

# Ascot State School

## Queensland State School Reporting

### 2013 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 2013 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 2013 were:

- Explicit improvement in the teaching of Reading, Writing, Numeracy
- All students' needs met through our school approach to differentiation.
- School Pedagogical Framework using Marzano's Art and Science of Teaching developed.
- Implementation of the Australian Curriculum – History
- Use of NAPLAN- National Assessment Program Literacy and Numeracy data to improve students' achievements
- Implementation of the school's Strategic Plan 2012-2015
- Showcase Regional Winner and State Finalist: Excellence in the Early and Primary Years: Reading The Showcase Submission – Good to Great Expectations was based on the focussed improvement in Reading in P-3 in the upper two bands for reading
- State Finalist: Optiminds Team
- School selected to be part of the Independent Public School Program. Key features of the Independent Public Schools initiative include:
  - enhanced local governance
  - opportunities for innovation
  - locally tailored workforce
  - increased financial flexibility

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 2013

Implementation of Australian Curriculum in English, Maths, History 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.

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. The school implemented an online 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.

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Friends of Visual Arts and Design (FOVAD) organised a very successful Art Auction To support the Visual Arts Program the Artist-in-Residence continued with accompanying art lessons for each class and lunch time activities for students. 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.

The Australian Curriculum-History was implemented. 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.

Authors at Ascot Week: An exciting program of authors working with students to improve their writing was initiated by Lorraine Clacher who developed the work based on her successful P&C Teacher Scholarship application. Skills and knowledge as teachers of writing, giving students insights into the work of real life authors were developed across the school. It was exciting and launched our emphasis of the teaching of writing in 2013.

### 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

Continued involvement in the Queensland Academies Partnership Program

Internal review for school improvement through for School Accreditation process

Progression of an Independent Public School

Continuation of the school's Strategic Plan.

# Our school at a glance

## School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013: **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	738	363	375	98%
2012	766	376	390	97%
2013	840	420	420	98%

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: 831 students provided 33 classroom teachers**

Prep –119	Year 1 - 125	Year 2 -122	Year 3 -117
Year 4 – 115	Year 5 - 113	Year 6 - 51	Year 7 – 69

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		
	2011	2012	2013
Prep – Year 3	24	24	23
Year 4 – Year 7 Primary	24	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	1
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) and Marzano's Art and Science of Teaching are used as the pedagogical framework for planning, teaching and assessing. 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 2013 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, Writing, Spelling, Number and Social Skills. Teachers implemented the next phase of the Australian Curriculum with the introduction of the History Curriculum.

A strong feature of the school is the Music Program which is supported by the instrumental music program and culminates in Music Evenings. 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, Deportment 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 2013 these clubs included; Chess, Robotics, Friends Program, Science Club, Debating and Optiminds.

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

The ICT Group researched and investigated BYOD program and alternatives including iPad class sets. This engaged stakeholders to implement mobile learning devices in all classrooms as single iPads or small sets of 5 and developed an iPad pathway for 2014 which will increase student access to mobile technology and allow for exploration of whole class iPad use.

Continued maintenance and replacement of hardware and purchased additional iPads occurred and improved wireless network with hardware upgrades in preparation for increased mobile device use in classrooms. Investigated the use of EdStudios as a teaching and learning tool. A number of teachers and students are now using EdStudios as part of the curriculum.

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 ICTs

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 ICTs 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.

App reviews are included in each Digest for parents to access. An updated list is available on the school website. Cyber safety OneChannel workshop offered to parents. Cyber safety information has been included in the Digest. 20 Year 5 students participated in an Apple Field excursion to deepen their understanding of how to use iPads to synthesize learning.

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## 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.

# Our school at a glance

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 96%) that teachers at this school treat students fairly. (State mean 86%, Like School mean 93%). Parents reported a high level of satisfaction that teachers at this school treat students fairly (100%) State mean (92%) and Like School mean (94%). 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 97%, State mean 93% and Like School mean 96%). Students reported that they like being at their school (99%) with State mean 92% and Like School mean 95%.

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 and a very successful Ascot Big Day Out.

Ascot Success and Wellbeing 2013 was an initiative to look at student engagement. The Student Success Coach:

- Researched Success and Wellbeing: Mentoring, Success, Engagement, Motivation, Wellbeing
- Reported, planned and shared with School Leadership team and 7/6 teachers
- Shared Success and Wellbeing Research and Mentoring with staff
- Initiated Ascot Mentoring Program, Term 2, with year 6 students and Ascot staff
- Used Storytelling, Andrew Martin's Motivation Wheel, Language of SEL from Wilson McCaskill, Strengths of Martin Seligman and Mindfulness practices
- Attended Positive School Conference 2013
- Feedback from students, parents and staff on Mentoring.

## 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 continues to be high. Staff are committed, dedicated professionals and continue to 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	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	95%
their child feels safe at this school* (S2002)	100%	95%
their child's learning needs are being met at this school* (S2003)	97%	95%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	96%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	97%	100%

# Our school at a glance

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

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	99%	99%
they like being at their school* (S2036)	95%	99%
they feel safe at their school* (S2037)	99%	97%
their teachers motivate them to learn* (S2038)	96%	96%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	96%
teachers treat students fairly at their school* (S2041)	93%	96%
they can talk to their teachers about their concerns* (S2042)	93%	91%
their school takes students' opinions seriously* (S2043)	94%	94%
student behaviour is well managed at their school* (S2044)	94%	93%
their school looks for ways to improve* (S2045)	100%	98%
their school is well maintained* (S2046)	96%	95%
their school gives them opportunities to do interesting things* (S2047)	99%	95%

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	98%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	96%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

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

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

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, Physical Environment Group, the P&C, and parents of students involved with band, choir and instrumental programs.

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.

Work was undertaken for the 2014 Years 6/7 school year in preparation for Year 7 to high school move. Parent information sessions were organized on topics such as NAPLAN, Differentiation and Reading workshops were conducted that provided parents with strategies and information to improve student learning outcomes.

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. 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.

## Reducing the school's environmental footprint

Ascot State School reduced its environmental impact in 2013 by focusing on our waste management practices. Previous to 2013 Ascot disposed of its waste in the general waste bins so we implemented a school-wide recycling program in the second term to reduce the amount of rubbish we send to the landfills. This program proved very successful and we saved 38 full bins or 9,120 litres of waste from entering the general waste system in only the first month. We recycled 4,080 litres of plastic and glass and 2,880 litres of paper and cardboard in the same month. Ascot registered with Keep Queensland Beautiful and devised an Action Plan as part of the Cleaner Greener Schools program. We achieved our goals in 2013 and now have one star on the Cleaner Greener Schools Honour Roll.

Ascot State School consumed more electricity in 2013 than it did in 2012 mainly as a result of the increase in our student population. In an effort to reduce our usage we regularly remind teachers, students and staff to turn off unnecessary lights, fans and air-conditioners.

Ground staff maintained the pool, oval and grounds with minimal water usage, while maintaining safety standards and an awareness of the school's appearance. Ascot does not utilise sprinkler systems and grows low-maintenance, drought-tolerant plants.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	236,500	6,887
2011-2012	225,760	3,965
2012-2013	281,367	3,135

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

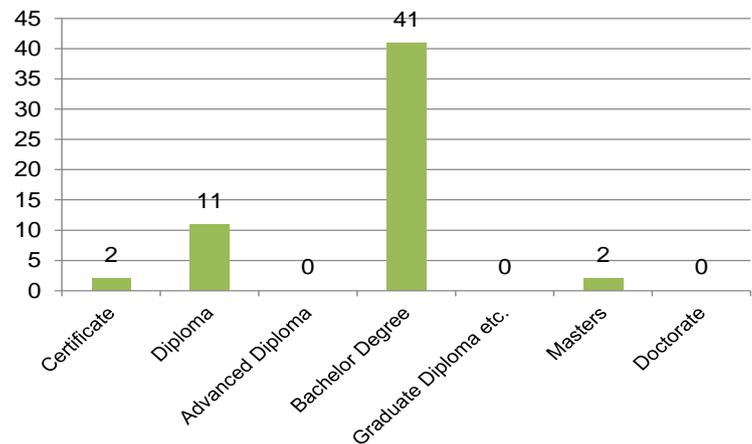
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	56	18	0
Full-time equivalents	47	12	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	11
Advanced Diploma	
Bachelor Degree	41
Graduate Diploma etc.	
Masters	2
Doctorate	0
<b>Total</b>	<b>56</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ **58,773.46** .

The major professional development initiatives are as follows:

## Our staff profile

Art and Science of Teaching Marzano

Reading: Teaching Inference, Guided Reading

Writing 6+1 Traits

Numeracy

Differentiation

One teacher was the recipient of the P and C Scholarship for Authors at Ascot.

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

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

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

From the end of the previous school year, 79% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

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

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

**Find a school**

Search by school name

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

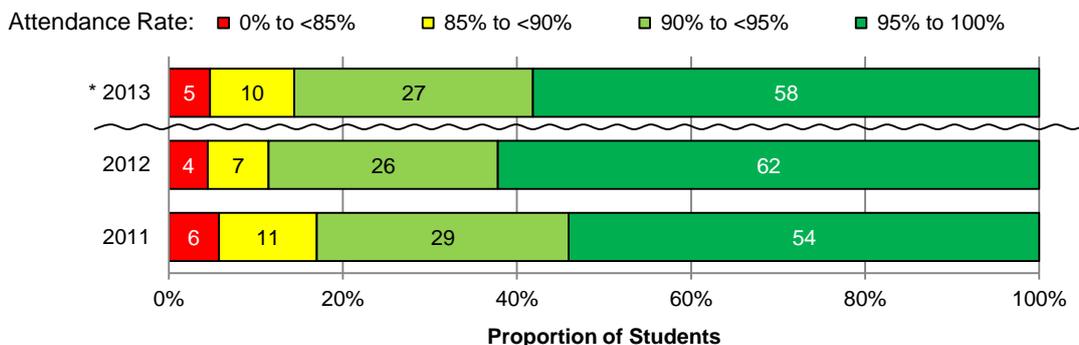
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	95%	95%	95%	96%	95%	94%					
2012	94%	95%	96%	96%	95%	96%	95%					
2013	95%	94%	95%	95%	95%	94%	94%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



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

### Description of how non-attendance is managed by the school

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

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, 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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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 2013, there were four 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.