, the P&C, and parents of students involved with band, choir and instrumental programs. Parents engaged in the change to digital newsletters, accessed by 85% of those registered and the new Flexischool ordering system. They also engaged via their child with the use of Mathletics.

Parents were invited to celebratory events such as class Celebration of Learning, musical evenings, assembly presentations which gave parents the opportunity to see their child's learning journey. Parents received end of semester reports and were offered opportunities to discuss their child's progress with the teacher. EdStudio was an important communication tool allowing parents, students, and teachers to an online communication environment in classrooms and homes.

Consultation with staff and parents for the 2014 Years 6/7 school year occurred in preparation for Year 7 to high school move. The school conducted a Communication Review with Transition documents for parents developed. Parent information sessions were organized – ipads, Cybersmart and Professor Paula Barrett talk on Children in the 21 Century. Reading workshops were conducted that provided parents with strategies and information to improve student learning outcomes.

Regular items were included in the school newsletter to inform parents of the implementation of the Australian Curriculum and school-based literary events e.g. Hip-Hop Poet, Young Writers' Festival and writing focus on narrative genre. Items regarding the new History Curriculum for 2013 were also included in the school newsletter.

Parents were involved in the Physical Education program by the parent group reviewing aspects of the program, involvement in the perceptual motor program and swimming lessons and Swimming Carnivals (timekeeping, judging). The Special Education Program effectively shared planning strategies with parents of students with disabilities. Feedback from Friends Program was shared with parents. Parents assisted with the Japanese assembly and provided resources and knowledge in the classroom. Parent involvement in sustainability projects has been encouraged through advertising in the school newsletter and with regular reminders at assemblies. Community involvement continued throughout the school with the support from Bunnings, with Prep children creating a native garden and through the donation and setting up of a school worm farm.

## Reducing the school's environmental footprint

Ascot State School reduced its environmental impact in 2012 by consuming less electricity and water in 2011-12 than it did in 2010-11. The school actively worked to lower its consumption of electricity by turning off air-conditioning, lights and fans when unnecessary. Teachers led curriculum-based activities to raise awareness about energy use and the environment as well as the management of waste, with such initiatives as Wrapper-Free Wednesday. Ground staff maintained the pool, oval and gardens with minimal water usage, while maintaining safety standards and an awareness of the school's appearance.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	237,843	4,505
2010-2011	236,500	6,887
2011-2012	225,760	3,965

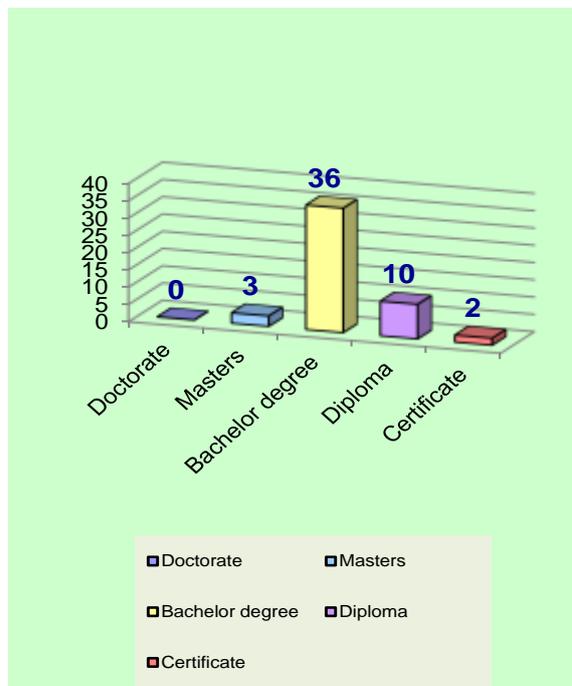
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	51	22	0
Full-time equivalents	43.9	13.5	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	36
Diploma	10
Certificate	2



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$49 361.63

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

The major professional development initiatives are as follows:

Staff professional development was undertaken in Reading, Writing, editing and proofreading. This resulted in consistent use of language, understanding and classroom practice across the school. All teachers received professional development on formative assessment and providing feedback to students. As a school we had a focus on providing differentiation for our C, D and E students. All staff were provided with professional development on differentiation. Two teachers were recipients of the P&C Teacher Scholarship which focussed on ICTs.

## Our staff profile

Other professional development included workshops, conferences, seminars, web conferences and accessed professional development with outside providers when offered. The Maths Committee provided professional development to teachers on the topic of problem solving in order to develop a school wide language and approach. Teachers were in-serviced through the extensive background information supplied with the Australian Curriculum, in particular the C2C units. Strong peer tutoring occurred within year level teams to ensure that scientific understandings were clear amongst all teachers. Consistent high quality learning was demonstrated in the moderated assessment pieces and tasks. The Principal presented the work at Ascot SS in implementing the recommendations from the 2010 Audit findings at the ACER conference in Sydney.

Teachers were involved in City Cluster Moderations and attended a Teacher Conference on the student free day in Term 4 which offered workshops in a wide range of topics such as spelling, ICTs, gifted and talented. Staff attended school based twilight sessions on a variety of topics. All staff participated in three familiarisation sessions revolving around History 2013. Key teachers attended two History conferences, a QSA workshop and a District HOC Day related to History. The school developed a relationship with the Griffith University to assist with our preparation for the implementation of the Australian Curriculum, History. Professional development with teachers was delivered by Paul Reitano, lecturer. Professional Development for Music has included ICT for Music (The Conservatorium), KEIMEA Conference, Kodaly/Orff Schulwerk PD (Ferry Rd Studios), and the Australian Curriculum Update (ABC Studios).

Teachers continued to engage in obtaining Digital Pedagogical Licenses. There were also opportunities to develop professionally with the iPads via ICT mentors and One Channel webinars. Lunch time sessions were also offered for targeted needs. Staff were provided with professional development and support on the use of the markbook in One School. Other professional development occurred in: workshop on student wellness, several iPad workshops and webinars and significant professional development in the implementation of C2C and Australian Curriculum

Physical Education professional development included: Swimming CARA, On field success – Athletic Performance, treating asthma, teaching Athletics Course, Teaching baseball, Level 1 Cricket Coaches course, Fundamental Movement Patterns. Professional development for Special Education teachers included Friends Club training, DSAQ conference, ICT summit for special education, supporting SWD in your class, social and emotional welfare of students and staff. The Japanese teacher completed four web conferences (Moderator courses), Apps/Elluminate one day seminar, two Edstudios/OneChannel courses, Free Apps One Channel course and the use of Edstudio to complete their DPL.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	96.2%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

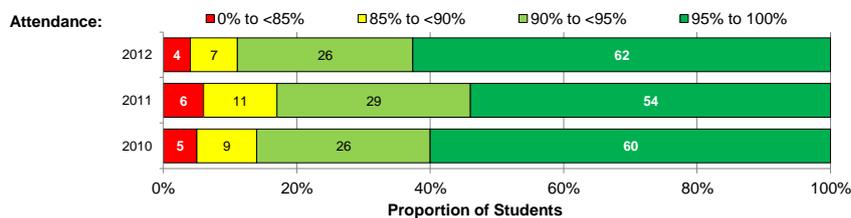
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	94%	95%	95%	96%	95%	96%	96%
2011	93%	95%	95%	95%	96%	95%	94%
2012	94%	95%	96%	96%	95%	96%	95%

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 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.

There is a high expectation that students are to attend school every day unless there is a satisfactory reason provided. If a student is away for more than two days, without parent notification, our school will personally contact parents. Attendance is monitored by teachers and parents are contacted if there are any concerns. A sign in and sign out book is kept in the office for parents to sign their children in and out if their arrival and departure is during school times. Roll marking is conducted twice a day, at the beginning of the school day and after lunch.

# Performance of our students

## 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.

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Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

In 2012, there were three Indigenous students attending the school.

Through the Closing the Gap initiative we:

- establish and maintain a culture of teaching and learning that is inclusive of Indigenous students and facilitates their engagement and successful participation
- ensure staff have the appropriate cross-cultural skills, knowledge and understanding to meet the educational needs of Indigenous students.