



Postal address	35 Reinke Road Ashwell via Rosewood 4340
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Phone	(07) 5464 1184
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Fax	(07) 5464 2539
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Email	the.principal@ashwellss.eq.edu.au
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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Contact Person	Deborah Lewis (Principal)
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Principal's foreword

Introduction

Ashwell State School

'Tradition of Excellence'

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

School progress towards its goals in 2011

***Implementation of the Australian Curriculum in English, Maths and Science and 'adopt and adapt' the C2C unit plans**

***Embed data analysis as the catalyst for differentiation and an improvement in student learning outcomes**

***Work towards a 'High' with the Teaching and Learning Audit in each of the domains**

***Provide for the professional development of all staff through the Performance Development Tool**



Future outlook

Developing of a consistent whole school approach to the teaching of reading

Improve student outcomes in reading

Development of a whole school approach to the teaching of numeracy in our school consistent with the structure, design and purpose of the C2C units

Improve student outcomes in reading retention, attainment and transition of students

Continue to maintain links with Rosewood High School – Days of Excellence, Orientation Days

Curriculum Planning

Implement C2C unit plans in English, Maths and Science

Ensure the whole school curriculum plan is reviewed and updated to align to the Australian Curriculum and the Essential Learnings

Regular discussions in staff meetings to determine the success of the C2C unit implementation

Response to Teaching and Learning Audits

Continue addressing specific actions from 2011 T&L Audit Action Plan

Planning for Improvement

The school assessment schedule tracks student progress across the year and provides direction to teachers in making judgment on student semester reports

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
70	36	34	91%

Characteristics of the student body:

Over the 2010 schooling period, we had 52% female student population at Ashwell State School, as opposed to 48% male over the Prep to Year 7 group. 10% of our school population was indigenous. Students are from rural and small town backgrounds.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	21
Year 4 – Year 10	26
Year 11 – Year 12	
All Classes	22.7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

- Partnerships with local schools to extend curriculum offerings
- "You Can Do It" values program
- Chaplaincy program supported by the P&C and local community
- ICT focus with installed Media Centre increasing student access to ICTs at a ratio of 4:1
- Sports Days, Athletics, Swimming Carnivals

Incorporation of Art Gallery visits, performances, local Community Fire Brigade, Council Educational Services to enrich the Curriculum delivery

Extra curricula activities

- Gold Award behaviour management system
- Curriculum related annual camps for students in the 4-7 class
- Reader's Cup Participation for Year 6 & 7 students
- Fit'n'Fuelled program sponsored by Ipswich City Council
- Days of Excellence based at the Rosewood High School to assist our students' transition into the high school setting

How Information and Communication Technologies are used to assist learning

At Ashwell State School computers are viewed as essential learning tools to enhance the learning outcomes of students. Student's confidence in using various Information Technologies including laptops, desktops, digital cameras and digital projector allows windows to be opened up to the world. Students enjoy a high ratio of computers to students (4:1) and have access to a media centre of 12 computers as well as computers in the classroom. Students are exposed to a variety of programs to provide them with multiple tools to enhance their learning experiences. Classrooms will be fitted with whiteboards and data projectors this year, as teachers begin to use more electronic teaching tools.

Social climate

Ashwell State School is situated approximately 20kms 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, the year 2012 will mark the school's 125th anniversary. Currently, the school has an enrolment of 67 students in P-7, coming from 54 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 State High School, being the main feeder high school for the area.

Historically, the school has been the centre of a small farming community, but other occupations such as education, transport and manufacturing are also common occupations in the area. The majority of families

Our school at a glance

from Ashwell have English as a first and only language. Students come from two parent or single parent families.

Currently, the school operates with three classes – P-2, Yr 2-4 and a Yr 5-7 class. Our teaching staff consists of a Teaching Principal, 2 full time teachers, Principal Relief teacher, 2 Teacher aides, an Administration assistant and a school cleaner. Specialist teachers also visit our school – Music, Physical Education, Learning Support, Speech Language Pathologist and Guidance Officer. We also have access to Advisory Visiting Teachers and Behaviour Management Specialists.

Parent, student and teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	93%
Percentage of students satisfied that they are getting a good education at school	85%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	88%
Percentage of staff members satisfied with morale in the school	99%

DW – Data withheld

Involving parents in their child's education

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 are invited to an information session about how the classroom is run, with further information about learning and classroom activities in each newsletter.

Ashwell State School has a strong sense of community - parents are encouraged to become active participants in their child's education at Ashwell. These relationships help to foster our student's learning in a safe, supportive environment. Newsletters (sent fortnightly) and Assembly (weekly) are showcases for the children's academic, sporting and social achievements.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	17,778	148
2010	21,288	110
% change 10 - 11	-16%	35%

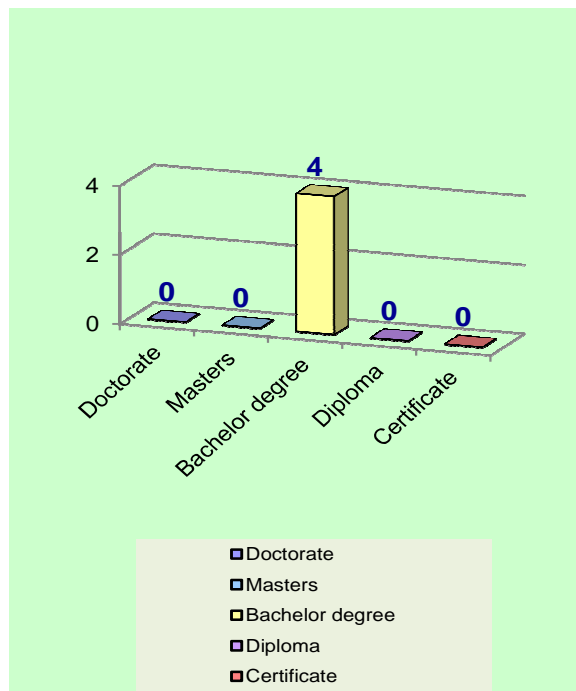
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	3	3	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	4
Diploma	0
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$3000.27

The major professional development initiatives are as follows:

- First Aid training
- Workplace Health and Safety training
- Cluster Initiatives - differentiation
- Numeracy – C2C
- Seven Steps to Successful Writing
- Administration officer training
- Teacher Aide training – Speech Pathology

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

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 2011 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Our staff profile

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

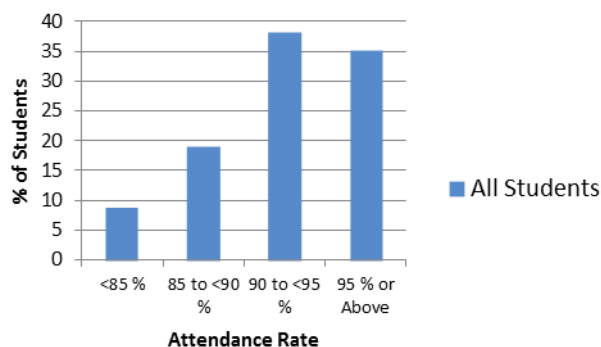
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95%	92%	93%	n/a	91%	84%	93%					

Student Attendance Distribution

The proportions of students by attendance range.



Performance of our students

Description of how non-attendance is managed by the school

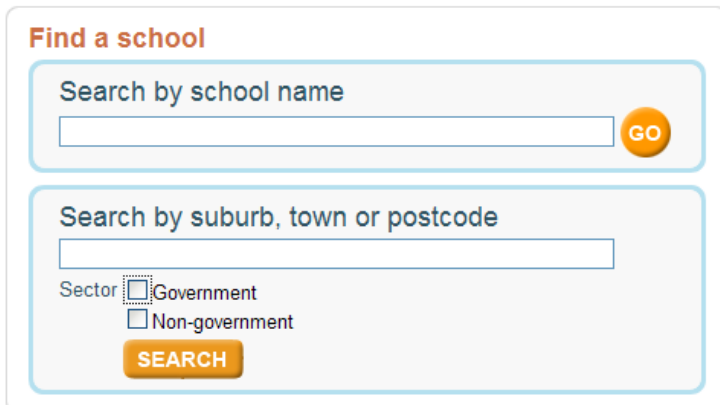
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is monitored by the teachers and Administration. If a student is absent for 2 days without notification, a phone call is made to the parent. Consistent non-attendance without notification is referred to Student Services.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this is a "Sector" section with two radio buttons: "Government" (which is selected) and "Non-government". At the bottom of the second section is a "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN.

Achievement – Closing the Gap

At Ashwell State school, we had a population of 7 Indigenous students in the school, just over 10% of our school population. Our students' attendance rate is good, with 86% of students attending school in between 90 to 100 days.