

Ashwell State School  
Queensland State School Reporting  
2013 School Annual Report



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# Queensland State School Reporting

## 2013 School Annual Report



### 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

#### School progress towards its goals in 2013

Ashwell State School staff and community worked towards these key priorities in 2013. As a school community we recognise that the journey of a school mirrors the journey of a child, there are constant areas for growth and improvement which emerge. The Teaching and Learning Audit and the Quadrennial School Review of 2012 provided a platform for the planned priorities of 2013.

#### School Curriculum

- Consistency of teaching and learning practices through the adaptation of C2C multi-age units, moderation practices, the effective use of data was a key priority for 2013 and continues to be an ongoing initiative.

#### School and Community

- The development of the O.W.L.S. Positive Behaviour Program to best meet the needs of the Ashwell SS school community was and continues to be a significant undertaking at Ashwell SS. The program continues to evolve with input and reflections provided by all key stakeholders. There is a great sense of ownership of the program- ownership by the students, the staff and the parent community.

#### Teaching Practice

- Professional dialogue centring on the articulation of targets and benchmarks for student achievement and a common metalanguage for specific learning areas continue to be a priority, with input from internal and external sources.

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### Future Outlook

#### **The current Strategic Plan at Ashwell State School clearly reflects four priorities.**

##### **Implementing the Australian Curriculum**

At Ashwell SS we continue to develop the whole school curriculum, assessment and reporting framework for English, Mathematics, Science, and History aligning with the expectations of ACARA. It is our intention to introduce the learning area of Geography in 2014.

##### **Implementing Whole School Pedagogical Practices**

Ashwell SS is utilising a Collaborative Inquiry Model to reflect upon current pedagogical practices, with professional dialogue focussed on the research of Marzano's 'The Art and Science of Teaching'; Archer's 'Explicit Instruction Model'; Knight's 'The Big Four'; and Fisher and Frey's 'Gradual Release of Responsibility Model'. As a commitment to our professional learning all staff will be engaging in a collaborative Professional Learning Planning process.

##### **Improve School Performance**

In 2014 we will utilise the Early Start toolkit for entry of students into the Prep Year. This will enable the creation of consistent foundation data for future teacher planning.

A focus on student goal setting across the school will be introduced. These goals will be focused on learning, personal and social/ emotional areas of development, and will be SMART (Specific, Measureable, Achievable, Relevant and Timely) in nature. These goals will form the basis of feedback: teacher to student; student to teacher; teacher to parent; parent to teacher; student to parent and parent to student. Students will be encouraged to recognise their areas of strength and areas for development.

Addressing how the needs of individual students are met in terms of differentiation will also continue to be a focus at Ashwell State School.

The development of a common metalanguage across all areas of our school will be a key priority in 2014, inclusive of: teaching and learning, communications and O.W.L.S Positive Behaviour Program.

##### **Productive Partnerships with Students, Staff, Parents and the Community**

Ashwell State School will be an active member of the Rosewood Cluster of Schools. The benefits of this cluster will enable our school to share resources, access additional learning opportunities for students and to provide a seamless transition for students from Primary to Secondary schools- in particular the support of our 2015 Year 7 students entering Junior Secondary.

We will continue to access departmental expertise and community organisations to enhance our O.W.L.S. Positive Behaviour Program. As a school we will utilise the feedback provided by our 2014 School Discipline Audit in a developmental manner.

At Ashwell SS we will continue to promote ourselves as a school that caters for the individual, we will maintain our many productive relationships with community organisations to support our students learning success. We will retain our pastoral care programs to support the needs of students and their families.

2014 will be a year focussed on the reinvigoration of Ashwell SS in terms of school spirit and promotion within the wider community- with energies focussed on our website, school grounds and facilities, sporting initiatives, marketing- prospectus, and a shared whole school vision developed in collaboration with the P&C.

# Our school at a glance

## School Profile

### Co-educational

Year levels offered: Prep – Year 7

### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	70	36	34	91%
2012	64	34	30	81%
2013	55	28	27	89%

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

### Characteristics of the student body:

Over the 2013 schooling period, we had almost exactly 50% female to 50% male student population at Ashwell State School, over the Prep to Year 7 group. Approximately 10% of our school population was indigenous. Our students are from both rural and small town backgrounds.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	19	17
Year 4 – Year 7 Primary	26	8	7
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	10	0
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

- Partnerships with local schools to extend curriculum offerings
- 'You Can Do It' values program
- O.W.L.S. Positive Behaviour 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
- Indigenous Culture Presentations
- Dance Workshops- Prep to Year 7

### Extra curricula activities

- Curriculum related annual camps for students in the 4-7 class- Tallebudgera Beach School Camp
- 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
- Crazy Wear Day- supporting 'Shave for a Cure'
- P-3 Fun Day –'Under Eights Day'
- Small Schools Swimming Carnival
- African Drumming Workshop
- State of Origin
- Rosewood Show contributions
- Science Spectacular (RSHS teacher show)
- Indigenous Culture presentation
- Ipswich Children's Literature Festival at Woodlands, Marburg
- Pirate Day
- Melbourne Cup Day – Fashions on the field
- Presentation Night
- Eat Smart Be Active Winning School
- Curriculum Excursions: Laidley Pioneer Village; Global Arts Link Ipswich– Construction Zone Excursion; etc.

### How Information and Communication Technologies are used to assist learning

At Ashwell State School computers have been viewed as an essential learning tools to enhance the learning outcomes of students. Throughout 2013 our student's confidence in using various Information Technologies including laptops, desktops, digital cameras and digital projector grew opening access to a world of new learnings. The students at Ashwell SS 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. Our students in our upper school classroom have access to fifteen laptops for individual use within the learning program. 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. In 2013 all classrooms were fitted with electronic whiteboards allowing greater exploration of electronic teaching and learning 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, having celebrated our 125th anniversary in 2012. In 2013 the school had an enrolment of 57 students in P-7, coming from 50 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. 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 from Ashwell have English as a first and only language. Students come from two parent or single parent families.

In 2013 the school operated with three classes – P-1- 2, Year 2-4 and a Year 4-5-6-7 class. Our teaching staff consists of a Teaching Principal, 2 full time teachers, Principal Relief teacher, 2 Teacher aides, an Administration assistant and two school cleaners. Specialist teachers also visited our school – Music, Physical Education, Learning Support, Speech Language Pathologist and Guidance Officer. We also enjoyed access to Advisory Visiting Teachers and Behaviour Management Specialists.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Throughout 2013 there was considerable unrest within the school community which reflected the entire school community's sense of a lack of stability regarding the leadership of the school. This unrest and lack of confidence was clearly demonstrated by the community's School Opinion Survey results- specifically the decline in a number of areas. Key areas for concern included: parents responses to Ashwell SS being 'a good school' from 100% to 73%; students believing they were 'getting a good education' from 88% to 83%; while only 50% of staff were of the opinion that 'their school valued them and took their opinions seriously'.

The appointment of a new and permanent principal in 2014 will hopefully provide the consistency and the stability that the school community- students, staff and parents- requires.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	73%
this is a good school (S2035)	100%	73%
their child likes being at this school* (S2001)	100%	87%
their child feels safe at this school* (S2002)	100%	93%
their child's learning needs are being met at this school* (S2003)	100%	87%
their child is making good progress at this school* (S2004)	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	73%
teachers at this school motivate their child to learn* (S2007)	100%	80%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	87%
this school takes parents' opinions seriously* (S2011)	100%	87%
student behaviour is well managed at this school* (S2012)	85%	87%
this school looks for ways to improve* (S2013)	100%	93%
this school is well maintained* (S2014)	100%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	88%	83%
they like being at their school* (S2036)	80%	100%
they feel safe at their school* (S2037)	65%	71%
their teachers motivate them to learn* (S2038)	96%	100%
their teachers expect them to do their best* (S2039)	100%	100%



## Our school at a glance

their teachers provide them with useful feedback about their school work* (S2040)	84%	100%
teachers treat students fairly at their school* (S2041)	71%	100%
they can talk to their teachers about their concerns* (S2042)	67%	100%
their school takes students' opinions seriously* (S2043)	74%	86%
student behaviour is well managed at their school* (S2044)	56%	71%
their school looks for ways to improve* (S2045)	92%	100%
their school is well maintained* (S2046)	72%	100%
their school gives them opportunities to do interesting things* (S2047)	88%	71%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	67%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	67%
students are encouraged to do their best at their school (S2072)	83%
students are treated fairly at their school (S2073)	50%
student behaviour is well managed at their school (S2074)	67%
staff are well supported at their school (S2075)	50%
their school takes staff opinions seriously (S2076)	50%
their school looks for ways to improve (S2077)	67%
their school is well maintained (S2078)	83%
their school gives them opportunities to do interesting things (S2079)	67%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

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

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. Newsletters (sent fortnightly) and Assembly (weekly) are showcases for the children's academic, sporting and social achievements.

## Reducing the school's environmental footprint

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 continue to work on ways to reduce waste – reuse items and use scraps in the worm farm or compost.

Measures undertaken to reduce our environmental footprint have included:

- Installation of solar panels to reduce our usage of grid electricity
- Water tanks
- Recycling bins
- Water saving toilet facilities- and water basin taps

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	17,778	148
2011-2012	19,109	170
2012-2013	22,538	114

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

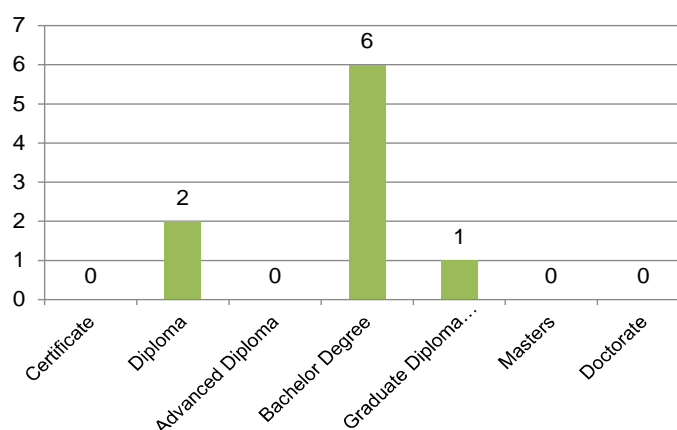
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	6	8	<5
Full-time equivalents	3	3	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.	1
Masters	0
Doctorate	0
<b>Total</b>	<b>7</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 1,881.09

The major professional development initiatives are as follows:

- Literacy- reading
- Literacy- writing
- Differentiation- dyslexia
- Collegial forums
- ICT training- smartboard technology
- Ancillary staff WH&S

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2013 school year.

# Our staff profile

## 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

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.

# Performance of our students

## Key student outcomes

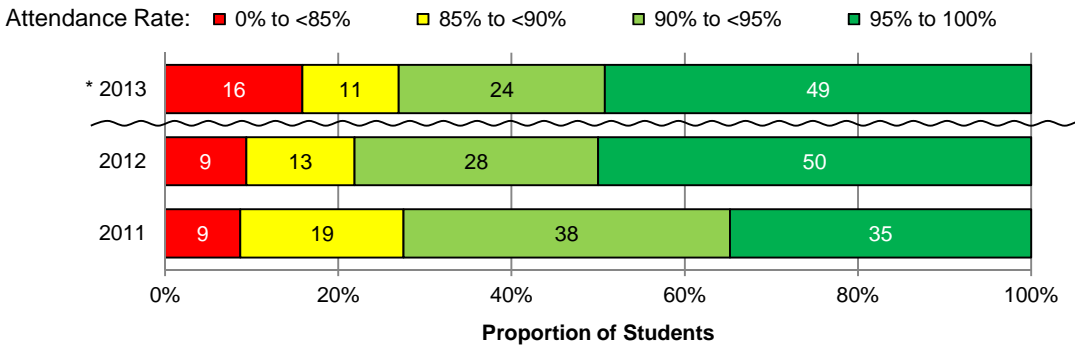
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	92%	93%		91%	84%	93%					
2012	92%	97%	95%	94%	DW	89%	85%					
2013	91%	92%	95%	96%	90%	30%	90%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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

Additionally in 2013 Ashwell SS OWLS Positive Behaviour Management Plans included strategies to encourage students to attend through rewarding good behaviour as well as regular attendance. End of Term celebrations reward good behaviour along with regular attendance.

## 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/>.

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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 results.

# Performance of our students

## Achievement – Closing the Gap

All enrolled indigenous students at Ashwell State School have improved in the areas of attendance, attainment and, retention. With the majority of the enrolled students actually 'closing' the gap in literacy and numeracy.