



Ascot State School
Bright Futures, Endless Possibilities
A proud Independent Public School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information

Postal address	PO Box 2053 Ascot 4007
Phone	(07) 3326 9333
Fax	(07) 3326 9300
Email	admin@ascotss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Gayle Coleman - Principal



The Ascot State School Annual Report outlines our school's activities and celebrations for the 2018 school year. This report demonstrates the successes that can be achieved when a school community works together to provide a quality education for our students. I am delighted to be sharing our school successes in this report and invite you to provide feedback to our school executive. We are always seeking ways to improve.

Further information on aspects of this report may be found on our school website or by contacting our office at admin@ascotss.eq.edu.au. Prospective families are invited to contact our school office to arrange a complementary school tour or an enrolment interview.

Gayle Coleman
Principal – Ascot State School

From the Principal

School overview

Ascot State School is a co-educational school providing a safe and caring environment for high quality learning for students from Prep to Year 6. We acknowledge and celebrate 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 future-focused, quality, world-class education program. Our school motto, "Strive to Achieve" is evidenced in the daily learning of the students and the teaching by 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.

At Ascot State School, we value and take pride in the strong parent-community partnerships that have enabled us to enhance and support student learning. We recognise and value the important role parents play as the first educators for their children. In 2013, Ascot State School community and staff made the decision to become an Independent Public School. The Independent Public School system 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. From Prep to Year 6 we teach the Australian Curriculum along with Japanese in Years 5 and 6. Ascot State School students demonstrate high levels of achievement in systemic testing. This is maintained and reflected by our whole school programs which are reviewed each year. We also place a large emphasis on increasing the academic distance travelled by each individual student. We strive to provide a balanced education and a broad range of relevant and engaging learning experiences, challenging our students to discover their unique potential and individual strengths.

We have well-established partnerships with tertiary institutions, Queensland Academies, SPARQeD, High Achievers and our professional association with our City Cluster Schools. We have an exceptional Music and Sporting Program and provide a range of extracurricular activities including Years 4 and 5 camps; Year 6 Canberra trip; Mini-Thinkers; High Achievers; Debating; Robotics Club; Chess Club; Problem Solving Teams and Opti-minds Teams.

Our school facilities include: 25m heated swimming pool, Assembly Hall, several playgrounds, tennis courts, Art Room, several Music Rooms, a covered games court, library, STEAM room and a computer laboratory. All classrooms are equipped with the latest digital devices, electronic whiteboards, wireless coverage across the school for learning anytime and any place. Most of our learning spaces are air-conditioned with the gradual installation of airconditioning across the whole school.

School progress towards its goals in 2018

In 2018, Ascot State School implemented the third year of its Strategic Plan that focused on:

- Getting the Basics Right in Prep to Year 2
- Consolidating the Basics, Endless Possibilities from Years 3 to 6
- Quality Leadership, Teaching and Learning in every classroom and
- Parents as Partners with strong collaboration and relationships to support student learning.

Our key improvement agenda is to ensure every child is making a year's progress in Reading. In fact, 78% of Year 3 students achieved in the Upper 2 Bands in NAPLAN Reading in 2018. These outstanding results stem from the continued focus on three improvement priorities:

1. Developing skills in the purposeful collection, analysis and application of data to student learning.
2. Applying a consistent approach to the teaching of Reading by building staff capability and embedding agreed practices across the school.
3. Developing school processes for providing feedback to students to improve learning.

Ascot State School continues to make significant progress in catering for the range of diverse learners in our school and providing a safe, supportive and inclusive learning environment. Teachers continue to build their understanding of the Australian Curriculum through collaboration, observing others work and a collegial coaching program.

We continue to consolidate the basics for students in Years 3 to 6 with a focus on educating highly capable students and providing a wide range of opportunities for the diverse needs and interests of our students. All Years 3 to 6 teachers have completed the Mini Certificate in Gifted Education through the University of New South Wales with Dr Peta Hay. We have an exceptional Music and Sporting Program and provide a range of extracurricular activities including Years 4 and 5 camps; Year 6 Canberra trip; Mini- Festivals; High Achievers; Debating; Chess Club; Problem Solving, Reader's Cup and Opti-minds Teams.

Our STEAM Program is enhanced through partnerships with Griffith University under the leadership of our STEAM Educator, Ms Kristine Atkins. We have a long-standing partnership with the Queensland Academy Partnership Schools (QAPS) and held the inaugural QAPS Symposium at Ascot State School where teaching staff shared their expertise in catering to the needs of highly capable students. Our school continued to enjoy well-established partnerships with tertiary institutions, Kelvin Grove State College High Achievers and our professional association with our City Cluster Schools.

Classroom teachers are often nominated for Excellence in Teaching awards including early career teacher, Rachel Winter and our STEAM Educator, Kristine Atkins. Members of the Ascot community frequently write to the school with affirmations regarding our student's positive presence in the local community.

Future outlook

In 2019, we continue to enact the final year of our four-year strategic plan. We continue to build staff capability in catering for highly capable students with all Years 3 to 6 teachers completing the Advanced Mini-Certificate in Gifted Education. We have strategically resourced the school to ensure inclusive practices are embedded in teaching and learning programs with the employment of four Inclusive Specialists. We continue to focus on the teaching of Reading with uninterrupted literacy blocks and strategic resourcing to ensure all students make at least a year's progress in Reading.

Our priority in 2019 is '*every child making at least a year's progress in Reading*'. This priority will be achieved through a whole-school focus on three priority areas:

- *Knowledge of your students* – purposeful data collection and analysis
- *Consistency of Practice* – quality teaching in every classroom – focus on Reading
- *Feedback to improve learning* – for students, staff and parents

Our school at a glance

Ascot State School is located in an inner-city suburb of Brisbane within six kilometres of the airport and the city. 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 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 students are provided with the best education possible.

There is strong community support for Ascot State School. Volunteers assist in a number of Sub-committees of the Ascot Parents and Citizens Association including Swim Club, Tuckshop, Parent Welcome Group, 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, digital devices and innovative learning spaces to improve learning outcomes for all students.

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

772 (current)

Table 1: Student enrolments at this school

In 2018, there were no students enrolled in a pre-Prep program.

Enrolment category	2016	2017	2018
Total	775	746	756
Girls	374	367	365
Boys	401	379	391
Indigenous	3	3	5
Enrolment continuity (Feb. – Nov.)	98%	96%	95%

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.

Characteristics of the student body

Overview

Ascot State School has an excellent academic reputation and, as such, many families choose to reside in the local area, in order to secure enrolment for their child at our school. The school enforces an Enrolment Management Plan, with strict enrolment processes adhered to, so it is always advisable to check the enrolment catchment map prior to purchasing in our local community. The map is available on our school website.

Our school acknowledges that *every child is a gift* and we excel at providing a world-class education in an inclusive, respectful learning environment. Ascot State School celebrates the cultural diversity of the student population with students enrolling from countries across the globe with over thirty different languages spoken in the home environment. We value the rich cultural diversity of our student population as we focus on preparing responsible, global citizens.

As a proud Independent Public School, we welcome all students to our school community. We have highly-skilled educators who provide inclusive support for students with a disability, Indigenous students, students with English as an additional language, students in the care of the state and student with specialized health needs. Our caring staff work closely with parents and carers to understand and cater for the individual needs of all students. Along with high expectations and best practices for student engagement, we are able to provide meaningful learning experiences for every child.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	24
Year 4 – Year 6	25	26	25

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 delivery

We have highly-skilled educators who teach the Australian Curriculum from Prep to Year 6. We employ a full-time Head of Curriculum to coordinate and lead the successful implementation of the Australian Curriculum. We also employ a Science, Technology, Engineering, Arts and Mathematics (STEAM) Educator to lead innovative practices and build the capability of teachers in teaching the Technologies learning area.

At Ascot State School, teachers

- collaboratively plan a range of engaging, challenging learning experiences to cater for 21st century learners.
- collaborate in year level teams to align planning, teaching and assessment. Classroom differentiation is demonstrated in individual teacher's planning.

- in the lower school focus on practices to ensure every student is literate and numerate by the end of Year 2. This is achieved by a strong focus on the teaching of concepts of print, phonemic awareness and the teaching of phonics.
- use age-appropriate pedagogies to engage students in their learning
- in Years 3 to 6, focus on reading across the curriculum and build depth of understanding in all learning areas.
- work alongside our STEAM Educator to provide a comprehensive STEAM program that aligns with the Digital Technology learning area.
- use a case management approach 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.
- open their doors to the parent community for Celebrations of Learning where every child shares their learning journey, learning targets, work samples and achievements with their family.
- gather evidence of student learning in an Evidence of Learning folio and provide an on-balance judgement of student achievement and next steps for learning progress. A range of practices ensures every student has the opportunity to demonstrate what they know and can do in each learning area.

In addition:

- All students from Prep to Year 6 participate in swimming lessons with students in Year 1 participating twice a week. A skills development program is offered to students requiring intensive swimming instruction.
- Students in Prep participate in a Perceptual Motor Program to develop gross motor skills.
- Students in Prep participate in vision screening and an occupational-therapy program supported by the University of Queensland.
- Students in Years 4 to 6 participate in Gala Sports Days in Terms 2 and 4, competing against students from a number of state and non-state schools. A range of sport development sessions including track and field events are provided to develop physical skills.
- Friends of Visual Arts and Design (FOVAD) organises a range of creative pursuits including a very successful Art Week, Art Show and creative competitions that support our Visual Arts Program. The P&C funded Artist-in-Residence provides art lessons for each class.
- The School's Music Program through Friends of Music (FOM) maintains its standard of excellence through musical evenings, Music on Sunday, instrumental and choral performances. Ascot State School provides a user-pays, private instrumental program for students in Year 3.
- The School's Dance Program conducted by the Footsteps Dance Company continues to be a popular addition to The Arts Program.
- Students in Years 5 and 6 learn Japanese language and culture through a comprehensive program by our specialist LOTE teacher.

Co-curricular Activities

Students at Ascot State School have the opportunity to participate in a range of both in-school and extra-curricular enrichment and extension programs. The following are just some of the opportunities available to our children:

- Optiminds
- The Young Scholar's Program – Years 5 and 6
- High Achiever's Program – Years 5 and 6
- Mini-Festival Program – Years 3 and 4
- Maths Tournament and the Problem Solving Competition
- Chess
- Debating
- Art Club
- ICAS Competitions
- State Representation in Sport including swimming, cross country and athletics
- Choral and Instrumental Bands and Ensembles
- Year 3 Private Instrumental Program
- Year 6 educational excursion to Canberra
- Years 4 and 5 educational camps
- Ascot's Got Talent

How information and communication technologies are used to assist learning

A priority at Ascot State School is student engagement in Science, Technology, Engineering, the Arts and Mathematics (STEAM). Our STEAM Educator provides a range of teaching and learning programs to engage students in collaboration and problem solving challenges alongside coding. Our STEAM Program receives financial support from the Ascot P&C and is able to provide an innovative range of resources including spheros, littlebits, ozbots, lego, beebots and robotics. The school hosts a STEAM week in March each year, with staff, parents and students engaged in many exciting, innovative programs.

All learning spaces from Prep to Year 6 have access to touchpanels to enable a range of online resources to be utilised by students to enhance learning opportunities. All classrooms have access to ipads along with access to student laptops or a computer lab. A wide selection of literacy and numeracy apps are provided to engage students and/or to provide adjustments for students so they can access year level curriculum. Students participate in a range of online programs to support learning including ABC Reading Eggs and Mathletics, which are also available at home.

Social climate

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA, 2008) provides the policy framework for the Australian Curriculum. It includes two goals:

- Goal 1: Australian schooling promotes equity and excellence.
- Goal 2: All young Australians become successful learners, confident and creative individuals and active and informed citizens.

These goals are supported by our Ascot values that focus on relationships, excellence, learning, curiosity, teamwork and resilience. Our school values reflect the skills and dispositions that we believe young people will need to navigate their complex world. We provide an inclusive learning environment where difference is celebrated. At Ascot State School, we are interested in the wellbeing and learning potential of every child and we understand the importance of developing positive relationships with students, their parents and/or carers.

The school provides a safe, tolerant and disciplined learning environment evidenced by the successful implementation of the Responsible Behaviour Plan, supported by our Social-Emotional Program *Play is the Way*. Ascot State School students model our expectations on a daily basis through being a learner, being respectful, being responsible and being safe. Each week, the school conducts two separate assemblies – to recognise and celebrate students demonstrating our school expectations. At the assemblies, classes present skits, songs, presentations on a selected topic related to our Expectations and our School Wellbeing Focus. Individual students are recognised at both assemblies for outstanding behaviour in identified areas aligned with *Play is the Way* values. Parents value the opportunity to observe their class presentations.

We celebrate a range of national initiatives including Say No to Bullying and Day for Daniel. These whole school events focus on the positive interactions within our school and provide an opportunity to remind students of our school's values, programs and strategies to ensure all Ascot students enjoy learning in a safe, tolerant and disciplined learning environment.

These celebrations are reinforced by school-based programs on social-emotional engagement, resilience, and coping strategies to ensure students are in the learning zone and able to interact with their peers. Programs include:

- We Thinkers! Program and Zones of Regulation to teach children emotional self-regulation and social thinking skills so they can fully participate in the classroom learning.
- Lego Play Therapy - identified students participate in play therapy, which promotes positive social skills and encourages collaborative problem solving skills to build a Lego structure.
- Friendship Club – identified students attend at playtime to practice and refine social skills such as sharing, turn taking and positive communication with a peer of their choice. Children are able to play board games or with construction sets in an environment in which conflict resolution and problem solving skills are modelled, encouraged and scaffolded by an adult.
- Buddy Class – every class in the school meets regularly with a buddy class to enjoy a range of activities such as reading, sharing learning success and social strategies.
- Playground Buddies – students in Year 6 nominate as Playground Buddies to support play in the younger year levels during lunch times.
- Mentoring Program – each Year 6 student is allocated a staff member who is a mentee and meets regularly to check-in and provide another adult to communicate with.

The leadership program involves all Year 6 students as Senior Leaders supporting the younger students and demonstrating leadership in the Student Council or through other leadership roles. The Student Council includes students from Years 4 to 6 and is active in supporting many community organisations throughout the year. Philanthropic work aims to develop student's social and emotional well-being whilst encouraging group work, organisational skills, leadership and positive voluntary contributions to society. Early Act provides a range of philanthropic endeavours with groups of student volunteers under the direction of class teacher, Carly Butler.

At Ascot State School we value the importance of working alongside parents to support all student learning. We provide a range of *Parents as Partners* sessions by members of our staff on our whole school programs such as The Ascot Phonics Program; Teaching of Reading; Mathematics in the Early Years. The *Triple P Parenting Program* is offered by our Guidance Officer each year and provides a range of strategies for parents to address social-emotional concerns.

Overview

The School Opinion Survey is available for completion by all parents, staff and students in Years 5 and 6 in August of each year. Students overwhelmingly love coming to school with 98% of Ascot State School students stating they are getting a good education at this school. Similarly, 97% of students like being at this school and feel safe at school. Feedback to students on next steps to improve is a priority in our school and 95% of students reported that they get useful feedback to help them improve their learning whilst 98% of students are motivated by their teacher to learn.

In the Parent Opinion Survey, 99% of parents indicated that their child feels safe at this school. Similarly, 96% of parents indicated that their child likes being at this school and 95% believe teachers expect their child to do his/her best. This is an indication of the positive parent-teacher relationships across the school.

Ascot State School provides a safe, tolerant and disciplined learning environment evidenced by the successful implementation of the Ascot State School Responsible Behaviour Plan. 97% of students and 99% of parents respectively believe their child is safe at school. Similarly, 97% of staff believe this is a safe place in which to work.

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:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	86%	93%
• this is a good school (S2035)	87%	88%	90%
• their child likes being at this school* (S2001)	92%	93%	96%
• their child feels safe at this school* (S2002)	97%	95%	99%
• their child's learning needs are being met at this school* (S2003)	87%	85%	91%
• their child is making good progress at this school* (S2004)	87%	85%	91%
• teachers at this school expect their child to do his or her best* (S2005)	93%	93%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	83%	91%
• teachers at this school motivate their child to learn* (S2007)	89%	88%	91%
• teachers at this school treat students fairly* (S2008)	88%	87%	91%
• they can talk to their child's teachers about their concerns* (S2009)	94%	91%	91%
• this school works with them to support their child's learning* (S2010)	85%	84%	92%
• this school takes parents' opinions seriously* (S2011)	82%	76%	86%
• student behaviour is well managed at this school* (S2012)	89%	83%	87%
• this school looks for ways to improve* (S2013)	89%	85%	90%
• this school is well maintained* (S2014)	89%	87%	82%

* 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:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	100%	98%
• they like being at their school* (S2036)	97%	97%	97%
• they feel safe at their school* (S2037)	91%	97%	97%
• their teachers motivate them to learn* (S2038)	97%	98%	98%
• their teachers expect them to do their best* (S2039)	99%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	95%
• teachers treat students fairly at their school* (S2041)	92%	91%	94%
• they can talk to their teachers about their concerns* (S2042)	92%	96%	82%
• their school takes students' opinions seriously* (S2043)	89%	92%	89%
• student behaviour is well managed at their school* (S2044)	83%	85%	86%
• their school looks for ways to improve* (S2045)	97%	97%	98%
• their school is well maintained* (S2046)	95%	93%	94%
• their school gives them opportunities to do interesting things* (S2047)	96%	94%	96%

* 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:	2016	2017	2018
• they enjoy working at their school (S2069)	76%	93%	96%
• they feel that their school is a safe place in which to work (S2070)	95%	98%	94%
• they receive useful feedback about their work at their school (S2071)	59%	77%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	89%	87%
• students are encouraged to do their best at their school (S2072)	100%	100%	99%
• students are treated fairly at their school (S2073)	95%	100%	97%
• student behaviour is well managed at their school (S2074)	68%	84%	87%
• staff are well supported at their school (S2075)	61%	84%	77%
• their school takes staff opinions seriously (S2076)	63%	91%	77%
• their school looks for ways to improve (S2077)	79%	89%	93%
• their school is well maintained (S2078)	84%	79%	80%
• their school gives them opportunities to do interesting things (S2079)	66%	89%	81%

* 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

Ascot State School enjoys very high levels of parental support, involvement and engagement. A tremendous sense of community prevails all aspects of schooling. 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 parent-teacher interviews in terms one and three and Celebrations of Learning at the end of terms two and four. Junior and Senior Assemblies are an excellent avenue where student learning is showcased along with awards recognising students who consistently demonstrate our school expectations.

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 – fantastic Artist-in-Residence, art week and art show
- Friends of Music – Musical, Music on Sunday, Film and Disco nights
- Physical Environment Group – replacement of Year 1 playground
- Swimming Club – Friday night social gathering
- Tuckshop – Biggest Morning Tea, Dad’s Day Out BBQs,
- Uniform Shop – supporting Prep Orientation and welcoming new families
- Grants – successful grant for the pool change rooms

In 2018, the P&C released a comprehensive sponsorship package that is encouraging support from both large and small businesses. Businesses may apply for different sponsorship levels ranging from Principal Sponsor to Major for key school programs such as Education, The Arts, Sports or Family Initiatives through to Gold or Silver Sponsorship. This is another avenue to increase funding to support improved learning outcomes for Ascot students.

The P&C also supports a range of innovative practices through the provision of a Learning Innovation Fund. In 2018, the Innovation Fund supported the Year 6 Halogen Leaders’ Day; the Year 4 Save our Soil Incursion; transport to the Fanfare Finals, the Brass Ensemble Tour and the rugby league finals; accommodation and transport for our Optiminds team to the State Finals in Brisbane; STEAM student and parent talks; staff welcome drinks; an OT Program for Prep students and transport to Flagship Programs such as the Brisbane Writer’s Festival and Maths Team Challenge as enrichment for our highly capable students.

Respectful relationships education programs

At Ascot State School we actively maintain and promote positive relationships between parents, staff and students to ensure all students are successful at school. The Queensland Government’s *Respect our staff, respect our school* campaign is a key initiative that our school community has embraced to maintain a safe and respectful learning environment for everyone. Respectful relationships are valued and resources are shared through our Digest and Facebook pages on ways to deal with potential conflicts at school. Where necessary, the school will enforce Section 5 of the *Education (General Provisions) Regulation 2006 (QLD)* to ensure the safety of all persons whilst on school premises.

Every class from Prep to Year 6 benefits from having a Class Parent Representative who is a vital link in sharing P&C information between the community and parents. The Ascot Executive and the P&C Executive meet with Class Parent Representatives at the commencement of each term to review events, volunteering opportunities, sponsorship agreements and year level responsibilities. Feedback is constantly provided to reflect upon and improve all opportunities provided by our school. In Term 4, the parents thank the teachers for the wonderful work they do with an annual breakfast on World Teachers’ Day. This is highly valued by our expert teaching team.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	20	1	0
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

Ascot State School continues to focus on reducing its environmental impact through a range of initiatives including a recycling program. Interested students work with staff to design posters and raise awareness of recycling through a General Waste Initiative to reduce our litter. Ascot State School also maintains our awareness of the need to reduce energy consumption by turning off lights, fans, data projectors and other electrical equipment when not in use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	255,629	381,020	267,806
Water (kL)	3,190	3,501	4,805

Note:

Consumption data is compiled from sources including ERM, Ergon 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.

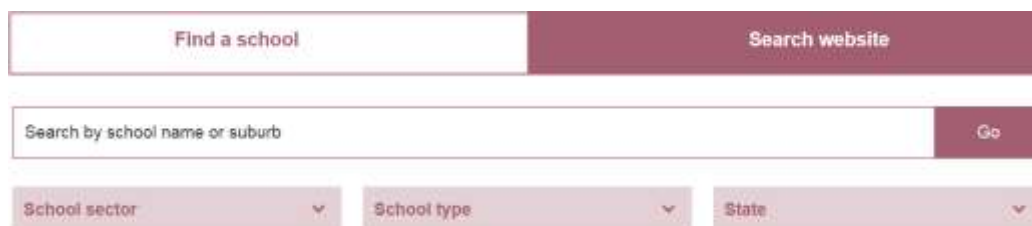
*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

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

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.



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

The Executive team consists of the Principal, the Prep to Year 2 Deputy Principal, the Years 3 to 6 Deputy Principal and a Business Manager. The Leadership Team and staff are supported by a full-time Head of Curriculum and STEAM Educator. Ascot State School employs a range of educators including very experienced teachers to graduate and early career teachers. We proactively employ quality teachers and our aim is to ensure male teachers are represented in our workforce profile. We believe we are all accountable for all students at our school.

Our highly qualified specialist staff support our Physical Education and Classroom Music Programs along with a very strong Instrumental Program. A number of staff with specialist expertise provide support for our students with a disability, Indigenous students, English as an Additional Language students and our highly capable students. A Guidance Officer and Speech Language Therapist support our school processes and programs to ensure all students are progressing.

Our non-teaching staff support all students across the school with a focus on Prep students, the teaching of Reading in all classrooms, supporting students with a disability and our Literacy Support Programs. We have a dedicated team of administrative staff who support the School Executive and ancillary staff who ensure the school facilities are well maintained.

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	53	25	<5
Full-time equivalents	46	16	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	9
Graduate Diploma etc.*	21
Bachelor degree	22
Diploma	1
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was \$102954. The proportion of the teaching staff involved in professional development activities during 2018 was 100%

The major professional development initiatives to build teacher capability were in the following areas:

- Implementation of the Australian Curriculum from Prep to Year 6
- Prep to Year 2 – Identifying the needs of the Gifted Learner
- Years 3 to 6 – Mini Certificate in Gifted Education through University of New South Wales
- Planning and Implementing the Technologies Learning Area
- Voluntary participation in triads and dyads.
- Leadership training in Next Level Leadership Conversations with Nick Burnett
- Implementation of the Big 6 as our whole school approach to the teaching of Reading
- Participation in City Cluster moderation and the City Cluster Gifted Education Mentors Program.
- Participation in the University of Queensland Feedback to improve Writing project

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	95%
Attendance rate for Indigenous** students at this school	95%	95%	93%

* 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

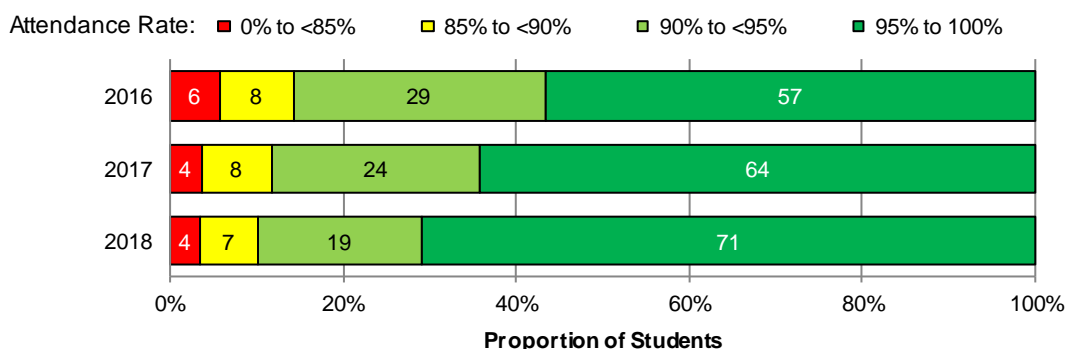
Year level	2016	2017	2018
Prep	93%	96%	95%
Year 1	95%	95%	95%
Year 2	94%	96%	95%
Year 3	95%	96%	96%
Year 4	95%	95%	96%
Year 5	95%	95%	96%
Year 6	94%	94%	95%

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.

We believe all students should attend school every day and learning is prioritised at all times. There is a high expectation that students attend school every day unless a satisfactory reason is provided. Teachers mark the roll in OneSchool twice a day at 9am and 2.15pm and text messaging is used to notify parents of unexplained absences by 10am daily. Class teachers make regular contact with families for ongoing absenteeism and notify members of the leadership team for repeated absenteeism.

Students arriving on-time for learning is vital so any student arriving after 9am must report to the office to receive a late notice. Parents must sign out their children for appointments or for early departures during normal school hours. Parents are discouraged from making appointments during school hours. The school leadership team regularly monitor student attendance and place reminders in the Digest (parent newsletter), Facebook and Twitter on the importance of regular attendance and year level percentages. Students absent from school for periods longer than ten days must seek an exemption from the Principal.

NAPLAN

We believe that good first wave teaching with a rigorous curriculum and evidence-based classroom practices provides an excellent springboard for success in any external assessment. Our priority in the Early Years is getting the basics right.

Our Year 3 NAPLAN data reflects our school commitment to this:

- 78% of students in the Upper 2 bands in Reading and Grammar and Punctuation
- 67% of students in the Upper 2 bands in Numeracy
- Between 98% and 100% of Year 3 students achieving the National Minimum Standard in all aspects of NAPLAN.

Our priority in the upper school is consolidating the basics and endless possibilities. Our NAPLAN data demonstrates that Ascot students outperform students across Australia in mean scale score and upper two bands in all domains of NAPLAN testing.

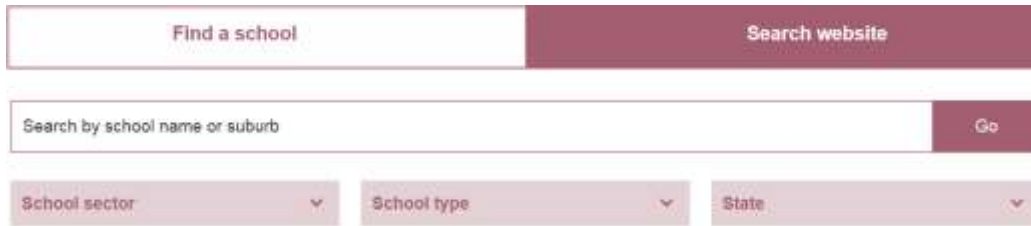
- 54% of students in the Upper 2 bands in Reading and Grammar and Punctuation
- 100% of students achieving the National Minimum Standard in Spelling and Numeracy.

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.

I invite you to contact our school office to arrange a school tour by one of our Deputy Principals or to attend our Prep Enrolment Information Sessions.

For further information about how we can support your child in their learning, please contact the main office on (07) 3326 9333, email admin@ascotss.eq.edu.au or visit our school website or facebook page. I look forward to welcoming you to our school community.



Gayle Coleman

Principal – Ascot State School