



Ashgrove State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information

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School overview

The vision of Ashgrove State School is to become a world class school where our students can discover their possibilities. Our professional staff and advanced learning programs underpin the school's focus in providing students with a well-rounded education. Ashgrove State School has a tradition of academic excellence, a dynamic curriculum, innovative learning, outstanding NAPLAN results, exceptional arts & sporting programs and a high level of community engagement. The school is an Independent Public Schools, catering for students from Prep to Year 6. We offer first class facilities including air-conditioned classrooms, a 25 metre swimming pool, Stephanie Alexander Kitchen Garden program, a modern Resource Centre, integrated technology using iPads and onsite Outside School Hours Care. Ashgrove State School was established in 1877. It is located in the inner North-West suburbs of Brisbane approximately five kilometres from the CBD. Ashgrove State School aims to provide outstanding educational experiences that will prepare students for the future. The school has a proud tradition of academic excellence and is supported by a community that encourages futuristic thinking and teaching. The skills, processes and knowledge instilled at Ashgrove provide students with keys to unlock their future potential. The school community is justifiably proud of the achievements and successes of its students and the efforts of all members of the school community who contribute to this success.

School progress towards its goals in 2018

In 2018, our explicit improvement agenda was to support all learners in reaching their potential, with a precise focus on improving the achievement of our students in writing.

Our NAPLAN targets for improved student outcomes included:

To increase the number of Year 5 students in the top 2 bands for writing to 50% over the next 2 years

To Increase the number of Year 3 students in the top 2 bands for writing to 75% over the next 2 years

To increase the number of students making higher gains than state schooling peers in the interval between Year 3 and Year 5 in writing.

Outcomes:

Our Year 5 students performed statistically above the nation and performed above Queensland State Schools

34% of our Year 5 students achieved in the Upper 2 Bands which was an improvement from 2017.

82% of our Year 3 students achieved in the Upper 2 Bands which has already exceeded our 2 year target and is an improvement from 2017

Celebrations and Successes

The 2018 school year has been a successful twelve months for Ashgrove State School.

- In 2018, the school entered its fifth year as an Independent Public School. Being an Independent Public School provides the school with an enhanced level of school autonomy, flexibility and accountability. Over the coming years this will continue to provide outstanding opportunities for the students of Ashgrove State School.
- Ashgrove State School continued the successful Learning Hub program to support all students in reaching their potential. This work is implemented by a team of support staff including 2 learning support teachers, a teacher supporting students with disability, an advanced learning mentor, guidance officer, speech therapist and teacher aides.
- Under the Independent Public School model, the school continued to broker a number of successful partnerships through the Director of Advancement position.

- The School Fete was a successful community and fundraising event.
- Students participated in our second Kids Tech Conference.
- Ashgrove State School celebrated and expanded the visual arts program through the Ashgrove Art Show which was well attended and supported by the local community.
- Students participated in robotics program and competitions.
- The school debating team continued to be successful in the QDU Junior Round Robin Competition.
- Several students were successful in representing the district and region in their chosen sport.
- Our string music students achieved a gold medal in Regional Fanfare. This group was one of five selected to perform at the state finals. Our Concert Band achieved a silver medal in the Regional Fanfare. The Concert Band also received a gold in the Queensland Youth Music Awards.
- Students from Ashgrove State School participated in the GRIPPS program.
- The school continued to receive high school opinion survey results.
- The sixth Academic Awards Night was held for Prep to Year 5.
- The parent and staff community enjoyed the 12th Annual Trivia P&C Night.
- Many students achieved outstanding results in various academic competitions including:
 - o ICAS across Maths, English, Spelling, Technology, Science
 - o Australian Maths Competition
 - o GROK Learning – Web 2.0 Competition

Future outlook

We are proud of the progress our students have made. In 2019, we will continue to place a sharp, narrow focus on the improvement of student performance in the area of writing, supporting all learners to achieve to their potential, as we move towards achieving our two year goals.



Anita Bond | Principal
Ashgrove State School

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	797	787	785
Girls	398	382	382
Boys	399	405	403
Indigenous	3	3	1
Enrolment continuity (Feb. – Nov.)	97%	98%	98%

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

Characteristics of the student body

Overview

Recent AEDC Data highlights students arrive at Ashgrove State School in Prep with high levels of language and cognitive skills. In 2018, the school ICSEA sat in the 99 percentile. The parent community values education and sees the benefits to their children. There are high standards of student behaviour expected and in most instances, the students are able to meet these standards.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	27	27	27
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 delivery

Our approach to curriculum delivery

- The Ashgrove State School pedagogical model is based on the Explicit Instruction Model.
- The school has a clear focus on delivering outstanding educational outcomes for our students.
- There are clear reading and writing benchmarks, clear learning intentions and success criteria and evidenced-based pedagogy which support outstanding levels of academic achievement.
- The school has a Head of Curriculum who supervises and coaches staff in curriculum and pedagogical implementation.
- The Technologies Mentor works alongside the classroom teachers to support and assist teachers in the successful implementation of the Technology Curriculum and ICT Capabilities.
- The Learning Hub (Learning Support Teachers, Advanced Learning Mentor and Guidance Officer) supports staff and students.

- Every student has tailored learning goals, that are informed by student performance data and celebrated when achieved.

Co-curricular activities

Debating

Students from the upper school participate in debating in Queensland Debating Union (QDU).

Opti-Minds

The school participates in the Opti-Minds Challenge. Opti-Minds is an interschool problem-solving event that consists of seven students per team. Students find solutions to challenging problems, which require experimentation and rewards divergent thinking.

Music

Instrumental Music is a wonderful feature of the school with the String Ensemble and Concert Band drawing regular acclaim. Instruction is offered in the areas of woodwind, brass, percussion and string instruments. Specialist Instrumental Music Teachers teach students selected for these programs during normal school hours. Selection into the strings program begins in Year 3, while students in percussion, brass and woodwind are selected in Year 3 and the program commences in Year 4. Students in the program are expected to play in either concert bands or string ensembles. Students who display and develop outstanding ability are given the opportunity to attend music camps where they can further develop their talents.

Choir

Students in the upper school are invited to participate in the middle and senior school choir. Students are given the opportunity to attend choral competitions.

Inter-School Sport

Students from Year 4 upwards are selected to represent Ashgrove State School in interschool sporting competitions. Presently we participate in Soccer, Cricket, Netball, Touch Football, Water Polo, Triathlon, AFL, Table Tennis and Rugby League and Baseball.

Camps

Students in Year 3, 4, 5 and 6 have been involved in the schools camping program. The objectives of the camp were social and educational and formed a vital part of the curriculum program offered by the school. The camps included a one-night sleep over in Year 3 and finished with a 5 day experience to Canberra in Year 6.

Advanced Learning

Students have the opportunity to participate in a number of academic competitions and experiences. Some of these include various ICAS exams, the National Maths Trust Competition, Chess Club, Writing Club and Ashgrove State School Science Fair. A number of professional connections have been nurtured to support the advancement of our students including, "CSIRO – Scientists in Schools Program", the Girlz Tech Organisation and The University of Queensland.

Other offerings include:

- Robotics Club
- Maker– a – Space Area
- Minecraft Competition
- Kilometre Club
- Play Leaders Program
- Buddy Program

How information and communication technologies are used to assist learning

At Ashgrove State School, we are committed to ensuring that our students are equipped with the necessary skills, knowledge and understanding required to successfully engage in the new Technologies Curriculum. To this end, we aim to assist students in developing an understanding of how technology can be used to successfully support their learning.

In 2018, teachers were supported by a Technologies Mentor who regularly worked alongside of teachers in their classrooms to build teacher capacity in using mobile devices and other ICTs. The work of the Technologies Mentor also involved unpacking how technology can be used to enhance curriculum delivery and supporting teachers in the implementation of the 2020 Technology Curriculum. Students in Years 3 to 6 are part of our BYOD program where students are asked to bring an iPad to school or hire one through the school's Student Resource Scheme. An equity fleet is also available. All students from Prep to Year 6 have access to school devices, a computer lab, Spheros, WeDo 2.0, Lego Robotics, Edison Robots, Makey Makey and Little Bits which support student learning across all curriculum areas. Each classroom also has an interactive whiteboard and classes can also experiment with Green Screen media. Wi Fi connectivity has allowed students to connect, share, collaborate and reflect on their learning with others via classroom whiteboards or individual devices.

Social climate

Overview

The school has outstanding student behavior with most of our students being recognized with a gold behavior award for having excellent behavior. The school utilised the 'You Can Do It' social skills program that has five social skills components that are taught throughout the school. Members of our school staff form a "Well-Being Project Team," where strategies are collaboratively constructed to support and nurture the well-being of all stakeholders within our school community. A Guidance Officer and a Chaplain are valuable members of the school community who support staff, parents and students at a classroom level and beyond.

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)	98%	97%	96%
• this is a good school (S2035)	98%	99%	96%
• their child likes being at this school* (S2001)	98%	100%	99%
• their child feels safe at this school* (S2002)	98%	100%	99%
• their child's learning needs are being met at this school* (S2003)	95%	93%	91%
• their child is making good progress at this school* (S2004)	96%	97%	94%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	93%
• teachers at this school motivate their child to learn* (S2007)	98%	95%	94%
• teachers at this school treat students fairly* (S2008)	95%	93%	93%
• they can talk to their child's teachers about their concerns* (S2009)	96%	99%	97%
• this school works with them to support their child's learning* (S2010)	94%	94%	88%
• this school takes parents' opinions seriously* (S2011)	88%	91%	86%
• student behaviour is well managed at this school* (S2012)	92%	96%	89%
• this school looks for ways to improve* (S2013)	95%	100%	91%
• this school is well maintained* (S2014)	98%	99%	97%

* 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)	100%	97%	100%
• they like being at their school* (S2036)	100%	98%	98%
• they feel safe at their school* (S2037)	98%	96%	97%
• their teachers motivate them to learn* (S2038)	100%	99%	99%
• their teachers expect them to do their best* (S2039)	100%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	100%
• teachers treat students fairly at their school* (S2041)	98%	97%	99%
• they can talk to their teachers about their concerns* (S2042)	98%	93%	97%
• their school takes students' opinions seriously* (S2043)	99%	94%	98%
• student behaviour is well managed at their school* (S2044)	98%	94%	100%
• their school looks for ways to improve* (S2045)	100%	99%	100%
• their school is well maintained* (S2046)	100%	97%	98%
• their school gives them opportunities to do interesting things* (S2047)	99%	99%	100%

* 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)	100%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
• they receive useful feedback about their work at their school (S2071)	93%	96%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	86%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	96%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	98%	96%	95%
• their school takes staff opinions seriously (S2076)	93%	93%	92%
• their school looks for ways to improve (S2077)	96%	98%	98%
• their school is well maintained (S2078)	96%	96%	93%
• their school gives them opportunities to do interesting things (S2079)	95%	100%	95%

* 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

The school fete is a perfect example of a school community working as one to enhance the school's educational offerings. The fete is a wonderful event and the profits from the fete are used to enhance the educational facilities of the school. The P&C Association makes a significant contribution to the enhancements of resources in the school.

In 2018, the P&C continued to support the implementation of the Master Plan. This plan outlines our vision for the future development of our educational environment. In 2018, the school was able to meet several priorities identified in the master plan including a large new playground and additional seating on the school oval thanks to the fundraising efforts of the P&C. The installation of additional bubblers on the oval as a result of the school's Community Network Program were also achieved.

High levels of voluntary work are also evident throughout the school with parents regularly assisting in classrooms. The school has a parent network which operates in every classroom and is utilized by the P&C to welcome new families and engage parents and community members in school life.

Parents are invited to meet with their child's teacher periodically to monitor student progress and work in collaboration with the teacher to support the best possible outcomes for students. Consultation with parents also occurs if adjustments are required to assist students with diverse needs to access and participate fully in the school program.

Several presentations were offered throughout the year for parents including Meet the Teacher Nights and information sessions on cyber safety, highly able and gifted students, digital Technologies and reading.

Respectful relationships education programs

The school rules articulate the importance of respectful relationships within our school. Our rules are,

- Be Safe,
- Be Kind,
- Be Respectful and
- Be Responsible.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school facilitated sessions that focused on personal safety and awareness including cyber safety and sexual education through The Life Education Van and the Department of Education Cyber Safety Unit.

Our school celebrates and is respectful of diversity every day in classrooms and also through the acknowledgment and celebration of special days including "Bullying – No Way Day" and NAIDOC Week.

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	0	3	4
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

The school continues to implement the Stephanie Alexander Kitchen Garden program. The produce garden is used to provide cooking ingredients for the Stephanie Alexander Cooking program. The school also has solar heating for the school pool and added solar panels on another building to provide some electricity to offset school usage. The school continues to review its general waste management systems. This included changing the bin management with the aim to more effectively recycle throughout the school. Going into 2018, the school has also investigated and implemented a number of initiatives including Litter Free Lunch Days.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	362,082	366,008	365,529
Water (kL)		1,946	3,345

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 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 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

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	55	22	<5
Full-time equivalents	47	15	<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	1
Graduate Diploma etc.*	0
Bachelor degree	45
Diploma	3
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 were \$71366

The major professional development initiatives are as follows:

- Data Conversations and Planning Sessions
- Watching others Work
- Conferences – Technologies, Inclusion, Gifted Education, Sharratt (Writing), Early Education, Leadership.
- Coaching and Mentoring Training
- Digital Technology
- Anita Archer – Explicit Instruction
- Professional Readings/Books

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

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.	97%	97%	96%

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 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	96%	96%	96%
Attendance rate for Indigenous** students at this school	95%	97%	DW

* 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	95%	96%	95%
Year 1	95%	96%	95%
Year 2	96%	96%	96%
Year 3	97%	96%	96%
Year 4	96%	96%	96%
Year 5	96%	96%	96%
Year 6	96%	96%	96%

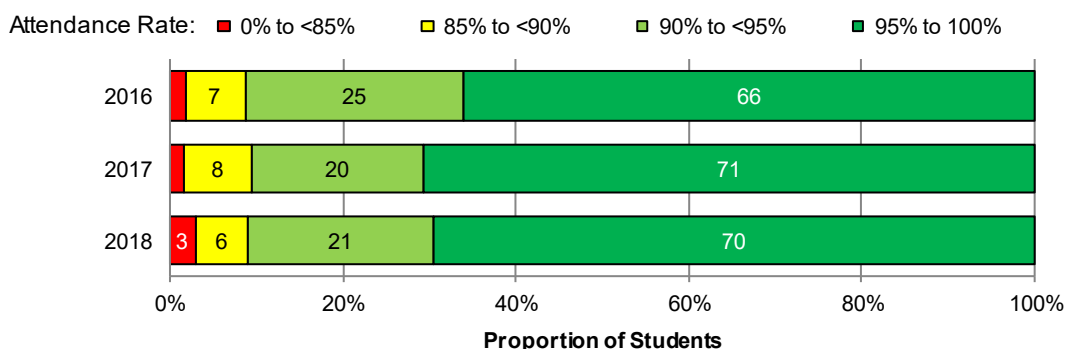
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

If students do not attend school, parents are required to inform the school of the absence. Electronic roles are marked twice daily and unexplained absences are followed up with a text message and a phone call if the absence remains unexplained.

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.