

Ascot State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The Ascot State School Annual Report outlines our school's activities and celebrations for the 2015 school year. This report demonstrates the successes that can be achieved when a school community works together to provide a quality education for its students. Further information on aspects of the report may be found on our school website or by contacting our office at admin@ascotss.eq.edu.au

School progress towards its goals in 2015

In 2015, Ascot State School participated in three major review processes: the Australasian Schools Accreditation Agency (ASAA), the quadriennial school review and the school priority review process. The reports from each of these processes set a clear direction for the future of Ascot State School including the development of the 2016-2019 Strategic Plan. A key feature was a visioning night with staff, parents and the community to develop a strategic plan for 2016 to 2020 when the school turns one hundred.

As an Independent Public School, the Ascot State School Council advise and monitor the strategic direction of the school. The ASAA review acknowledged high levels of performance in the following areas:

- The school has established a strong and respected identity and enjoys wide community support.
- Student learning outcomes exceed state and national benchmarks.
- Strong school leadership is focused on improving teaching and learning.
- The school has established a quality portal provided ready access to policies, resources and student data.
- The school has excellent management policies.
- The school offers a wide array of quality curricular and non-curricular opportunities.

The ASAA review recommended the following outcomes to be achieved over the next four years and these outcomes were incorporated in our four year strategic plan:

- Complete the current review of the school purpose and vision, with input from all stakeholder groups, and publish and communicate the revised documents to the wider school community.
- Refine the organisational chart and line management processes to reflect recent leadership changes and to align with the revised school purpose and vision.
- Implement the school pedagogical framework to ensure that high quality teaching and learning is embedded across the school.

The quadriennial school review engaged staff, students and the parent community in the development of a new vision for Ascot State School, the refinement of the school values and the establishment of a clear strategic plan for the next four years. The vision, *“happy students learning together to grow and succeed”* embodies the belief that children should enjoy learning and that our school should be a place where all children are welcomed, valued and enjoy a strong sense of belonging.

Key Priorities	Progress
Embed a whole school approach to the teaching of Reading and Writing	Focus on writing in 2015 – 2016 focus on Reading
Improve student outcomes in Numeracy by building mathematical understanding.	Implemented in 2015 with a Mathematics teacher and through data collection and analysis.
Develop socially responsible citizens through awareness of environmental issues	Continued with Environment Captains and Committee and joined Tangalooma Eco Marines.
Continue to raise awareness of growth mindset through Student Success and Wellbeing Coach	Continued student success program for Years 5 and 6 students and commenced in Year 4
Build teacher capacity and understanding of individual learning needs through inclusive practices.	Continued to build teacher capability in inclusive practices through HOSSES support, NCCD process and through GEM support for teachers and students. Carefully monitor Indigenous students attendance and achievement. Review in 2016.
Improve learning outcomes by focusing on individual learning goals and target setting.	Continued to refine the learning goals in key curriculum areas and one social goals.
Embed consistent practices through implementing the Marzano pedagogical framework.	Continued to build staff capability in learning intentions, success criteria and questioning. Review in 2016.
Build consistency in Early Years through age-appropriate pedagogies.	Engage Prep staff in collegial school visits, PL and professional conversations on play-based learning and phonics.
Successful transitions to secondary school.	Continue the planning and transition programs for all students to secondary schools especially SWD planning. Continue to build partnerships with the Queensland Academies Partnership Program

Future outlook

In 2016, Ascot State School will focus on the following outcomes:

- Prep to Year 2 - Getting the Basics Right
- Years 3 to 6 – Consolidating the Basics, Endless Possibilities
- Quality Leadership, Teaching and Learning with a focus on building a positive school culture and
- Parents as Partners

Our key improvement agenda is to ensure every child is making a year’s progress in Reading through a consistent approach to the teaching of Reading. This is to be achieved by:

- Developing skills in the purposeful collection, analysis and application of data to student learning so every child is improving in Reading and
- Applying a consistent approach to the teaching of Reading by building staff capability and embedding agreed practices across the school.

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

Our school at a glance

School Profile

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 children are provided with the best education possible.

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 each individual child making a year's progress regardless of their starting point.

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.

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	840	420	420	7	98%
2014	832	437	395	4	97%
2015	781	392	389	4	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

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

Characteristics of the student body:

Ascot State School has an excellent academic reputation and, as such, draws students from near and far. Many families will 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 cater for all learners in an inclusive, respectful learning environment. The school supports our diverse student population ranging from children with disabilities, those who are gifted academically, musically or in sporting ability, students with English as a Second Language, Indigenous students or those from different religious, family or cultural backgrounds. We value the rich cultural diversity of our student population and focus on preparing responsible, global citizens.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	24
Year 4 – Year 7 Primary	26	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	0	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum delivery

Our approach to curriculum delivery

- Implementation of the Australian Curriculum continued in English, Maths, History, Science and Geography. Significant collaboration between teaching teams ensured consistency across year levels and alignment from Prep to Year 6.
- Teachers planned classroom differentiation as demonstrated in individual teacher's planning. Significant collaboration in year level teams occurred to align planning, teaching and assessment.

- Flexible timetabling in our Learning Support program allowed focussed teaching and learning in targeted year levels in the key areas of Mathematics and Writing.
- Friends of Visual Arts and Design (FOVAD) organised a very successful Art Week, NBN Art Project to support the Visual Arts Program. The Artist-in-Residence continued with accompanying art lessons for each class.
- The School's Music Program (FOM) continued to maintain its standard of excellence through musical evenings, the Musical 'Guys and Doll', instrumental and choral performances. The School's Dance Program conducted by the Footsteps Dance Company continued to be a popular addition to The Arts Program.
- The Sports Program coordinated sport development sessions for Years 4-6 between Gala Days to provide more opportunities to develop physical skills. Students again enjoyed swimming lessons from Prep to Year 6.
- Students in Years 5 and 6 continue with learning the Japanese language.
- At the end of terms one and three, every class opens their doors to the parent community for Celebrations of Learning. Students share their learning journey, learning targets, work samples and achievements with their family.

Extra curricula 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 – 2015 State and Australian Champions in Language and Literature
- Authors at Ascot
- Year 6 educational excursion to Canberra
- Years 4 and 5 educational excursions
- The Young Scholar's Program – Years 5 and 6
- High Achiever's Program – Years 5 and 6
- Mini-Thinkers Program – Year 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

Our staff also have 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 2015 these clubs included Chess, Art Club, Coding, Debating and Optiminds.

How Information and Communication Technologies are used to improve learning

The Ascot State School P&C kindly donated funds to increase the bandwidth to enable greater speed and access for learning across the school. Students were engaged in a range of learning opportunities that were enhanced by the purchase of additional sets of ipads. A wide selection of literacy and numeracy Apps were installed and utilised by teachers to engage students. Selected students participated in a range of online programs to support learning.

All learning spaces have access to electronic whiteboards and data projectors to enable a range of online resources to be utilised by students to enhance learning opportunities. Students also have access to a computer lab to engage in personal interest projects or coding and robotics clubs.

Social Climate

Ascot State School students model our three expectations on a daily basis through being respectful, responsible and safe. Each week, the school conducts two separate assemblies – to recognise and celebrate students demonstrating our school expectations. Each week, 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.

Ascot State School recognises the importance of both noncognitive and cognitive factors in success at school, so we provide a Success and Wellbeing Program to focus on academic mindsets and engagement. A Student Success Coach is employed two days a week to:

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

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

The Student Council and Early Act were active and supported many community 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.

Several teachers also attended training in a social-emotional program titled 'Play is the Way' and funded by an Ascot P&C Scholarship. These staff members introduced the language and games of this program and modeled lessons for other staff across the school. In 2016, Ascot State School will implement Play is the Way as a whole school program to explicitly teach social and emotional skills.

Two staff members were also supported by a P&C teacher scholarship to be trained 'behaviour profilers' and these staff members attended the full profiler training to enable them to profile and provide feedback to all teacher staff to ensure consistency of practice across the school.

The School Opinion Survey is conducted with parents, staff and students in Years 5 and 6 in August of each year. Students at Ascot State School reported a high level of satisfaction (99%) with feeling safe at school. This was above the like school mean (96%) and the state mean (92%). Similarly, 91% of students felt that student behavior was well managed compared to only 88% at like schools and 80% in the state.

In the Parent Opinion Survey, 96% of parents indicated that their child feels safe at this school. This is again higher than parents at like schools on 97% and the state on 95%. Similarly, 96% of parents indicated that student behavior is well managed at this school. This is higher than like schools at 91% and the state mean on 87%.

Ascot State School provides a safe, tolerant and disciplined learning environment evidenced by the successful implementation of the Ascot State School Responsible Behavior Plan and the student and parent opinion survey data where 97% of students and 96.5% of parents respectively believe this is a good school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	92%	95%
this is a good school (S2035)	100%	95%	96%
their child likes being at this school (S2001)	95%	98%	98%
their child feels safe at this school (S2002)	95%	99%	99%
their child's learning needs are being met at this school (S2003)	95%	82%	94%
their child is making good progress at this school (S2004)	100%	86%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	83%	87%
teachers at this school motivate their child to learn (S2007)	100%	87%	91%
teachers at this school treat students fairly (S2008)	100%	88%	91%
they can talk to their child's teachers about their concerns (S2009)	100%	90%	95%
this school works with them to support their child's learning (S2010)	100%	88%	89%
this school takes parents' opinions seriously (S2011)	100%	88%	87%
student behaviour is well managed at this school (S2012)	100%	91%	96%
this school looks for ways to improve (S2013)	100%	95%	96%
this school is well maintained (S2014)	100%	95%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	97%
they like being at their school (S2036)	99%	96%	96%
they feel safe at their school (S2037)	97%	97%	97%
their teachers motivate them to learn (S2038)	96%	96%	99%
their teachers expect them to do their best (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	97%	99%
teachers treat students fairly at their school (S2041)	96%	93%	90%
they can talk to their teachers about their concerns (S2042)	91%	89%	85%
their school takes students' opinions seriously (S2043)	94%	96%	94%
student behaviour is well managed at their school (S2044)	93%	94%	91%
their school looks for ways to improve (S2045)	98%	99%	99%
their school is well maintained (S2046)	95%	96%	93%
their school gives them opportunities to do interesting things (S2047)	95%	96%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	78%	95%
they feel that their school is a safe place in which to work (S2070)	100%	93%	100%
they receive useful feedback about their work at their school (S2071)	98%	87%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	78%
students are encouraged to do their best at their school (S2072)	98%	98%	100%
students are treated fairly at their school (S2073)	100%	98%	98%
student behaviour is well managed at their school (S2074)	94%	89%	93%
staff are well supported at their school (S2075)	96%	70%	91%
their school takes staff opinions seriously (S2076)	94%	71%	86%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	100%	91%	95%
their school gives them opportunities to do interesting things (S2079)	100%	87%	98%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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

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

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

The P&C actively supports staff professional learning through Teacher Scholarships to pursue research-based best practice. In 2015, the P&C funded the training of staff members in 'Play is the Way' Professional Learning.

The P&C also supports a range of innovative practices through the provision of a Learning Innovation Fund. In 2015, the Innovation Fund supported Sparq-Ed educational excursions for students in Years 5 and 6.

Parent information sessions were organized on topics such as NAPLAN, Differentiation, Student Success and Reading. Workshops were conducted that provided parents with strategies and information to improve student learning outcomes.

A case management approach is used to support students with additional learning needs in either learning support, gifted education, students with disabilities or indigenous students. A range of personnel with expertise in targeted areas worked collaboratively with parents, staff and students to tailor educational programs to meet individual students' needs.

Reducing the school's environmental footprint

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

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

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	281,367	3,135
2013-2014	299,115	5,908
2014-2015	270,268	2,191

*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.

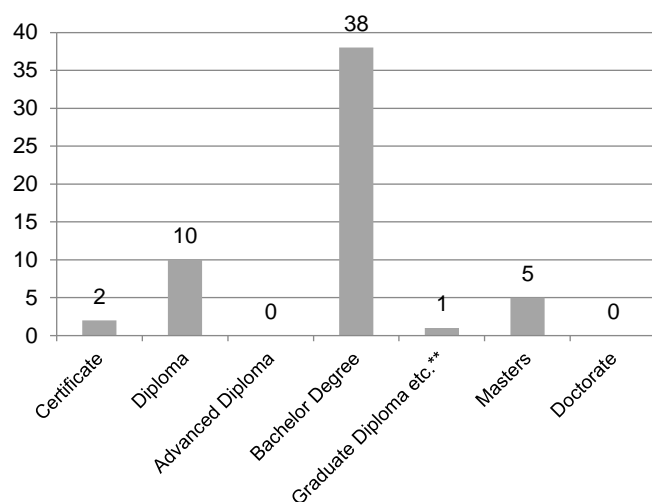
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	21	0
Full-time equivalents	47	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	10
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.**	1
Masters	5
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 2015 were \$80000.

The major professional development initiatives are as follows:

- Implementation of the Australian Curriculum and planning from the AC.
- Review of a range of assessment practices to focus on formative assessment and moderation.
- Implementation of the Ascot Coaching Program to observe ways of working.
- Building capability and consistency in the teaching of Writing.
- Building capability and understanding of launch tasks in Mathematics.
- Raising awareness of innovative eLearning practices and development of the Digital Technologies Curriculum.
- Participation in cluster moderation and the City Cluster Conference.
- Participation in QELI Leadership Program
- Participation in Powerful Learning Program and Effective Age-Appropriate Pedagogies for Prep Programs
- Participation in the Ascot Book Club
- Sharing innovative ICT practices through weekly iCafe sessions.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
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, 98% of staff was retained by the school for the entire 2015 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

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	92%	96%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

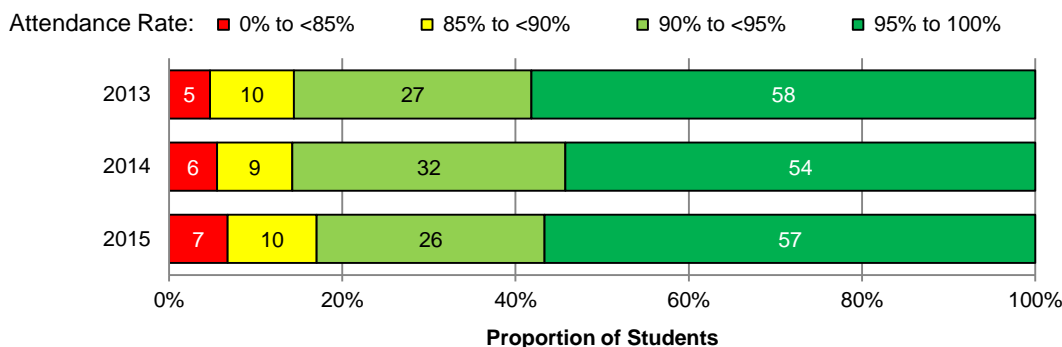
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	95%	94%	95%	95%	95%	94%	94%					
2014	94%	94%	95%	94%	94%	95%	95%	93%					
2015	95%	95%	95%	95%	94%	93%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 a satisfactory reason is provided. A sign-in and sign-out book is maintained in the front office for parents to sign out their children for appointments or for late arrival and early departure during normal school hours.

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

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.

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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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.

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

Regards

Gayle Coleman

Principal – Ascot State School