



# Ashwell State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Ashwell State School is situated approximately 20kms from Ipswich city, in Metropolitan region. The school is located on Reinke Road on the outskirts of Rosewood, a small country town with a population of approximately 3000. Ashwell State School was established in 1887, the year 2017 marked the school's 130th anniversary. Currently, the school has an enrolment of 56 students in P-6, coming from 41 families. Many of our students live in the township of Rosewood and within close proximity to the school; the school population being made up of families following rural pursuits, and residents in the township working within the surrounding area. We have well established transition programs with Rosewood Early Education Centre and Rosewood Childcare and Kindergarten, as well as Rosewood State High School, being the main high school for the area. Currently, the school operates with three classes – P-1, Yr 2-3 and a Yr 4-6 class. Our teaching staff consists of a teaching principal, 2 full time teachers, 1 part time teacher, 4 teacher aides, an administration officer and 2 school cleaners. Specialist teachers also visit our school – Music/The Arts, Physical Education, Advisory Visiting Teacher (Inclusion), Speech Language Therapist and Guidance Officer.

Ashwell State School's vision is to provide an effective learning environment in which students are challenged to reach their potential and strive to excel. This is achieved by providing an enjoyable, safe educational setting; encouraging innovation and creative thinking; fostering acceptance and respect for all of society; recognising and accepting rights and responsibilities; demonstrating fair and equitable practices; promoting the child's physical well-being; developing intellectual processes enabling independent learning; nurturing self-esteem and assertiveness; developing healthy emotional growth and fostering a love of learning. We identify the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience well-being, and have positive relationships, including making contributions to others and the community. We envisage students who are organised, make wise choices, are lifelong learners and are safe, not only in their school days but in their adult years as well.

## Principal's Foreword

### Introduction

At Ashwell State School we are determined to create a 'Tradition of Excellence' in every aspect of school life. We strive for the development of the whole person in every child to be a well-balanced citizen with an inquiring mind and a healthy body. We strive for students to be the best they can be, and to use the key to success to help them along the way – confidence, persistence, organisation, getting along and resilience.

Ashwell State School's vision is to continually provide an effective learning environment where students are challenged to reach their potential and strive to excel. This is achieved by:

- providing an enjoyable and safe educational setting
- encouraging innovation and creative thinking
- fostering an acceptance and respect for all members of society
- recognising and accepting that everybody has rights and responsibilities
- demonstrating fair and equitable practices
- promoting the child's physical well-being through appropriate programs
- developing intellectual processes that facilitate independent learning nurturing the child's self-esteem and assertiveness to develop healthy emotional growth and foster a love of learning

The School Annual Report provides the entire school community with the opportunity to **reflect on** and **celebrate** Ashwell State School's journey throughout 2017.

## School Progress towards its goals in 2017

Ashwell State School staff, students and community members worked towards the following goals during 2017 as outlined in the school's annual implementation plan. Progress made towards achieving these goals is as follows.

Focus area	Goal/s	Progress towards goal
Improve student outcomes in reading	Collect and use student reading data	<ul style="list-style-type: none"> <li>Data wall for PM/PROBE reading data in place</li> <li>Teachers discuss reading data with principal in data conversations each term</li> </ul>
	Develop whole school reading program and teach reading using consistent, evidence-based pedagogical practices	<ul style="list-style-type: none"> <li>Ashwell State School Reading Framework written and published</li> <li>Teachers have implemented Daily Five pedagogy in all classrooms</li> </ul>
	Engage the Ashwell State School parents and community members in reading	<ul style="list-style-type: none"> <li>Fortnightly newsletter article <i>The Reading Corner</i> established</li> </ul>
Implement the Australian Curriculum	Implement the Australian Curriculum for English and Mathematics using Curriculum into the Classroom (C2C) units	<ul style="list-style-type: none"> <li>Successfully implemented C2C units (version 5) and assessment tasks across all year levels for English and Mathematics</li> </ul>
	Implement the Australian Curriculum for The Arts (Dance, Drama, Visual Art, Media Arts and Music) and HPE (Health) using Curriculum into the Classroom (C2C) units	<ul style="list-style-type: none"> <li>Successfully implemented C2C units for The Arts and Health across all year levels</li> </ul>
	Develop and familiarise teachers with Ashwell State School's Curriculum Overview	<ul style="list-style-type: none"> <li>Teachers have used the Curriculum Overview throughout 2017</li> <li>Teachers planned using C2C lessons and during planning days scheduled with principal</li> </ul>

## Future Outlook

As shown above, Ashwell State School has progressed towards and even beyond some of the goals created for 2016. Following on from the work in 2016, further goals have been established for 2017. These are outlined below.

<b>School Leadership and Performance</b>
Formalise process for Annual Performance Review Plans with all staff members and use this process to influence school Professional Learning Plan
Build capacity of staff through the establishment of observation and feedback cycles focused on areas of school priority
<b>Quality Teaching and Successful Learners</b>
Implement a formal unit planning process that utilises school curriculum documents and C2C resources
Develop and embed whole school literacy framework and teach literacy (reading, spelling, phonics, phonemic awareness and oral language (using consistent, evidence-based pedagogical practices
Implement a focused, rewards-based program to increase school attendance
<b>Effective Partnerships</b>
Create a collaborate network between teachers within the Rosewood small schools cluster
Establish formal opportunities for parents to engage in classroom learning

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	53	23	30	7	88%
<b>2016</b>	57	29	28	4	86%
<b>2017</b>	52	23	29	5	77%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

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

## Characteristics of the Student Body

### Overview

Over the 2017 schooling period, we had approximately 45% female to 55% male student population at Ashwell State School, over the Prep to Year 6 group. Approximately 7% of our school population was Indigenous. 100% of students came from English speaking backgrounds. Our students were from urban, rural and small town backgrounds. We proudly support approximately 8% of our students who have a disability.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	18	20	27
Year 4 – Year 6		19	25
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

At Ashwell State School students are taught and assessed on the Australian Curriculum in the learning areas of English, Mathematics, Science, History, Geography, The Arts, HPE and Languages. Ashwell State School's curriculum-related programs are listed below.

- English – Australian Curriculum (implemented through C2C units)
- Mathematics – Australian Curriculum (implemented through C2C units)
- Science – Australian Curriculum (implemented through C2C units)

- Humanities and Social Sciences – Australian Curriculum (implemented through C2C units)
- Technologies – Australian Curriculum (implemented through C2C units)
- The Arts – Australian Curriculum (implemented through C2C multi-age units)
- German Language – Australian Curriculum (implemented through C2C units)
- Health - Australian Curriculum (implemented through C2C multi-age units)
- Physical Activity – Australian Curriculum (implemented through school-based program)

### Co-curricular Activities

- Sports Carnivals: Swimming (years 3-6), Cross Country, Athletics and Ball Games
- OWLS Positive Behaviour Program (values of Organisation, Wise Choices, Lifelong Learners and Safety taught, modelled and rewarded at school). Students are rewarded with OWLS days each term
- Chaplaincy program from P-6 each Thursday supported by P&C and local community
- Anti-bullying program
- Sporting schools program (athletics and gymnastics)
- Gala days with local schools (cricket and rugby league)
- Involvement in community events such as ANZAC Day march and Rosewood Show
- Optional Religious Instruction program

### How Information and Communication Technologies are used to Assist Learning

At Ashwell State School ICTs have been viewed as learning tools to enhance the learning outcomes of students. Throughout 2017 our students' confidence in using various Information Technologies including laptops, desktops, iPads and digital smartboards grew, opening access to a world of new learnings. In 2017 the teachers and the students explored the use of iPads within the classroom setting. This expanded during 2017 as the school purchased additional iPads to bring the total to 20 devices supported by an apple mac server. The students at Ashwell SS enjoy a high ratio of computers to students (3:1) and have access to a media centre of 16 computers as well as 7 iPads in each classroom. Students have been exposed to a variety of programs to provide them with multiple tools to enhance their learning experiences. The focus of these programs has been literacy and numeracy - Reading Eggs and Mathletics. Our teachers have continued to grow and develop their skills in utilising the electronic whiteboards within the school's curriculum programs.

## Social Climate

### Overview

Ashwell State School is situated approximately 25kms from Ipswich city, in Metropolitan district. The school is located on Reinke Road on the outskirts of Rosewood. Rosewood is a small country town with a population of approximately 3 000. Ashwell State School was established in 1887, having celebrated our 130th anniversary in 2017. In 2017 the school had a fluctuating enrolment of between 52 to 56 students in P-6, coming from about 45 families. Many of our students live in the township of Rosewood and within close proximity to the school; the school population is made up of families following rural pursuits, and residents in the township working within the surrounding area. A few of our families travel from Ipswich - viewing Ashwell as their school of choice. We have well established transition programs with Rosewood State High School, being the main high school that Ashwell students continue their education through.

Historically, the school has been the centre of a small farming community, but other occupations such as health, education, transport and manufacturing are also common occupations in the area. The majority of families from Ashwell have English as a first and only language. Students come from two parent or single parent families.

In 2017 the school year began with two classes – P-2 and Years 3-6. Mid-year the student enrolments had grown and the school was allocated an additional teacher, forming a third class. We then operated with three classes – P-1, Years 2-3 and Years 4-6. Our teaching staff consisted of a Teaching Principal; 2 full time classroom teachers; principal relief teacher- 0.4; 1 x 0.3 history/music/the arts/German teacher; 4 Teacher Aides- various fractions; an Administration Assistant and two school cleaners. Specialist itinerant teachers and staff also visited our school –Physical Education; Speech Language Therapist, Occupational Therapist and Guidance Officer. We also enjoyed access to an Advisory Visiting Teacher: Inclusion.



## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	60%	100%
this is a good school (S2035)	100%	60%	100%
their child likes being at this school* (S2001)	100%	60%	100%
their child feels safe at this school* (S2002)	100%	60%	100%
their child's learning needs are being met at this school* (S2003)	100%	60%	91%
their child is making good progress at this school* (S2004)	100%	60%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	80%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	40%	91%
teachers at this school motivate their child to learn* (S2007)	100%	60%	91%
teachers at this school treat students fairly* (S2008)	90%	40%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	60%	100%
this school works with them to support their child's learning* (S2010)	100%	60%	100%
this school takes parents' opinions seriously* (S2011)	100%	20%	91%
student behaviour is well managed at this school* (S2012)	90%	40%	100%
this school looks for ways to improve* (S2013)	100%	60%	100%
this school is well maintained* (S2014)	100%	80%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	100%	100%
they like being at their school* (S2036)	89%	100%	91%
they feel safe at their school* (S2037)	82%	100%	100%
their teachers motivate them to learn* (S2038)	94%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	89%	100%
teachers treat students fairly at their school* (S2041)	72%	100%	82%
they can talk to their teachers about their concerns* (S2042)	67%	89%	100%
their school takes students' opinions seriously* (S2043)	72%	89%	91%
student behaviour is well managed at their school* (S2044)	67%	89%	82%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	83%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	95%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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.

## Parent and community engagement

Parents are a child's first teacher and are encouraged to be an active participant in their child's education by keeping up daily communications, inviting parents and the community into the classroom or to the school for special events and excursions, daily reading, group work and classroom support and to help plan for the future of Ashwell State School. At the start of the year, parents were invited to an information session about how the classrooms are run, with further information about learning and classroom activities in each newsletter. Each term parents/ caregivers were also provided with an explicit Teaching and Learning Overview for their individual child's class.

Ashwell State School has a strong sense of community - parents have always been encouraged to become active participants in their child's education. These relationships help to foster our students' learning in a safe, supportive environment. Ashwell State School enjoys strong support from a small but mighty P&C association.

Fortnightly eNewsletters were established in 2017 and this, along with weekly Assembly were showcases for the children's academic, sporting and social achievements.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

Health and values programs at Ashwell State School focus on personal safety and awareness and include identifying and responding to abuse and violence, including the use of the Bullying: No Way resources. Students' knowledge and skills are developed so that they are able to solve conflict without violence. Ashwell students use the high five to deal with situations of conflict. They are encouraged to recognise situations of minor conflict and to follow the high five including; ignore, talk friendly, walk away, talk firmly, report. Students are always encouraged to report physical violence immediately.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	5	5	9
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

During 2016, students and teachers were encouraged to use electricity wisely – turn off lights, air conditioners and electrical products when not in use, or when leaving the classroom. Students continued to work on ways to reduce waste – reuse items and use scraps in the worm farm or compost.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	8,927	124
2015-2016	45,475	189
2016-2017	12,498	195

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

## 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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:  
 Government  
 Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	7	<5
Full-time Equivalent	4	4	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	5
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2017 were \$ 4818.21. This amount does not include funds for teacher release.

The major professional development initiatives are as follows:

- Purchase of Daily 5 and CAFÉ texts for teacher professional reading
- School visit to Brassall State School to observe reading program in action
- Principal participation in regional professional development opportunities
- Reading across the curriculum
- Mandatory training – Ethical Decision Making and Code of Conduct, Student Protection, Asbestos Management Training
- First aid training for all staff members

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	92%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	93%	91%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

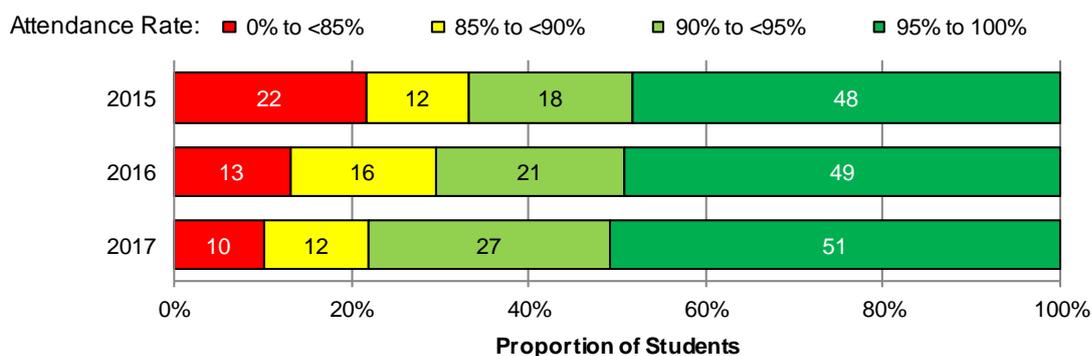
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	96%	94%	92%	97%	83%	90%	93%						
2016	93%	94%	93%	93%	93%	89%	93%						
2017	94%	95%	89%	95%	85%	96%	91%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

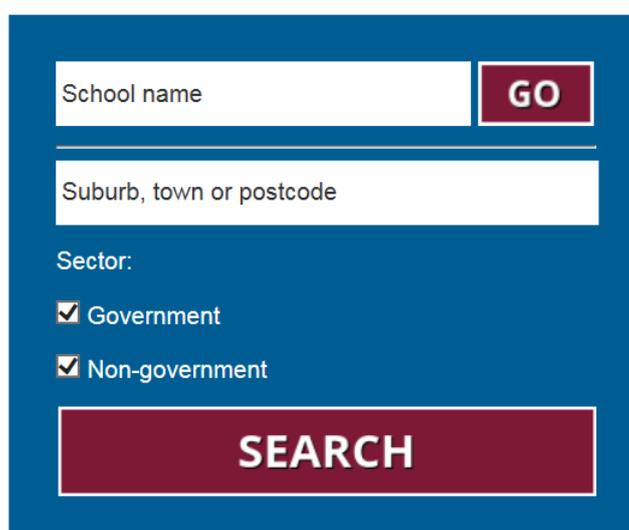
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion

Ashwell State School is a family and community minded, high-achieving, small school where students are treated as individuals and developed as a whole person. Academics are prioritised and staff have high expectations of student behaviour and learning. Staff are hard-working and dedicated and ensure that all students reach their full potential.

Please do not hesitate to contact Ashwell State School to discuss any information within this School Annual Report with the principal, Tara Kelso.