

Ashwell State School

Queensland State School Reporting

2015 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 2015.

School progress towards its goals in 2015

Ashwell State School staff and community worked towards these **key priorities in 2015**. The **changeover of staff and reduction in class numbers from three to two following Day 8** 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: 2015	FUTURE ACTION: 2016
Curriculum	<ul style="list-style-type: none"> • <i>Intoroduction and implementation of school- based- English and Mathematics curriculum programs</i> • <i>Ongoing implementation of C2C History , Science and Geography</i> • <i>Implementation of explicit metalanguage and guided differentiation</i> 	<ul style="list-style-type: none"> • <i>Whole school implementation</i> • <i>Review and identification of multi- age limitations and challenges with differentiation</i> • <i>Improved resourcing and metalanguage throughout all units of work</i> • <i>Effective implementation of Science, History and Geography</i> 	<ul style="list-style-type: none"> • <i>Identified need for school based formal recording of guided differentiation on OneSchool</i> • <i>Develop 2 year multi-age implementation cycle and curriculum scaffolding for Science, History and Geography- utilising C2C</i>
Teaching and Learning	<ul style="list-style-type: none"> • <i>Implementation of explicit school based English and Mathematics programs- daily, weekly and fortnightly expectations</i> • <i>Introduction of 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</i> • <i>Ongoing implementation of explicit lesson framework- WALT; WILF; goal setting</i> • <i>Continued implementation of Robust Vocabulary across school</i> • <i>Review of current reading resources across the school- reflecting changes to the National Curriculum: English</i> • <i>Review of individual classroom timetables</i> • <i>Introduction of whole school student goals- learning, social and personal</i> 	<ul style="list-style-type: none"> • <i>Identified need for whole staff fortnightly review of student achievement standards and program implementation</i> • <i>Identified need to review current student data sharing</i> • <i>Improved implementation of WLAT, WILF- explicit lesson dialogue; and use of 'warm-ups' and 'plough backs'- show me boards</i> • <i>Identification of reading resource limitations</i> • <i>Improving bookwork standards- handwriting and bookwork setting out with explicit direction</i> • <i>Challenges regarding student access to ICT learning sites- Reading Eggs and Mathletics within a structured learning environment</i> • <i>Identified need for formalised differentiated instruction groups- numeracy: whole number, facts, place value</i> 	<ul style="list-style-type: none"> • <i>Continued implementation of explicit English and Mathematics programs- with fortnightly discussion during staff meeting forums</i> • <i>Development of explicit lesson framework- WALT; WILF; goal setting</i> • <i>Continued implementation of Robust Vocabulary across school</i> • <i>Need to review whole school monitoring of student achievement data</i> • <i>Maintain whole school student goal- setting initiative</i> • <i>Acquisition of class sets of iPads for in-class access to ICT based learning programs</i> • <i>Implmentation of STLaN role to provide consistent monitoring of student reading and number data; paralleling the use of Teacher Aide resources to provide S-A-R, S-A-W and S-A-M daily programs</i>

ORGANISER	ACTION/ INITIATIVE	OUTCOME: 2015	FUTURE ACTION: 2016
Communication and the Community	<ul style="list-style-type: none"> • Formal schedule of communication with whole school community: <ul style="list-style-type: none"> ○ Term Teaching, Learning and Assessment Overviews ○ Fortnightly newsletters- review of communication content ○ Review and upgrade of the school website ○ Partnership with the P&C to refine school Facebook Page ○ Parent Teacher Information Evenings ○ Actively engage school community with the QSchools App and communication features ○ Introduce 'Volunteers' Thank You' celebration 	<ul style="list-style-type: none"> • Maintenance of schedule and guidelines- communication • Explicit term overviews: providing opportunity for 'backward mapping' for all staff • Consistent newsletter format developed to compliment website and Facebook Page • Upgrades to website • Development of P&C Facebook Page- with regular (minimum weekly) school interface and communication 	<ul style="list-style-type: none"> • Review newsletter mode of delivery- investigate digital formats • In partnership with the P&C, review use of school Facebook Page • Review all modes of communication and school-based procedures- letters; etc.- and subsequent recording onto OneSchool • Build on 'Ashwell School Spirit' initiative- grounds, facilities, school profiling • Introduce school leadership role of 'Indigenous School Leader'- develop Indigenous platform for community • Investigate and create increased profile for Indigenous days of celebration/ recognition; flag poles and flags
ORGANISER	ACTION/ INITIATIVE	OUTCOME: 2015	FUTURE ACTION: 2016
Great Results Guarantee	<ul style="list-style-type: none"> • Review of school reading benchmarks • Coaching and mentoring program focussed on the teaching of reading • Interrogation of current teaching of reading practices, pedagogy and resourcing • Formal student data review using a Collaborative Enquiry Model- each term- desktop audits • Review of library resourcing • Focus on celebrating READING across the school: <ul style="list-style-type: none"> ✓ Readers' Cup; ✓ Premier's Reading Challenge; ✓ CBCA Book Week Awards and Activities; ✓ Story Arts Literature Festival 	<ul style="list-style-type: none"> • Establishment of school based reading benchmarks (semester), inclusive of reading skills/ strategies and behaviours checklist for each semester • Achievement and exceeding of all NAPLAN targets for Reading and Numeracy • Identification of need for focus on possible U2B students and refining of reading and writing skills 	<ul style="list-style-type: none"> • Review school reading benchmarks to reflect METRO TARGETS • Expenditure on guided reading professional development • Introduction of classroom sets of iPads- to support ongoing implementation of school based reading and mathematics programs • Accessing IMPACT PROJECTS for U2B students- reading and writing • Focus on celebrating READING across school: Readers' Cup; Premier's Reading Challenge; CBCA Book Week Awards

Our school at a glance

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 2016- mapping students against their goals; school based goals and goals of the Australian Curriculum**. A key initiative across the school will continue to be the implementation of **'ROBUST VOCABULARY'**; the development of a **'two year' cycle of multi-age curriculum program implementation schedule**; and the development of a renewed **school assessment framework**.

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 **2016** 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 continue to 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. This process will be **formalised** and **recorded** on **OneSchool**.

The development and use of a **common metalanguage** across all areas of our school will be a key priority in 2016, 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 6 students entering Junior Secondary**.

We will continue to access departmental expertise and community organisations to enhance our **O.W.L.S. Positive Behaviour Program**. In 2016 we will continue our recognition of **positive behaviours** by recording these positive behaviours on OneSchool, and later to extend by sending positive 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- **chaplancy**- to support the needs of students and their families.

2016 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.

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	55	28	27	6	89%
2014	49	24	25	8	80%
2015	53	23	30	7	88%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Over the 2015 schooling period, we had approximately **43% female** to **57% male** student population at Ashwell State School, over the Prep to Year 6 group. Approximately **13%** of our school population was **Indigenous**. Our students were from **urban, rural and small town backgrounds**.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	9	16
Year 4 – Year 7 Primary	7	16	

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	1	5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery and Extra curricula activities

- 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
- HISTORY/ MUSIC/ GERMAN Teacher: dedicated curriculum areas
- Chaplaincy program supported by the P&C and local community
- Sports Days: Cross Country; Athletics; Swimming Carnivals

2015	EXTRA CURRICULA ACTIVITIES
Term 1	<ul style="list-style-type: none"> • Crazy Hair Day- supporting 'Shave for a Cure' • Curriculum Excursions: Science Centre; Museum • National Anti- Bullying Day • National HARMONY DAY • Small Schools' SWIMMING CARNIVAL • Jack and Giant Beanstalk performance • Easter Games and Easter Bonnet Parade- REWARDS
Term 2	<ul style="list-style-type: none"> • ANZAC DAY school ceremony and march in Rosewood • Small Schools' CROSS COUNTRY CARNIVAL • Reader's Cup Participation for Year 4, 5 & 6 students • P-3 Fun Day –'Under Eights Day' • SEAT (Spinal Education Awareness Team) Presentation • Crazy Sock Day • FIRE SAFETY AWARENESS • St Helena Island Excursion • National Sorry Day • MABO Day • National Reconciliation Week • Rosewood Show whole school display and individual contributions • Days of Experience based at the Rosewood High School • MILO CRICKET GALA Day: Year 3-6 • QUEENS' PARK ADEVNTURE: Rewards
Term 3	<ul style="list-style-type: none"> • 2015 Book Week CBCA Activities and celebrations • AFL Clinic • Queensland Youth Opera Performance • Wear Your Footy Colours Day • Joey League Gala Day • P-2 ARL Carnival • Interschool AFL- each Friday
Term 4	<ul style="list-style-type: none"> • Gymnastics Clinics • Melbourne Cup Day • Presentation Night • Year 6 Graduation and Dinner

How Information and Communication Technologies are used to improve learning

At Ashwell State School computers have been viewed as a learning tools to enhance the learning outcomes of students. Throughout 2015 our student's confidence in using various **Information Technologies** including **laptops, desktops, iPads** and **digital smartboards** grew, opening access to a world of new learnings. In late 2015 the teachers and the students began exploring the use of iPads within the classroom setting, this is set to continue and expand in 2016. The students at Ashwell SS enjoy a high ratio of computers to students (5:1) and have access to a media centre of 10 computers as well as laptops and limited iPads in some classrooms. 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 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 **125th** anniversary in **2012**. In 2015 the school had a fluctuating enrolment of between 50 to 60 students in P-6, coming from almost 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 2015 the school operated with two classes (following the loss of a teacher after DAY 8 Enrolment Census)– **P-3, and a Year 3-4-5-6 class**. Our teaching staff consisted of a **Teaching Principal; 1 full time classroom teacher; principal relief teacher- 0.4; 1 x 0.2 history/music/ German teacher; 4 Teacher Aides-** various fractions; an **Administration Assistant** and **two school cleaners**. Due to a **GRTW** program- following the Principal's longterm illness- Specialist itinerant teachers and staff also visited our school –**Physical Education; Speech Language Pathologist and Guidance Officer**. We also enjoyed access to an **Advisory Visiting Teacher: at different times throughout the year**.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	73%	86%	100%
this is a good school (S2035)	73%	86%	100%
their child likes being at this school (S2001)	87%	86%	100%
their child feels safe at this school (S2002)	93%	86%	100%
their child's learning needs are being met at this school (S2003)	87%	86%	100%
their child is making good progress at this school (S2004)	80%	86%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	86%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	73%	86%	100%
teachers at this school motivate their child to learn (S2007)	80%	86%	100%
teachers at this school treat students fairly (S2008)	100%	71%	90%
they can talk to their child's teachers about their concerns (S2009)	100%	57%	100%
this school works with them to support their child's learning (S2010)	87%	71%	100%
this school takes parents' opinions seriously (S2011)	87%	57%	100%
student behaviour is well managed at this school (S2012)	87%	86%	90%
this school looks for ways to improve (S2013)	93%	86%	100%
this school is well maintained (S2014)	100%	86%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	83%	100%	94%
they like being at their school (S2036)	100%	93%	89%
they feel safe at their school (S2037)	71%	93%	82%
their teachers motivate them to learn (S2038)	100%	100%	94%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	94%
teachers treat students fairly at their school (S2041)	100%	87%	72%
they can talk to their teachers about their concerns (S2042)	100%	100%	67%
their school takes students' opinions seriously (S2043)	86%	93%	72%
student behaviour is well managed at their school (S2044)	71%	93%	67%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	83%
their school gives them opportunities to do interesting things (S2047)	71%	87%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	67%	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)	67%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	83%	100%	100%
students are treated fairly at their school (S2073)	50%	100%	100%
student behaviour is well managed at their school (S2074)	67%	100%	100%
staff are well supported at their school (S2075)	50%	100%	100%
their school takes staff opinions seriously (S2076)	50%	100%	100%
their school looks for ways to improve (S2077)	67%	100%	100%
their school is well maintained (S2078)	83%	100%	100%
their school gives them opportunities to do interesting things (S2079)	67%	100%	100%

[#] '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, 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 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	22,538	114
2013-2014	23,261	125
2014-2015	8,927	124

*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.

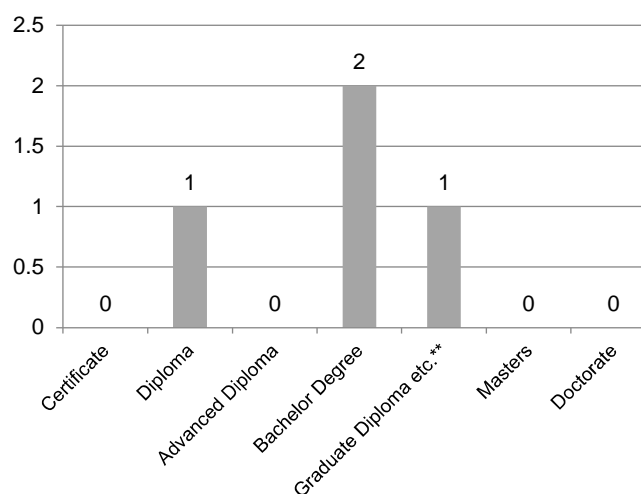
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	4



*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 **2015** were **\$4 710.00**

The **focus** for professional development in **2015** included:

- **Literacy and Data Coaching**
- **Supporting Literacy Learners in the Classroom**
- **Mathematics:** Problem Solving Strategies
- **Oral Language Development:** Read it Again; STRIVE

- 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.
- **ASBESTOS Training**
- **Principals' Conference**
- **'Take the Lead'- GRTW teacher**

The proportion of the teaching staff involved in professional development activities during 2015 was **100%**.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	92%

Proportion of staff retained from the previous school year

From the end of the previous school year, 64% of staff was retained by the school for the entire 2015 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

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	94%	86%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

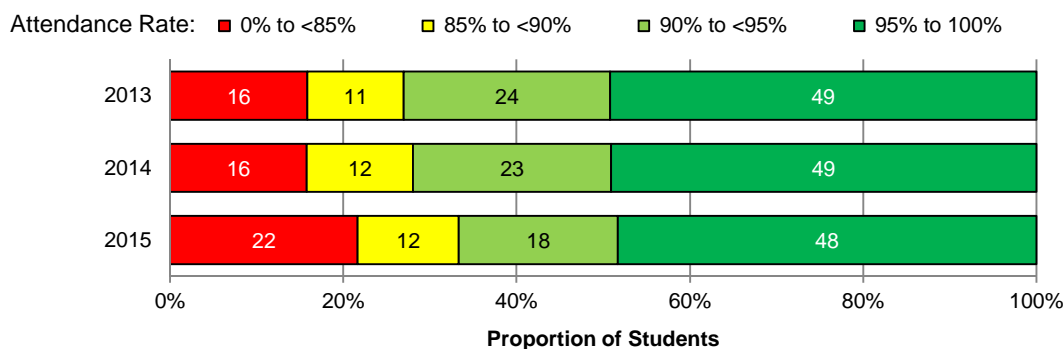
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	91%	92%	95%	96%	90%	30%	90%					
2014	90%	91%	92%	90%	95%	95%	90%						
2015	96%	94%	92%	97%	83%	90%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

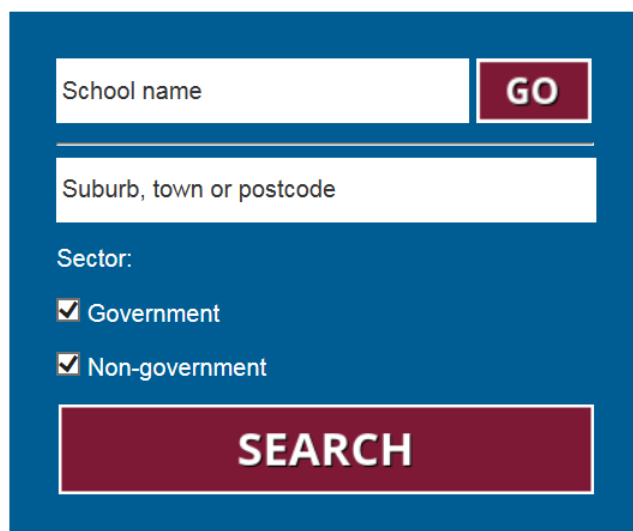
In 2015 the school undertook a series of initiatives in order to address student attendance at Ashwell State School.

- **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

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.

Find a school

The image shows a search form titled 'Find a school' with a blue background. It contains the following elements:

- A text input field labeled 'School name' with a red 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'.
- A large red button labeled 'SEARCH' at the bottom.

Where it says '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.