



Ascot State School

School annual report

Queensland state school reporting

2020



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School Context

Ascot State School is a high-performing, state school in the inner city suburb of Brisbane. We recognise and value the important role parents play as the first educators of their children. We provide an inclusive learning environment where all students are welcome, engaged, learning and achieving success. We have a strong focus on getting the basics right in the early years and providing a broad range of programs to enhance learning opportunities in the upper school. 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 became 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 professional educators ensure that evidence-based, best practice is enacted in classrooms every day to ensure all students are reaching their full potential. We teach the Australian Curriculum and introduce Japanese in Years 5 and 6. Ascot State School students demonstrate high levels of achievement in systemic testing continually performing above State and National mean scores. 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.

Our Science, Technology, Engineering, the Arts and Mathematics (STEAM) Program is exceptional and provides students with many opportunities to develop critical and creative thinking skills in collaboration with peers. We have an exceptional Music and Sporting Program and provide a range of extracurricular activities including Years 4 and 5 camps; Year 6 Canberra or Cairns educational excursion; Mini-Thinkers; High Achievers; Debating; Robotics Club; Chess Club; Problem Solving Teams and Opti-minds Teams.

While the school is one hundred years old, it has proactively designed modern learning spaces with access to smartboards and a range of digital devices. Our school facilities include two dedicated STEAM spaces and a computer laboratory, a 25m heated swimming pool, assembly hall, loose parts playground, several playgrounds, art room, several music/dance and drama classrooms, a covered games court and a well-resourced library.

There are very strong partnerships between Ascot State School, the Ascot Parents and Citizens Association (P&C) and the local community. The Ascot P&C actively fundraises to support the school to improve student learning outcomes. The sub-committees include Swim Club, Tuckshop, Uniform Shop, Physical Environment Committee, Friends of Visual Arts and Design, and Friends of Music. The parent community strongly support the education programs in the school through funding an artist-in-residence, the music program, innovation grants for school initiatives, the physical environment and our STEAM agenda.

Coeducational or single sex	Coeducational
Independent Public School	Yes
Year levels offered in 2020	Prep Year – Year 6
Webpages	<p>Additional information about Queensland state schools is located on the:</p> <ul style="list-style-type: none"> • My School website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Ascot State School provides a safe and caring environment for all students to succeed. Our school acknowledges and celebrates the cultural diversity of the student population with students enrolling from around the world and over thirty different languages spoken in the home environment. With less than 1% Indigenous and 2% students with a disability, Ascot State School truly is a place where everyone belongs.

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	107	116	119	110	111	117
Year 1	116	113	116	118	117	118
Year 2	133	119	122	137	120	121
Year 3	111	127	120	105	128	116
Year 4	114	104	131	115	106	127
Year 5	93	90	82	88	92	80
Year 6	84	92	87	84	91	85
Total	758	761	777	757	765	764

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	24	24	24
Year 4 – Year 6	25	26	27

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Ascot State School provides a safe, tolerant and disciplined learning environment where all students are welcome, challenged, learning and engaged. In 2020, in line with systemic requirements, the Ascot school community reviewed the Responsible Behaviour Plan and developed the Ascot State School Student Code of Conduct. This plan outlines our whole school approach to discipline, disciplinary consequences, school-wide expectations and associated policies. These may be found on our school website.

The pastoral care program at Ascot State School includes Buddy Classes, weekly Student Engagement Team meetings, lunch time clubs, Year 6 playground buddies and student mentors. The Student Leadership Program recognizes the important role of Year 6 leaders in setting the tone for the school and students undertake a variety of roles including School Captains, Class Captains, STEAM Captains, Sports Captains, Library Seniors, Music Seniors and Art Seniors.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	93.3%	95.2%	
This is a good school.	89.9%	96.0%	
My child likes being at this school. ²	96.0%	98.4%	
My child feels safe at this school. ²	98.7%	97.6%	
My child's learning needs are being met at this school. ²	90.7%	91.3%	
My child is making good progress at this school. ²	91.3%	92.1%	
Teachers at this school expect my child to do his or her best. ²	94.7%	97.6%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	91.3%	90.3%	
Teachers at this school motivate my child to learn. ²	91.4%	94.4%	
Teachers at this school treat students fairly. ²	91.2%	93.3%	
I can talk to my child's teachers about my concerns. ²	91.3%	97.6%	
This school works with me to support my child's learning. ²	91.9%	91.1%	
This school takes parents' opinions seriously. ²	86.2%	87.5%	
Student behaviour is well managed at this school. ²	86.7%	88.6%	
This school looks for ways to improve. ²	89.8%	94.2%	
This school is well maintained. ²	82.0%	87.3%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed parents/caregiver items.

3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	98.4%	100.0%	
I like being at my school. ²	96.9%	96.6%	
I feel safe at my school. ²	96.9%	97.4%	
My teachers motivate me to learn. ²	98.5%	97.4%	
My teachers expect me to do my best. ²	98.4%	100.0%	
My teachers provide me with useful feedback about my school work. ²	94.6%	96.5%	
Teachers at my school treat students fairly. ²	93.8%	90.4%	
I can talk to my teachers about my concerns. ²	82.2%	90.4%	
My school takes students' opinions seriously. ²	88.8%	93.8%	
Student behaviour is well managed at my school. ²	86.0%	90.4%	
My school looks for ways to improve. ²	98.4%	99.1%	
My school is well maintained. ²	93.8%	95.7%	
My school gives me opportunities to do interesting things. ²	96.1%	96.6%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	95.8%	98.3%	
I feel this school is a safe place in which to work.	94.3%	96.6%	
I receive useful feedback about my work at this school.	83.1%	82.5%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	86.7%	100.0%	
Students are treated fairly at this school.	97.2%	100.0%	
Student behaviour is well managed at this school.	87.0%	86.0%	
Staff are well supported at this school.	77.5%	86.2%	
This school takes staff opinions seriously.	76.8%	86.2%	
This school looks for ways to improve.	92.8%	93.1%	
This school is well maintained.	80.3%	89.7%	
This school gives me opportunities to do interesting things.	81.4%	93.0%	

Notes

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

Description of how this school manages non-attendance

Student attendance at Ascot State School is managed by classroom teachers. Parents are contacted if their child is absent for more than three days unexplained. Parents value education and the school enjoys very high levels of student 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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	0	1	7
Long Suspension	0	0	0
Exclusion	0	0	0
Total	0	1	7

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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.

School sector

School type

State

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of 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 link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	53	50	48	25	25	26	<5	<5	<5
FTE	46	45	45	16	17	18	<5	<5	<5

Notes

- Teaching staff includes school leaders.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- FTE = full-time equivalent

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	95%	95%	93%

Notes

- The student attendance rate is based on Semester 1 each year and 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.
- Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	95%	95%	92%
Year 1	95%	96%	92%
Year 2	95%	95%	94%
Year 3	96%	95%	93%
Year 4	96%	96%	93%
Year 5	96%	95%	93%
Year 6	95%	95%	93%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.

School sector

School type

State

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

View School Profile

4. Click on *NAPLAN* and select a year to view school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

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.