



Ascot State School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



Queensland  
Government

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## From the Principal

### School overview

Ascot State School is a co-educational school from Prep to Year 6 which provides a safe and caring environment for high quality learning to occur. Ascot State School acknowledges and celebrates the cultural diversity of the student population with students enrolling from countries across the globe and over thirty different languages spoken in the home environment. With less than 1% Indigenous students and 2% Students with a Disability, Ascot State School truly is a place where every child belongs.

We take great pride in the strong traditions and history of the school whilst pursuing and creating a futures-focused, quality, world-class education program. Our school motto, "Strive to Achieve" is evidenced in the daily learning of the students and the teaching of the school staff. Ascot State School is a school of choice because of its commitment to excellence, love of teaching and learning, achievements, proud traditions and our belief that all students deserve a personally-rewarding and quality education that focuses on each child's social, emotional, physical and academic development.

Ascot State School is a high performing state school that prides itself on its strong parent-community partnerships to enhance and support student learning. We recognise and value the important role parents play as the first educators for their children. We believe all students can learn and have the right to learn. We care about all students and provide opportunities for them to realise their learning potential. We are committed to providing an innovative, engaging education program that caters for 21st century learners. Our priority always remains on the child, through a continued focus on student success and wellbeing.

In 2013, Ascot State School community and staff made the decision to become an Independent Public School (IPS). The Independent Public School offers Ascot State School the opportunity to go from being a great school, to being the best school it can possibly be through the creation of bright futures with endless possibilities for everyone – students, staff and the parent community. The School Council monitors and advises on the strategic direction of the school. Our expert teaching team ensures that evidence-based, best practice is at the core of our learning environment to ensure your child reaches their full potential.

Our student council provided leadership of the school and philanthropic activities that supported many people in need. Ascot students raised over \$10000 for Shave for a Cure as Ms Winter shaved off her long locks; families donated food items for Brisbane Basket Brigade; over \$3000 was raised for Rural Aide. Farmers were very touched by our drawings and letters of support from Ascot students. Our recycling program continued with Newstead Bunnings donating gloves and rubbish pickers, and all funds raised donated to Animal Welfare League Queensland. Our Year 6 legacy project replaced old wooden seats with brightly-coloured outdoor seating and a second lectern.

There is strong community support for Ascot State School. Working in the Parents and Citizens Association is the Swim Club, Tuckshop, Parent Network, Physical Environment Committee, Uniform Shop, Friends of Visual Arts and Design, and Friends of Music. The parent community strongly support the education programs in the school through funding for the Arts, Innovation Grants and innovative learning spaces.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2019</b>	Prep Year - Year 6

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	746	756	765
Girls	367	365	357
Boys	379	391	408
Indigenous	3	5	5
Enrolment continuity (Feb. – Nov.)	96%	95%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	22	24	24
Year 4 – Year 6	26	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum implementation

In 2019, we implemented the final year of our four-year strategic plan with our shared vision of 'happy students learning together to grow and succeed'. We teach the Australian Curriculum and Japanese in Years 5 and 6. Ascot State School students demonstrate high levels of achievement in systemic testing. We also place a large emphasis on increasing the academic distance travelled by each individual student.

We continued to focus on a year's progress for every child in Reading at Ascot State School. Our school priorities continue to be:

- building teacher capability in knowing their students through careful analysis of student data to identify next steps for learning
- building teacher knowledge and understanding of the Australian Curriculum, formative and summative assessment practices and consistency of practice in the teaching of Reading and
- developing effective feedback so students are able to articulate next steps to improve learning.

Our early year's focus is getting the basics right. Our transition to Prep program ensures all students get off to a good start. Prep teachers visited early learning centres and our transition mornings ensured all students met their teacher and classrooms. We provided vision screening and intensive occupational therapy support by the University of Queensland. Teachers explicitly taught the Ascot phonics program as part of our whole-school approach to teaching Reading.

From Prep to Year 6, the explicit teaching of Reading was supported by the employment of additional teaching assistants in every classroom. Students participated in the Premier's Reading Challenge and were provided with access to eBooks digital library and our library borrowing system, Oliver, from home. A blog was shared with parents with suggestions for books for different age groups. Our very popular Book Week themed 'Reading is my Secret Power' was very well supported and we were overwhelmed with the popularity of Harry Potter characters. The Book Fair, the community Book Library and the generosity of parents for our Birthday Book Program have ensured our library remains first class to cater for our diverse students' interests.

Thank you to the P&C for funding our talented Artist in Residence, Anuska de Luca. Ascot students enjoyed art lessons, lunchtime Art Club and a range of competitions such as Café 63 Christmas Cup, design a model for space exploration for STEAM week, design a Recycling poster for Art week. We were most impressed with the new student in the library in her recycled Ascot formal uniform. QACI continue to support our Art Week as Years 5 and 6 students created stunning bridal gowns with recycled materials.

Our Music Department excelled yet again with platinum for the Senior Band at the Music Fest and gold for the Ascot Chorale at Choral Fanfare. In 2019, we introduced the Show Band as an extension repertoire for our highest-performing musicians. Our outstanding performers entertained the masses at the Big Day Out, Music on Sunday and our Instrumental Music Evenings. Students revelled in their parts in Joseph and the Amazing Technicolour Dreamcoat whilst individual students participated in Choral Honour's Camp, Music Muster, Strings Camp and the Brass Ensemble Tour. The demand for performances at local community events continues for our talented musicians and choralists.

Our Ascot Health and Physical Education Program led by Mrs Alayne Graham and Mr Paul Harris, ensured our Ascot students many successful sporting opportunities including swimming, cross country, athletics, field events, perceptual motor and talks by Lifesaving Queensland. Many students represented the school at City District and Metropolitan teams. Thank you to the P&C for supporting our successful athletes with your generous bursaries. Thank you to parents who assisted coaching sporting teams and congratulations to our Junior Netball B team coached by Ms Winter, who were District Premiers and went on to the Metropolitan North Championships.

## **Extra-curricular activities**

Our priority in Years 3 to 6 is consolidating the basics and endless possibilities. Our students continued to participate in a range of enrichment programs including the Young Scholars Program, Kedron SHS Infuse, Aviation STEM Air, Optiminds, Debating, Years 3 and 4 Mini Thinkers' Festival, before school reading program, Mathematics coaching and Problem Solving Challenge; Brisbane Writer's Festival; Chess; and the High Achiever's Program to name a few. Optiminds Team 2 progressed to the National Challenge at the University of Queensland.

Ascot State School provided an extensive extra-curricular program including swimming, tennis, chess, soccer and gymnastics. We partnered with Young Engineers to provide enrichment in Robotics and to prepare our students for the First Lego League Competition. The Ascot Colour Run was a highlight of the year with over \$53000 raised to support student learning.

## **How information and communication technologies are used to assist learning**

Our STEAM program continued to thrive under the leadership of Ms Kristine Atkins and her STEAM team. Our Ascot students engaged in a wide range of activities including Year 1 students manipulating bee-bots to learn spatial skills and directional language; Year 2 students creating a new push/pull toy; Year 3 students creating their own stories and games using Scratch Programming; Year 4 students creating algorithms to program Spheros; and Year 6 students representing images using binary. Our STEAM week program was heavily supported by parents working in related fields.

All learning spaces are airconditioned and equipped with the latest digital devices, electronic whiteboards, wireless coverage across the school for learning anytime and any place. Our additional learning spaces include two STEAM spaces and a computer laboratory.

## **Social climate**

### **Overview**

The school provides a safe, tolerant and disciplined learning environment evidenced by the successful implementation of the Responsible Behaviour Management Plan and Social Skills Program called Play is the Way. Our pastoral care program includes our Buddy System, Leadership Program, Student Council, School Captains, Class Captains, Sports Captains, STEAM Captains, Library Seniors and Music Seniors.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	86%	93%	95%
• this is a good school (S2035)	88%	90%	96%
• their child likes being at this school* (S2001)	93%	96%	98%
• their child feels safe at this school* (S2002)	95%	99%	98%
• their child's learning needs are being met at this school* (S2003)	85%	91%	91%
• their child is making good progress at this school* (S2004)	85%	91%	92%
• teachers at this school expect their child to do his or her best* (S2005)	93%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	91%	90%
• teachers at this school motivate their child to learn* (S2007)	88%	91%	94%
• teachers at this school treat students fairly* (S2008)	87%	91%	93%
• they can talk to their child's teachers about their concerns* (S2009)	91%	91%	98%
• this school works with them to support their child's learning* (S2010)	84%	92%	91%
• this school takes parents' opinions seriously* (S2011)	76%	86%	88%
• student behaviour is well managed at this school* (S2012)	83%	87%	89%
• this school looks for ways to improve* (S2013)	85%	90%	94%
• this school is well maintained* (S2014)	87%	82%	87%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	98%	100%
• they like being at their school* (S2036)	97%	97%	97%
• they feel safe at their school* (S2037)	97%	97%	97%
• their teachers motivate them to learn* (S2038)	98%	98%	97%
• their teachers expect them to do their best* (S2039)	100%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	97%
• teachers treat students fairly at their school* (S2041)	91%	94%	90%
• they can talk to their teachers about their concerns* (S2042)	96%	82%	90%
• their school takes students' opinions seriously* (S2043)	92%	89%	94%
• student behaviour is well managed at their school* (S2044)	85%	86%	90%
• their school looks for ways to improve* (S2045)	97%	98%	99%
• their school is well maintained* (S2046)	93%	94%	96%
• their school gives them opportunities to do interesting things* (S2047)	94%	96%	97%

Percentage of students who agree# that:	2017	2018	2019
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	93%	96%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	94%	97%
• they receive useful feedback about their work at their school (S2071)	77%	83%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	87%	100%
• students are encouraged to do their best at their school (S2072)	100%	99%	100%
• students are treated fairly at their school (S2073)	100%	97%	100%
• student behaviour is well managed at their school (S2074)	84%	87%	86%
• staff are well supported at their school (S2075)	84%	77%	86%
• their school takes staff opinions seriously (S2076)	91%	77%	86%
• their school looks for ways to improve (S2077)	89%	93%	93%
• their school is well maintained (S2078)	79%	80%	90%
• their school gives them opportunities to do interesting things (S2079)	89%	81%	93%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Thank you to the many members of our parent community who go above and beyond the call of duty, often juggling very busy work and family commitments. A number of sub-committee chairs work tirelessly to support our school. Thank you to all of our volunteers who support the school through banking, book club, covering books in the library, home baking, Mothers' and Fathers' Day stalls or any number of P&C initiatives. Sincere thanks to our Class Parent Representatives for supporting the P&C in communicating key events especially leading up to the Big Day Out.

Thanks are extended to the P&C Executive for your efforts in securing sponsorship for our school; for work on sourcing and securing grants; to the Ascot Big Day Out coordinators and the families who generously donated in-kind to support all school events; to our tuckshop providers for catering for school events; and to our uniform shop staff for making all of our families feel welcome to our community; to Prep parents for the popular Welcome BBQ; and to Year 5 and 6 parents for coordinating leadership and graduation events.

Thank you once again to the P&C for supporting school projects to over \$100000 including air conditioning, tuckshop renovation, Year 1 playground and ipads to support our STEAM Program. We refurbished the amenities at the Ascot pool supported by a Federal grant for Stronger Communities of \$10000 and secured a Local Schools Community Funding grant of \$20000 for air conditioning the hall.

The P&C also support the development of school programs with \$15000 available in Innovation funds annually. These funds supported staff wellbeing initiatives, student participation in final competitions, Prep Occupational Therapy Program, author visits to the school and enrichment activities for students.

## Respectful relationships education programs

Our school has a comprehensive Student Success Program supported by Inclusion Specialists to ensure all students achieve success. Our targeted programs explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making.

A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	1	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	381,020	267,806	260,252
Water (kL)	3,501	4,805	8,017

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The image shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	50	25	<5
Full-time equivalents	45	17	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

### Professional development

In 2019, our focus continued to be at least one year's growth for every student with a focus on highly capable students. We continued to employ highly-skilled educators who love engaging our Ascot students. Teachers continued to implement the Australian Curriculum and high-yield teaching practices to ensure every child is succeeding. We reviewed our curriculum implementation plan to ensure full implementation of the Australian Curriculum by 2020 with the introduction of a dance/drama teacher to support the Arts.

Teachers continued to track individual growth through data placemat and case management processes. All class teachers completed gifted and talented class scanners, with highly capable students monitored to ensure one year's growth. A range of support programs including Minilit and Macqlit were provided to support students not achieving year level expectations. Our Inclusion Specialists worked collaboratively with teaching staff to cater for diverse

learners including students with disability, students requiring additional support and students from culturally diverse backgrounds.

We continued our partnership with Dr Peta Hay from the University of New South Wales, with all teachers in Years 3 to 6 completing the Advanced Certificate in Gifted Education. This signature program has become part of our onboarding for all new teachers in Years 3 to 6 and builds staff understanding and capability in catering for highly capable students. We continued our long partnership with the Queensland Academies Partnership Schools (QAPS) where we share best practice in developing teaching and learning strategies for highly capable students. The second QAPS Symposium was conducted at Ascot State School and teacher, Mr Marsh presented his work on using Augmented Reality and Virtual Reality to develop creativity.

We continued our partnership with the University of Queensland School of Education Research Project titled *Improving student outcomes: coaching teachers in the power of feedback*. The research design combines evidence-based pedagogies of feedback, formative assessment and instructional coaching to improve teacher practice and ultimately raise student achievement levels. Our Years 3, 4 and 5 teachers and students participated in the project over the past three years.

Teachers shared their expertise with colleagues by participating in dyads and triads to enact their professional learning goals. Several teachers also shared their expertise by presenting at the City Cluster Conference in October. All staff continued moderation with teachers from across our cluster.

## Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	97%

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

From the end of the previous school year, 98% of staff were retained by the school for the entire 2019.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	95%	93%	95%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

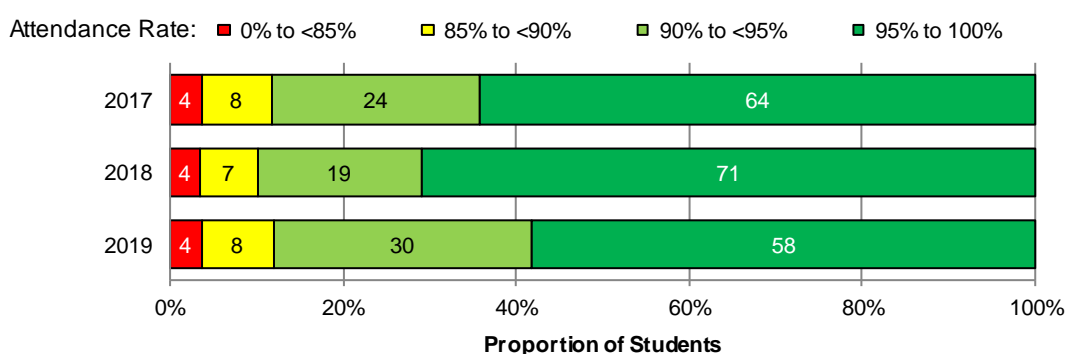
Year level	2017	2018	2019	Year level	2017	2018	2019
Prep	96%	95%	95%	Year 7			
Year 1	95%	95%	96%	Year 8			
Year 2	96%	95%	95%	Year 9			
Year 3	96%	96%	95%	Year 10			
Year 4	95%	96%	96%	Year 11			
Year 5	95%	96%	95%	Year 12			
Year 6	94%	95%	95%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.