

# Ashwell State School

## Queensland State School Reporting

### 2014 School Annual Report



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## 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 2014.

### School progress towards its goals in 2014

Ashwell State School staff and community worked towards these **key priorities in 2014**. The **changeover of staff and principal provided the platform for formalised review and interrogation of current practices**. The **Great Results Guarantee** was a **significant contributing factor** to Ashwell State School's focus on working towards **improving student learning outcomes**.

ORGANISER	ACTION/ INITIATIVE	OUTCOME: 2014	FUTURE ACTION: 2015
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Ongoing implementation of C2C- English and Mathematics</li> <li>• Introduction of C2C History and Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school implementation</li> <li>• Review and identification of multi- age limitations and challenges with differentiation</li> <li>• Excellent resourcing and metalanguage throughout all units of work</li> <li>• Effective implementation of Science, History and Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Identified need for school based English and Mathematics program- explicit metalanguage, guided differentiation</li> <li>• Build on multi-age implementation and curriculum scaffolding for Science, history and Geography</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Adoption of consistent lesson structure</li> <li>• Develop foundation understanding of the 'Teaching of Reading' and the 'Teaching of Comprehension'- publish and unpack</li> <li>• Review of current reading resources across the school</li> <li>• Review of individual classroom timetables</li> <li>• Introduction of student goals- learning, social and personal</li> </ul>	<ul style="list-style-type: none"> <li>• Identified need for whole school unpacking of teaching and learning expectations</li> <li>• Improved teacher dialogue focussed on effective teaching and learning practices</li> <li>• Identification of reading resource limitations</li> <li>• Reviewed student booklists and requirements- reduction in texts, introduction of 'show me boards' and red and blue lined books as focus on bookwork standards and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of explicit English and Mathematics programs- daily, weekly and fortnightly expectations</li> <li>• Focussed purchase of guided reading resources- for P-6</li> <li>• Development of explicit lesson framework- WALT; WILF; goal setting</li> <li>• Introduction of Robust Vocabulary across school</li> <li>• Extend focus on developing consistency across the teaching and assessing of writing</li> </ul>
<b>Communication and the Community</b>	<ul style="list-style-type: none"> <li>• <b>Formal schedule of communication with whole school community:</b> <ul style="list-style-type: none"> <li>○ Term Teaching, Learning and Assessment Overviews</li> <li>○ Fortnightly newsletters- review of communication content</li> <li>○ Review and upgrade of the school website</li> <li>○ Partnership with the P&amp;C to develop a school Facebook Page</li> <li>○ Parent Teacher Information Evenings</li> </ul> </li> <li>• School Discipline Audit</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of schedule and guidelines- communication</li> <li>• Explicit term overviews: providing opportunity for 'backward mapping' for all staff</li> <li>• Consistent newsletter format developed to compliment website and Facebook Page</li> <li>• Upgrades to website</li> <li>• Development of P&amp;C Facebook Page- with regular (minimum weekly) school interface and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Actively engage school community with the <b>QSchools App</b> and communication features</li> <li>• Refine all modes of communication</li> <li>• Build on 'Ashwell School Spirit' initiative- grounds, facilities, school profiling, and volunteers</li> </ul>

ORGANISER	ACTION/ INITIATIVE	OUTCOME: 2014	FUTURE ACTION: 2015
Great Results Guarantee	<ul style="list-style-type: none"> <li>Review of school reading benchmarks</li> <li>Coaching and mentoring program focussed on the teaching of reading</li> <li>Interrogation of current teaching of reading practices, pedagogy and resourcing</li> <li>Formal student data review using a Collaborative Enquiry Model- each term- desktop audits</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of school based reading benchmarks (semester), inclusive of reading skills/ strategies and behaviours checklist for each semester</li> <li>Achievement and exceeding of all NAPLAN targets for Reading and Numeracy</li> <li>Establishment of Individual Student Profiles: Focussed on Literacy and Numeracy, strengths, areas for attention and school action/ programs</li> </ul>	<ul style="list-style-type: none"> <li>Expenditure on guided reading resourcing</li> <li>Review of library resourcing</li> <li>Focus on celebrating READING across the school: Readers' Cup; Premier's Reading Challenge; CBCA Book Week Awards and Activities; Story Arts Literature Festival</li> </ul>

## Future outlook

### Implementing the Australian Curriculum

At Ashwell SS we will implement the **whole school curriculum, assessment and reporting framework for English, Mathematics, Science, History and Geography aligning with the expectations of ACARA**. It is our intention to implement the **explicit school based English and Mathematics Curriculum Programs in 2015- mapping students against their goals; school based goals and goals of the Australian Curriculum**. A key initiative across the school will be the implementation of **'ROBUST VOCABULARY'**.

### 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'; Fleming and Archer's 'Explicit Instruction Model'; 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 2015 we will continue to 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. The use of **Brigance** will also provide this baseline data.

A focus on **student goal setting** across the school will be refined. 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**. These goals will be clearly visible in and around the classroom.

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 and use of a **common metalanguage** across all areas of our school will be a key priority in 2015, 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 **2016 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. In 2015 we will extend our recognition of **positive behaviours** to include recording these positive behaviours on OneSchool, and later to include postcards home.

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.

**2015** will be a year continuing to focus on **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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	64	34	30	81%
2013	55	28	27	89%
2014	49	24	25	80%

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

### Characteristics of the student body:

Over the 2014 schooling period, we had almost exactly **50% female** to **50% male** student population at Ashwell State School, over the Prep to Year 6 group. Approximately **16%** of our school population was **Indigenous**. Our students are from both **rural** and **small town backgrounds**.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	17	9
Year 4 – Year 7 Primary	8	7	16

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	10	0	1
Long Suspensions - 6 to 20 days	1	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- Partnerships with local schools to extend curriculum offerings- RSHS and RSS
- 'You Can Do It' values program
- O.W.L.S. Positive Behaviour Program: Term Rewards Days
- SCIENCE Teacher: dedicated curriculum area
- Chaplaincy program supported by the P&C and local community
- Sports Days: Cross Country; Athletics; Swimming Carnivals

2014	EXTRA CURRICULA ACTIVITIES
Term 1	<ul style="list-style-type: none"> <li>• Crazy Hair Day- supporting 'Shave for a Cure'</li> <li>• Curriculum Excursions: Science Centre; Museum</li> <li>• National Anti- Bullying Day</li> <li>• Easter Games and Easter Bonnet Parade</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• ANZAC DAY school ceremony and march in Rosewood</li> <li>• Reader's Cup Participation for Year 5 &amp; 6 students</li> <li>• P-3 Fun Day –'Under Eights Day'</li> <li>• SEAT (Spinal Education Awareness Team) Presentation</li> <li>• Crazy Sock Day</li> <li>• AKA Presentation: Fire Ants Awareness</li> <li>• National Reconciliation Week</li> <li>• Rosewood Show whole school display and individual contributions</li> <li>• Days of Excellence based at the Rosewood High School</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• 2014 Book Week CBCA Activities and celebrations</li> <li>• AFL Clinic</li> <li>• Queensland Youth Opera Performance</li> <li>• Wear Your Footy Colours Day</li> <li>• Science Spectacular (RSHS teacher show)</li> <li>• Curriculum related annual camps for students in the 5-6 class- Canberra</li> <li>• Joey League Gala Day</li> <li>• P-2 ARL Carnival</li> <li>• Interschool AFL- each Friday</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• Cricket QLD Clinics</li> <li>• Melbourne Cup Day – Fashions on the field</li> <li>• Presentation Night</li> <li>• Song and Dance Workshops- Prep to Year 6</li> <li>• Year 6 Graduation and Luncheon Day</li> </ul>

## 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 2014 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. In 2014 the teachers and the students began exploring the use of iPads within the classroom setting, this is set to continue and expand in 2015. 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. Our teachers have continued to grow and develop their skills in utilising the electronic whiteboards within the school's pedagogical framework.

## 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 2014 the school had a fluctuating enrolment of between 49 to 57 students in P-6, 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. 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 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 2014 the school operated with three classes – **P-1-2, Year 3-4 and a Year 4-5-6 class**. Our teaching staff consisted of a **Teaching Principal; 1 full time classroom teacher; principal relief teacher- 0.4; 1 x 0.6 classroom teacher; 1 x 0.4 classroom teacher; 1 x 0.2 science teacher; 4 Teacher Aides-** various fractions; an **Administration Assistant** and **two school cleaners**. Specialist itinerant teachers and staff also visited our school – **Music, Physical Education, LOTE: German; Speech Language Pathologist and Guidance Officer**. We also enjoyed access to an **Advisory Visiting Teacher: Inclusion**.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	73%	86%
this is a good school (S2035)	100%	73%	86%
their child likes being at this school* (S2001)	100%	87%	86%
their child feels safe at this school* (S2002)	100%	93%	86%
their child's learning needs are being met at this school* (S2003)	100%	87%	86%
their child is making good progress at this school* (S2004)	100%	80%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	86%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	73%	86%
teachers at this school motivate their child to learn* (S2007)	100%	80%	86%
teachers at this school treat students fairly* (S2008)	100%	100%	71%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	57%
this school works with them to support their child's learning* (S2010)	100%	87%	71%
this school takes parents' opinions seriously* (S2011)	100%	87%	57%
student behaviour is well managed at this school* (S2012)	85%	87%	86%
this school looks for ways to improve* (S2013)	100%	93%	86%
this school is well maintained* (S2014)	100%	100%	86%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	83%	100%
they like being at their school* (S2036)	80%	100%	93%
they feel safe at their school* (S2037)	65%	71%	93%
their teachers motivate them to learn* (S2038)	96%	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)	84%	100%	100%
teachers treat students fairly at their school* (S2041)	71%	100%	87%
they can talk to their teachers about their concerns* (S2042)	67%	100%	100%
their school takes students' opinions seriously* (S2043)	74%	86%	93%
student behaviour is well managed at their school* (S2044)	56%	71%	93%
their school looks for ways to improve* (S2045)	92%	100%	100%
their school is well maintained* (S2046)	72%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	88%	71%	87%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		67%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		67%	83%
students are encouraged to do their best at their school (S2072)		83%	100%
students are treated fairly at their school (S2073)		50%	100%
student behaviour is well managed at their school (S2074)		67%	100%
staff are well supported at their school (S2075)		50%	100%
their school takes staff opinions seriously (S2076)		50%	100%



Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school looks for ways to improve (S2077)		67%	100%
their school is well maintained (S2078)		83%	100%
their school gives them opportunities to do interesting things (S2079)		67%	100%

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

# 'Agree' represents the 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.

### 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**. Each term parents/ caregivers were also provided with an explicit **Teaching, Learning and Assessment 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. Newsletters (sent fortnightly) and Assembly (weekly) were 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 continued 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:
- Solar panels to reduce our usage of grid electricity
- Water tanks
- Upgrading of drainage and down pipes
- Cleaning of all building's gutters and pipes to tanks
- Recycling bins
- Installation of new taps, hoses and drinking fountains- non leaking and water saving

### Environmental footprint indicators

Years	Electricity kWh	Water kL
2011-2012	19,109	170
2012-2013	22,538	114
2013-2014	23,261	125

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.

## Our staff profile

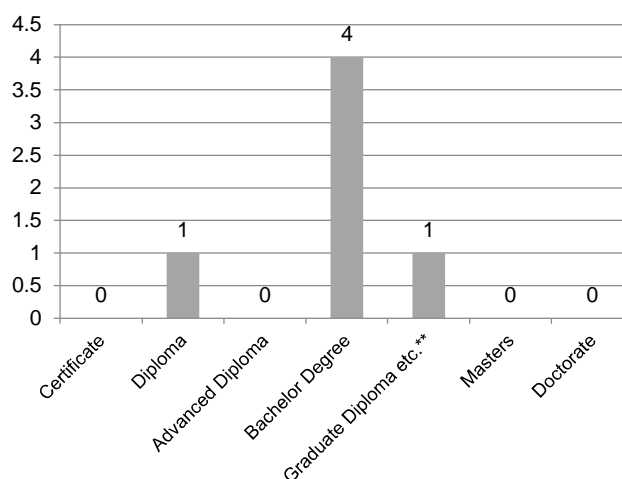
### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	7	0
Full-time equivalents	3.6	3.4	0

This data is inclusive of all teaching staff based at Ashwell State School in 2014: 5 classroom teachers (2 fulltime- classroom; 2 x 0.4- classroom; 1 x 0.6- classroom; Itinerant teachers- LOTE/ Music/ Science/ PE.

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
<b>Total</b>	<b>6</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 2014 were \$ 4 000.00.

The focus for professional development in 2014 included:

- **Literacy and Data Coaching:** release of teaching staff 'putting faces on the data' (Sharratt); and development of **Individual Student Profiles**; reviewing and establishing **Literacy Benchmarks**; unpacking the '**Teaching of Reading**'- inclusive of whole school expectations and timetabling framework.

unpacking the **‘Explicit Teaching Framework’- (Archer and Fleming)**; and the unpacking of the **‘Gradual Release of Responsibility Model’- Fisher and Frey**.

- **Mathematics:** Problem Solving Strategies
- **Oral Language Development:** Read it Again; STRIVE
- **QSIL Training**
- **Students with Disabilities:** Managing Complex Cases; Classroom and Curriculum Differentiation; Autistic Spectrum Training; and Inclusive Practices
- **iPads** in the classroom
- **Mandatory Training:** Ethical Decision Making and Code of Conduct; Student Protection; Asbestos Management Training; Finance Module Training; Induction of New Staff; etc.
- **Workplace Health and Safety**
- **Management:** Difficult People and Decision Making

The proportion of the **teaching staff** involved in professional development activities during **2014** was **100%**.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, **83% of staff** was retained by the school for the entire **2014 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

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 webpage.

School financial information is available by selecting **‘School finances’** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%

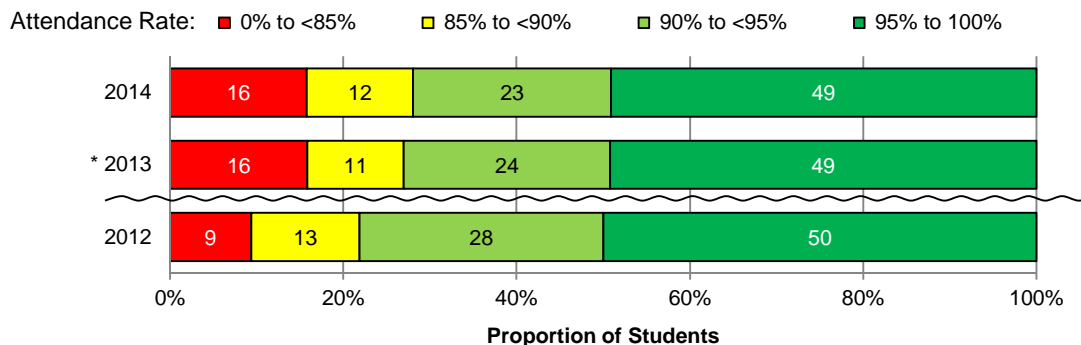
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	92%	97%	95%	94%	DW	89%	85%					
2013	91%	92%	95%	96%	90%	30%	90%					
2014	91%	92%	90%	95%	95%	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 after 2012 to that of previous years.

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

Non-attendance is managed in state schools in line with the DETE 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.

In 2014 the school undertook a series of initiatives in order to address student attendance at Ashwell State School.

- **Staff professional development** on the correct attendance management
- **Regular communication** with all staff via 'The Week Ahead' regarding **attendance management procedures and expectations**
- All **electronic- OneSchool-** rolls to be **marked twice daily**: morning and afternoon session by teachers
- **Appointment of school enrolment and attendance management officer-** to review electronic rolls weekly

- **Central Absence Register:** diary, verbal and telephone messages
- **Twice Term Formal Letter Communication** with parents to provide explanation for student absences
- **Ongoing Communication:**
  - all staff via **'The Week Ahead'** regarding attendance management procedures and expectations
  - all parents/ caregivers via **newsletters** and **P&C Facebook Page- 'Every Day Counts'** and explained absences

It is **important to note** that our **INDIGENOUS student attendance was greater than our general student attendance- 94% compared to 92%.**

### 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.**

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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 results.

### Achievement – Closing the Gap

There were **eight Indigenous students** enrolled at Ashwell SS in 2014, this was an **increase of approximately 33%** from the previous year. School attendance for Indigenous students in **2014 was calculated at 94%**, compared to non- indigenous students which was **calculated at 92%**. This was an increase of more than **7%** from 2013.

In accordance with privacy provisions and to ensure confidentiality **'Closing the Gap' student data in 2014** NAPLAN tests cannot be accurately analysed or compared to Metropolitan Region or State-wide performances in this School Annual Report.

Ashwell State School continues to promote **Indigenous Perspectives** through a variety of endeavours in our day to day undertakings and learning programs.