

Ascot State School

Queensland State School Reporting

2014 School Annual Report



Postal address	Pringle Street Ascot 4007
Phone	(07) 3326 9333
Fax	(07) 3326 9300
Email	the.principal@ascotss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Gayle Coleman - Principal

Principal's foreword

Introduction

The Ascot State School Annual Report outlines our school's activities and celebrations for the 2014 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 along with strong community engagement and support.

School progress towards its goals in 2014

In 2014, the Queensland Government commenced the Great Results Guarantee, a four-year initiative with funding provided by the Australian Government's Students First initiative to improve student outcomes. The following strategies were implemented with the additional \$217,614 that Ascot State School received to ensure every child was succeeding:

- Implementation of Teacher Peer Coaching and lesson observations.
- Employment of additional teachers, with identified expertise in Literacy / Numeracy, to extend / support Year 2 / 4 and additional teacher and teacher aide support in Years 1 and 3.
- Additional Learning Support in Prep / Year 1.
- Implementation of a Speech Language Therapy program for Prep students requiring support in Oral Language.
- Implementation of a Phonics program for Year 1 students identified as requiring support.
- Implementation of additional support (T/TA) for English as an Additional Dialect (EAL/D) students across the school identified as requiring support.
- The purchase additional resources to support initiatives in English, Maths, EAL/D and Learning Support.
- Two administrators and six classroom teachers (Prep, Year 4 / 5 / 7/6) visited high-performing 'like schools' in Melbourne. Each participant wrote a report identifying differences in pedagogical and leadership practices between Ascot SS and the schools visited and implemented these better practices at Ascot SS.
- Professional development was provided for aspiring leaders to develop leadership, coaching skills, pedagogy and data analysis.
- Professional development was provided for Teachers and Teacher Aides in effective pedagogical practices in Literacy and Numeracy.
- Prep Teachers were released to visit and host visits with Pre-Prep providers to build stronger partnerships and develop shared understandings around skill and routine expectations of students entering Prep.

Our additional focus and successes in 2014 were:

*Establishment of Ascot State School as 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

*Successful transition of Year 7 to secondary school.

*Completion of the self-study modules to become a **Queensland Academy Partnership School**

*Explicit improvement in the teaching of Reading, Writing and Numeracy

*All students' needs met through our school approach to differentiation.

*The School Pedagogical Framework based on Marzano's Art and Science of Teaching has been reviewed and enhanced since its introduction in 2013.

*Implementation of the Australian Curriculum – Geography

*Use of NAPLAN- National Assessment Program Literacy and Numeracy data to improve students' achievements

*Continued implementation of the school's Strategic Plan 2012-2015

*Began the **ASAA Accreditation Process**

***Showcase Regional Winner: Excellence in Leadership**

*Promotion of the long-standing Principal, Mrs Jane Sedgeman, to the role of Assistant Regional Director and the appointment of a permanent school Principal.

*Retirement of some long-standing teaching staff and the employment of many graduate and early career teachers.

Implementation of the Australian Curriculum continued in English, Maths, History, Science and Geography was introduced in 2014. Significant collaboration between teaching teams ensured consistency and alignment from Prep to Year 7. The Australian Curriculum was implemented throughout all year levels and the necessary resources were purchased to support teaching and learning 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 continued the online whole school Reading and Maths assessment program – PAT R & M – to obtain data on all students from Year 2 to Year 7. Flexible timetabling in our Learning Support program allowed focussed teaching and learning in targeted year levels.

Friends of Visual Arts and Design (FOVAD) organised a very successful Art Evening 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 continued to be a popular addition to The Arts Program.

The Sports Program ran sport development sessions for Years 4-7 between Gala Days to give students more opportunities to develop physical skills. Communication increased with parents about the Physical Education Program in the school newsletter.

Mrs Lorraine Clacher continued her highly successful Authors at Ascot Week with students improving their writing through activities with local authors. Students gained insights into the work of real life authors and embedded those skills in their own writing. Students also participated in online modules through the Academies in Young Scholars Program and the High Achievers Program in collaboration with Kelvin Grove State College.

Future outlook

In 2015, the school commenced the year with a new leadership team. The focus for 2015 will be on setting a clear vision for Ascot State School and implementing the key directions from the 2012-2015 Strategic Plan whilst

planning for the future. A key feature was a visioning night with staff, parents and the community to develop a strategic plan for 2015 to 2020 when the school turns one hundred.

As an Independent Public School, the Ascot State School Council will advise and monitor the strategic direction of the school. Ascot State School will continue to build partnerships with the Queensland Academies Partnership Program and will develop action plans to implement the recommendations of the internal review from the School Accreditation process with ASAA.

In 2015, the school will employ a Mathematics teacher to build the capacity and understanding of the teaching of mathematics. Our highly successful Student Success and Wellbeing Program will be further developed and additional staff will be trained in Play is the Way.

Our school at a glance

School Profile

Ascot State School is located in a high socio-economic community where education is highly valued. Parents are actively involved in school and education and have high expectations and aspirations for their children. The school ICSEA value is 1168 which places Ascot State School in the top 96% percentile in the country. Our school is based on established traditions and high expectations with strong parent and community engagement and support.

Our school achieves outstanding results in a broad range of learning opportunities and experiences. We are committed to providing a wide range of programs, in the academic, musical, artistic and sporting areas. Our priority always remains on the child, through a continued focus on student success and wellbeing.

We have well established partnerships that enhance aspects of our schooling. These include Queensland Academies, SPARQed, High Achievers and our professional association with Professor Andrew Martin, University of NSW.

The School prides itself on its academic, social and creative endeavours. Ascot State School has been recognised for excellence through the State Showcase Awards.

- 2014 Showcase Regional Winner: Excellence in Leadership
- 2013 Showcase Regional Winner and State Finalist: Excellence in the Early and Primary Years: Reading
- 2012 Showcase Regional Winner: Excellence in Academic Success

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	766	376	390	97%
2013	840	420	420	98%
2014	832	437	395	97%

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

Characteristics of the student body:

Ascot State School attracts a wide variety of students, who mostly 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. We value the rich cultural diversity of our student population and focus on preparing global citizens.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	23	24
Year 4 – Year 7 Primary	25	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	1	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Ascot State School recognises the importance of both academic achievement and wellbeing for every child so we provide a Success and Wellbeing Program to focus on student mindsets and engagement. The Student Success Coach:

- Researched Success and Wellbeing: Mentoring, Success, Engagement, Motivation, Wellbeing
- Reported, planned and shared with School Leadership team and years 6/7 teachers
- Shared Success and Wellbeing Research and Mentoring with staff
- Continued the Ascot Mentoring Program with year 7 students and Ascot staff
- Used Storytelling, Andrew Martin's Motivation Wheel, Language of SEL from Wilson McCaskill, Strengths of Martin Seligman and Mindfulness practices
- Arranged a parent, student and staff session with Dr Andrew Martin on his Motivation Wheel
- Gathered feedback from students, parents and staff on the Success and Wellbeing Program.

Dimensions of Learning (DoL) and Marzano's Art and Science of Teaching were implemented as the pedagogical framework for planning, teaching and assessing. Dimensions of Learning was 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.

In 2014, teachers implemented the Ascot State School Higher Order Thinking Program to differentiate within their classrooms. A major focus was the development of personal learning targets for all students as part of our differentiation strategy. Students developed their targets in Reading, Writing, Spelling, Number and Social Skills.

The Ascot State School Music Program continued to be a valued program in the school. It 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) was Japanese. Students were involved in: Swimming Carnivals, Interschool Sports, Music on Sunday, Book Week, Senior and Junior Music Evenings and Urban Upbeat (band competition) at the Exhibition.

Extra curricula activities

Students participated in Years 4, 5 & 6 Camps, the Years 6 and 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 and the Problem Solving Competition. Our students had access to a wealth 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 coordinated clubs/groups at lunch time and before and after school. In 2014 these clubs included Chess, Art Club, Science Club, Debating and Optiminds.

How Information and Communication Technologies are used to assist learning

Students were engaged in a range of learning opportunities that were enhanced by the purchase of sets of ipads. A wide selection of literacy and numeracy Apps were installed and utilised by teachers to engage students. App reviews were included in the Digest and an updated list was made available on the school website. In addition, cybersafety workshops were offered to parents and included in the Digest and students participated in ACMA cybersafety education programs. Selected students participated in a range of online programs to support learning.

Teachers accessed ICT to support the implementation of the Australian Curriculum including Learning Objects, Websites, C2C support materials, photographs and photo books, Youtubes, Powerpoints, emails, Ed Studios, School of Distance Education support materials and web conferences. One School is used extensively by the teaching staff for curriculum planning, assessment and reporting.

Social Climate

Ascot State School has three expectations – Be Respectful, Be Responsible and Be Safe. Each week at Assembly different classes present skits, songs, presentations on a selected topic related to our Expectations and our School Wellbeing Focus. Individual students are recognised at both the Senior and Junior assemblies for outstanding behaviour in identified areas eg Being Courageous, understanding Others' Feelings or Setting Smart Goals. Parents value the opportunity to observe their class presentations and to share in a celebration following the assembly.

At the end of terms one and three, every class opens their doors to the parent community for Celebrations of Learning. Students share their learning journey, learning targets, work samples and achievements with their family.

Our pastoral care program includes our Buddy System and Leadership Program. The Buddy System supports a range of initiatives in the school including play with younger students and modelling expected behaviours. This involved all the Year 6 and 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 the school ANZAC Day Service, Year 6 and 7 Graduation and Tabloid Sports for the junior school.

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. Lunch Time Club was actioned to promote key relationships for students with disabilities.

The Opinion Survey was conducted with students in years 5 and 6 and parents in August. Students reported a high level of satisfaction that they felt safe at this school (97.3%). This was above both the like school mean (96.2%) and the state mean (93.1%). Similarly, students reported a high level of satisfaction that teachers at this school treat students fairly (92.9%). This was well above the like school mean (86.2%), but similar to the state mean (92.4%). Students continue to be very satisfied that this is a good school and they like being at this school with 97.3% and 96.5% respectively. Ascot State School provides a safe, tolerant and disciplined learning environment evidenced by the successful implementation of the Ascot State School Responsible Behaviour Plan. Two classroom teachers were also supported by the P&C teacher scholarship to be trained 'behaviour profilers' and teaching staff were profiled and provided with feedback on their classroom management strategies to ensure consistency across the school.

Parents also reported a high level of satisfaction that their child felt safe at this school (99%). This was above both the like school mean (97.4%) and the state mean (95.5%). Similarly, parents were satisfied that student behaviour was well managed at this school (91.3%). This was similar to the level of parent satisfaction in like schools (90.9%) and above the state mean (87%). The percentage of parents satisfied that this is a good school and they would recommend it to others remains very high at 96.2% and 94.3% respectively.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	92%
this is a good school (S2035)	100%	100%	95%
their child likes being at this school* (S2001)	100%	95%	98%
their child feels safe at this school* (S2002)	100%	95%	99%
their child's learning needs are being met at this school* (S2003)	97%	95%	82%
their child is making good progress at this school* (S2004)	100%	100%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	83%
teachers at this school motivate their child to learn* (S2007)	100%	100%	87%
teachers at this school treat students fairly* (S2008)	100%	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	90%
this school works with them to support their child's learning* (S2010)	100%	100%	88%
this school takes parents' opinions seriously* (S2011)	96%	100%	88%
student behaviour is well managed at this school* (S2012)	100%	100%	91%
this school looks for ways to improve* (S2013)	100%	100%	95%
this school is well maintained* (S2014)	97%	100%	95%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	99%	99%	98%
they like being at their school* (S2036)	95%	99%	96%
they feel safe at their school* (S2037)	99%	97%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their teachers motivate them to learn* (S2038)	96%	96%	96%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	99%	96%	97%
teachers treat students fairly at their school* (S2041)	93%	96%	93%
they can talk to their teachers about their concerns* (S2042)	93%	91%	89%
their school takes students' opinions seriously* (S2043)	94%	94%	96%
student behaviour is well managed at their school* (S2044)	94%	93%	94%
their school looks for ways to improve* (S2045)	100%	98%	99%
their school is well maintained* (S2046)	96%	95%	96%
their school gives them opportunities to do interesting things* (S2047)	99%	95%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	78%
they feel that their school is a safe place in which to work (S2070)		100%	93%
they receive useful feedback about their work at their school (S2071)		98%	87%
students are encouraged to do their best at their school (S2072)		98%	98%
students are treated fairly at their school (S2073)		100%	98%
student behaviour is well managed at their school (S2074)		94%	89%
staff are well supported at their school (S2075)		96%	70%
their school takes staff opinions seriously (S2076)		94%	71%
their school looks for ways to improve (S2077)		100%	98%
their school is well maintained (S2078)		100%	91%
their school gives them opportunities to do interesting things (S2079)		100%	87%

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

'Agree' represents the 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 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 with positive school-family relationships. The P&C actively supports the teachers in professional learning through Learning Innovation Funds and Teacher Scholarships to pursue research-based best practice. In 2014, the P&C funded the training of staff members in Behaviour Profiling and participation in Play is the Way Professional Learning.

In 2014, there continued to be strong involvement from parents in a range of support groups such as Friends of Visual Arts and Design, Friends of Music, the Physical Environment Group, the P&C, and parents of students involved with band, choir and instrumental programs.

Students and parents enjoyed social activities such as Disco nights, Film Nights, Welcome Drinks, 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 Art Evening.

Parents were invited to celebratory events such as class Celebrations of Learning, musical evenings and 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.

The staff and parents continued work on the transition of Year 7 to secondary school this year. 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. The transition to high school for Years 6 and 7 students was smooth and well-organised.

Parents were engaged in supporting curriculum areas across the school. Parents were actively engaged across the school in the before school reading program to provide additional reading experiences for all students. A parent group continued to review aspects of the Ascot State School health and physical education program such as involvement in the perceptual motor program, swimming lessons and Swimming Carnivals. The Special Education Program effectively shared planning strategies with parents of students with disabilities. Parents assisted with the Japanese assembly and provided resources and knowledge in the classroom. Parents supported the music program with a range of discos and film nights and continued to fund the Visual Arts teacher in the school.

Reducing the school's environmental footprint

Ascot State School reduced its environmental impact in 2014 by instituting a recycling program. Waste disposal was analysed and a new system was implemented to include paper and plastic recycling. Keep Australia Beautiful – Queensland presented an information session to teachers and students to begin our waste campaign and teachers maintained the impetus by organising a student-led Environment Committee, revitalising the Wrapper-free Wednesday program and reducing our litter. Ascot State School also maintained our awareness of the need to reduce energy consumption and water use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	225,760	3,965
2012-2013	281,367	3,135
2013-2014	299,115	5,908

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.

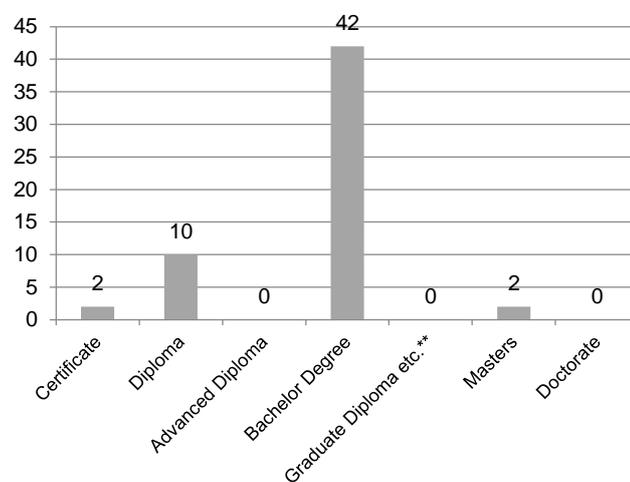
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	21	0
Full-time equivalents	49	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	10
Advanced Diploma	0
Bachelor Degree	42
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	56



*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 2014 were \$37000.

The major professional development initiatives are as follows:

- Implementation of the Australian Curriculum
- Implementation of the Ascot SS Pedagogical Framework and Thinking Skills Framework across the school.
- Implementation of a coaching and feedback model for all teaching staff.
- Participation in cluster initiatives including moderation and Cluster Conference.
- Participation in leadership programs
- Participation in observing best practice through visits to high-performing schools in Victoria.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 95% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

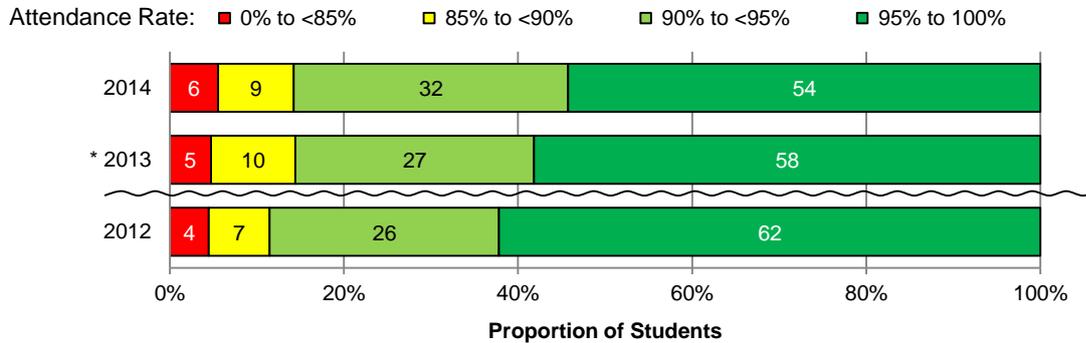
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	95%	96%	96%	95%	96%	95%					
2013	95%	94%	95%	95%	95%	94%	94%					
2014	94%	95%	94%	94%	95%	95%	93%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

There is a high expectation that students are to attend school every day unless a satisfactory reason is provided. A sign-in and sign-out book is maintained in the front office for parents to sign out their children for appointments or arrival and departure during normal school hours.

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

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.

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 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 2014, Indigenous students attendance was lower than that for non-indigenous students at 91.8% compared to 94.3% respectively. However, the percentage of Indigenous students whose attendance was below 85% was nil compared to 5.5% for non-indigenous students. Indigenous students performed slightly lower than non-indigenous students in national testing but were on a par with school reporting.

For further information on our school, please contact our school office on 07 3326 9333

or email admin@ascotss.eq.edu.au