Ashwell State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Ashwell State School's vision is to provide an effective learning environment in which students are challenged to reach their potential and strive to excel, achieved by: providing an enjoyable, safe educational setting; encouraging innovation and creative thinking; fostering acceptance and respect for all of society; recognising and accepting rights and responsibilities; demonstrating fair and equitable practices; promoting the child's physical well-being; developing intellectual processes enabling independent learning; nurturing self-esteem and assertiveness; developing healthy emotional growth and fostering a love of learning. We encourage politeness and respect of others, property, themselves and the school, and to take responsibility for all actions. Our students engage in a diverse range of practices to achieve the critical mass and resilience needed to shape student thinking, feeling and behaving, now and in the future. We identify the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience well-being, and have positive relationships, including making contributions to others and the community.

Principal's Forward

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 2016.

School Progress towards its goals in 2016

Ashwell State School staff, students and community members worked towards the following goals during 2016 as outlined in the school's annual implementation plan. Progress made towards achieving these goals is as follows.

Focus area	Goal/s	Progress towards goal
Australian Curriculum	Implement school-based English and Mathematics Programs	· Whole school implementation of school-based English programs for Reading and Viewing and Writing and Designing · Whole school implementation of school-based Mathematics program

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	Implement Curriculum into the Classroom units for Science, History and Geography	· Whole school implementation of multi-age C2C units · Review of effectiveness of multi-age units for Ashwell learners
Pedagogy	Review school-wide assessment framework	· Review of school-wide assessment framework for diagnostic and standardised testing · Identified need to reduce data collection without purpose · Publication of school assessment and data plan to be implemented beginning of 2017
	Embed collegial sharing model and classroom walk-throughs	· Sharing of practice among staff members embedded and valued · Identified need for coaching resources and feedback sheets based on shared understanding of pedagogical approaches
Technology	Provide a set of iPads for each class	· 5 iPads for each class purchased and in use · Identified need for Apple server to update all iPads simultaneously and increase speed at which iPads operate
Reading	Review current reading targets for diagnostic assessments used for reading	· New reading targets in line with Metropolitan targets published · Removal of A-E targets on Ashwell SS documents
	Embed a school-wide approach to teaching reading	· Scan and assess of current practices · Identified need for research-based pedagogy and professional development · Embedding a school-wide approach to teaching reading will be a major focus for 2017
Student Data	Introduce and maintain suite of diagnostic testing resources	· Maintenance of PM and PROBE resources for reading assessment · Implementation of Early Start diagnostic assessments from prep to year 2 · Investigation into the usefulness of all data being collected · Identified need to use data to create student learning goals
	Establish 'Evidence of Learning' Wall to Put FACES on the Data	· Evidence of Learning Wall established to display data of students working towards, working at and working beyond their year level · Data conversations occurring during staff meetings
	Implement Individual Curriculum Plans for students when necessary	· Implemented across school where necessary

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Future Outlook

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

Improve Student Outcomes in Reading
Collect and use student reading data
Develop whole school reading program and teach reading using consistent, evidence-based pedagogical practices
Engage the Ashwell State School parents and community members in reading

Implement the Australian Curriculum
Implement the Australian Curriculum for English and Mathematics using Curriculum into the Classroom (C2C) units
Implement the Australian Curriculum for The Arts (Dance, Drama, Visual Art, Media Arts and Music) and HPE (Health) using Curriculum into the Classroom (C2C) units
Develop and familiarise teachers with Ashwell State School's Curriculum Overview

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	49	24	25	8	80%
2015*	53	23	30	7	88%
2016	57	29	28	4	86%

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 2016, 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

Overview

Over the 2016 schooling period, we had approximately 45% female to 55% male student population at Ashwell State School, over the Prep to Year 6 group. Approximately 7% of our school population was Indigenous. 100% of students came from English speaking backgrounds. Our students were from urban, rural and small town backgrounds.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	9	18	20
Year 4 – Year 7	16		19
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

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

- English – Australian Curriculum (implemented through a school-based program)
- Mathematics – Australian Curriculum (implemented through a school-based program)
- Science – Australian Curriculum (implemented through C2C multi-age units)
- History – Australian Curriculum (implemented through C2C multi-age units)
- Geography – Australian Curriculum (implemented through C2C multi-age units)
- The Arts – Australian Curriculum (implemented through C2C multi-age units)
- German Language – Australian Curriculum (implemented through school-based program)
- Health and Physical Education – Australian Curriculum (implemented through school-based program)

Co-curricular Activities

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

How Information and Communication Technologies are used to Assist Learning

At Ashwell State School computers have been viewed as learning tools to enhance the learning outcomes of students. Throughout 2016 our students' confidence in using various Information Technologies including laptops, desktops, iPads and digital smartboards grew, opening access to a world of new learnings. In 2016 the teachers and the students explored the use of iPads within the classroom setting, this is set to continue and expand in 2017. 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 5 iPads in each classroom. Students have been exposed to a variety of programs to provide them with multiple tools to enhance their learning experiences. The focus of these programs has been literacy and numeracy - Reading Eggs and Mathletics. Our teachers have continued to grow and develop their skills in utilising the electronic whiteboards within the school's curriculum programs.

Social Climate

Overview

Ashwell State School is situated approximately 25kms from Ipswich city, in Metropolitan district. The school is located on Reinke Road on the outskirts of Rosewood. Rosewood is a small country town with a population of approximately 3 000. Ashwell State School was established in 1887, having celebrated our 125th anniversary in 2012. In 2016 the school had a fluctuating enrolment of between 55 to 60 students in P-6, coming from about 45 families. Many of our students live in the township of Rosewood and within close proximity to the school; the school population is made up of families following rural pursuits, and residents in the township working within the surrounding area. A few of our families travel from Ipswich - viewing Ashwell as their school of choice. We have well established transition programs with Rosewood State High School, being the main high school that Ashwell students continue their education through.

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

In 2016 the school operated with three classes – P-1, Years 2-3-4 and Years 5-6. Our teaching staff consisted of a Teaching Principal; 2 full time classroom teachers; principal relief teacher- 0.4; 1 x 0.3 history/music/the arts/German teacher; 4 Teacher Aides- various fractions; an Administration Assistant and two school cleaners. Specialist itinerant teachers and staff also visited our school –Physical Education; Speech Language Therapist, Occupational Therapist and Guidance Officer. We also enjoyed access to an Advisory Visiting Teacher: Inclusion.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	100%	60%
this is a good school (S2035)	86%	100%	60%
their child likes being at this school* (S2001)	86%	100%	60%
their child feels safe at this school* (S2002)	86%	100%	60%
their child's learning needs are being met at this school* (S2003)	86%	100%	60%
their child is making good progress at this school* (S2004)	86%	100%	60%
teachers at this school expect their child to do his or her best* (S2005)	86%	100%	80%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	40%
teachers at this school motivate their child to learn* (S2007)	86%	100%	60%
teachers at this school treat students fairly* (S2008)	71%	90%	40%
they can talk to their child's teachers about their concerns* (S2009)	57%	100%	60%
this school works with them to support their child's learning* (S2010)	71%	100%	60%
this school takes parents' opinions seriously* (S2011)	57%	100%	20%
student behaviour is well managed at this school* (S2012)	86%	90%	40%
this school looks for ways to improve* (S2013)	86%	100%	60%
this school is well maintained* (S2014)	86%	100%	80%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	94%	100%
they like being at their school* (S2036)	93%	89%	100%
they feel safe at their school* (S2037)	93%	82%	100%
their teachers motivate them to learn* (S2038)	100%	94%	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)	100%	94%	89%
teachers treat students fairly at their school* (S2041)	87%	72%	100%
they can talk to their teachers about their concerns* (S2042)	100%	67%	89%
their school takes students' opinions seriously* (S2043)	93%	72%	89%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	93%	67%	89%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	83%	100%
their school gives them opportunities to do interesting things* (S2047)	87%	100%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	83%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

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

Respectful relationships programs

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

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

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School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	1	5	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.

Environmental Footprint

Reducing the school's environmental footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	23,261	125
2014-2015	8,927	124
2015-2016	45,475	189

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	1
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $ 2919.

The major professional development initiatives are as follows:

· Coaching – use and purpose of student data

· Unpacking of the Australian Curriculum – reading

· Mandatory training – Ethical Decision Making and Code of Conduct, Student Protection, Asbestos Management Training

· Metropolitan Region Aspiring Leaders' Program

· Zones of Regulation Training

· Supporting Students with Disabilities

· School Improvement Hierarchy Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	92%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 54% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

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

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	92%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	86%	93%

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

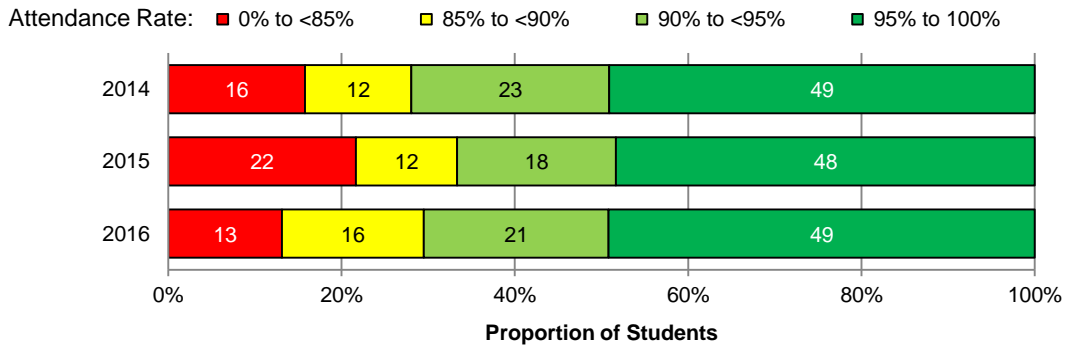The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	90%	91%	92%	90%	95%	95%	90%						
2015	96%	94%	92%	97%	83%	90%	93%						
2016	93%	94%	93%	93%	93%	89%	93%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

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Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	16	12	23	49
2015	22	12	18	48
2016	13	16	21	49

Proportion of Students

Description of how non-attendance is managed by the school

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

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.

NAPLAN

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

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

Find a school

School name   GO

Suburb, town or postcode

Sector:
☑ Government
☑ Non-government

SEARCH

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

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

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Conclusion

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

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

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