Ashwell State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	35 Reinke Road Ashwell via Rosewood 4340
Phone	(07) 5464 1184
Fax	(07) 5464 2539
Email	principal@ashwellss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Principal: Tara Kelso

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.

School progress towards its goals in 2018

Ashwell State School staff, students and community members worked towards the following goals during 2017 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
Improve student outcomes in reading	Collect and use student reading data	· Data wall for PM/PROBE reading data in place · Teachers discuss reading data with principal in data conversations each term
	Develop whole school reading program and teach reading using consistent, evidence-based pedagogical practices	· Ashwell State School Reading Framework written and published · Teachers have implemented Daily Five pedagogy in all classrooms
Implement the Australian Curriculum	Implement the Australian Curriculum for English and Mathematics using Curriculum into the Classroom (C2C) units	· Successfully implemented C2C units (version 8) and assessment tasks across all year levels for English and Mathematics
	Implement the Australian Curriculum for all other curriculum areas	· Successfully implemented C2C units for all curriculum areas – Version 8
	Develop and familiarise teachers with Ashwell State School's Curriculum Overview	· Teachers have used the Curriculum Overview throughout 2018 · Teachers planned using C2C lessons and during planning days scheduled with principal

Future outlook

As shown above, Ashwell State School has progressed towards and even beyond some of the goals created for 2018. Following on from the work in 2018, further goals have been established for 2019. These are outlined below.

School Leadership and Performance
Develop and enact a shared vision to enhance school culture.
Build capacity of staff through the establishment of observation and feedback cycles focused on areas of school priority
Quality Teaching and Successful Learners
Embed whole school literacy framework and teach literacy (reading, spelling, phonics, phonemic awareness and oral language) using evidence-based practices.
Consistently embed reading framework across all classes.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	57	52	58
Girls	29	23	25
Boys	28	29	33
Indigenous	4	5	7
Enrolment continuity (Feb. – Nov.)	86%	77%	77%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Over the 2018 schooling period, we had approximately 44% female to 56% male student population at Ashwell State School, over the Prep to Year 6 group. Approximately 12% of our school population was Indigenous. 100% of students came from English speaking backgrounds. Our students were from urban, rural and small-town backgrounds. We support approximately 6% of our students who have a disability.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	27	19
Year 4 – Year 6	19		18
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to 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 C2C units)

- Mathematics – Australian Curriculum (implemented through C2C units)

- Science – Australian Curriculum (implemented through C2C units)

- Humanities and Social Sciences – Australian Curriculum (implemented through C2C units)

- Technologies – Australian Curriculum (implemented through C2C units)

- The Arts – Australian Curriculum (implemented through C2C multi-age units)

- German Language – Australian Curriculum (implemented through C2C units)

- Health - Australian Curriculum (implemented through C2C multi-age units)

- Physical Activity – 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 (athletics and gymnastics)

- Gala days with local schools (Touch 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 ICTs have been viewed as learning tools to enhance the learning outcomes of students. Throughout 2018 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 2018, the teachers and the students continued to explore the use of iPads within the classroom setting. The students at Ashwell SS enjoy a high ratio of computers to students (3:1) and have access to a media centre of 20 computers as well as 7 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 interactive televisions 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 130th anniversary in 2017. In 2018 the school had a fluctuating enrolment of between 52 to 56 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.

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 2018, Ashwell State School operated with three classes – P-1, Years 2-3 and Years 4-6. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	60%	100%	75%
• this is a good school (S2035)	60%	100%	86%
• their child likes being at this school* (S2001)	60%	100%	88%
• their child feels safe at this school* (S2002)	60%	100%	75%
• their child's learning needs are being met at this school* (S2003)	60%	91%	75%
• their child is making good progress at this school* (S2004)	60%	91%	75%
• teachers at this school expect their child to do his or her best* (S2005)	80%	91%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	40%	91%	86%
• teachers at this school motivate their child to learn* (S2007)	60%	91%	75%
• teachers at this school treat students fairly* (S2008)	40%	100%	75%
• they can talk to their child's teachers about their concerns* (S2009)	60%	100%	75%
• this school works with them to support their child's learning* (S2010)	60%	100%	75%
• this school takes parents' opinions seriously* (S2011)	20%	91%	75%
• student behaviour is well managed at this school* (S2012)	40%	100%	75%
• this school looks for ways to improve* (S2013)	60%	100%	86%
• this school is well maintained* (S2014)	80%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	91%	88%
• they feel safe at their school* (S2037)	100%	100%	87%
• their teachers motivate them to learn* (S2038)	100%	100%	87%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	82%	94%
• they can talk to their teachers about their concerns* (S2042)	89%	100%	87%
• their school takes students' opinions seriously* (S2043)	89%	91%	87%
• student behaviour is well managed at their school* (S2044)	89%	82%	73%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	94%
• their school gives them opportunities to do interesting things* (S2047)	95%	100%	93%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	100%	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 and Learning 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. Ashwell State School enjoys strong support from a small but mighty P&C association.

Fortnightly eNewsletters were established in 2017 and this, along with weekly Assembly were showcases for the children's academic, sporting and social achievements.

Respectful relationships education programs

The school has developed and implemented 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.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	5	9	7
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

During 2018, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	45,475	12,498	18,948
Water (kL)	189	195	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	8	0
Full-time equivalents	4	4	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	5
Diploma	
Certificate	

*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 2018 were $ 5100.77

The major professional development initiatives are as follows:

- **Cardiopulmonary resuscitation for all staff**
- **Smart Pups training**
- **QELI leadership course for Principals**
- **Age Appropriate Pedagogies workshop for early years teachers and teacher aides**
- **Queensland Association of State School Principals conference**

The proportion of the teaching staff involved in professional development activities during 2018 - 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	91%	91%
Attendance rate for Indigenous** students at this school	93%	91%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
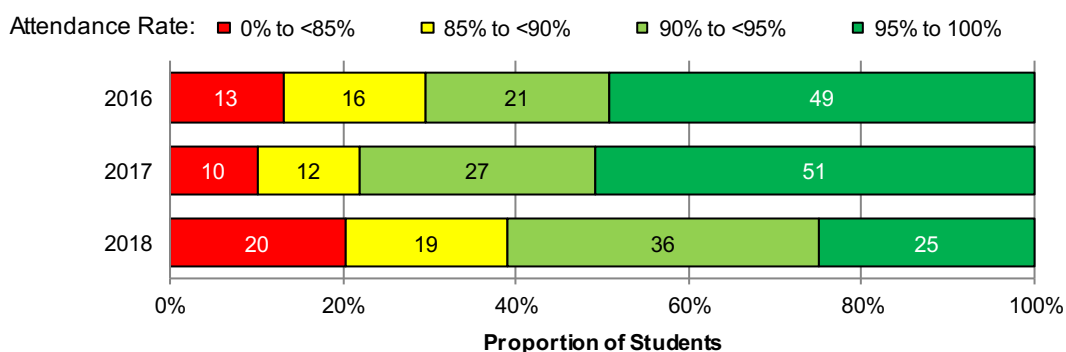
** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	89%
Year 1	94%	95%	89%
Year 2	93%	89%	91%
Year 3	93%	95%	93%
Year 4	93%	85%	90%
Year 5	89%	96%	90%
Year 6	93%	91%	93%

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	13	16	21	49
2017	10	12	27	51
2018	20	19	36	25

Proportion of Students

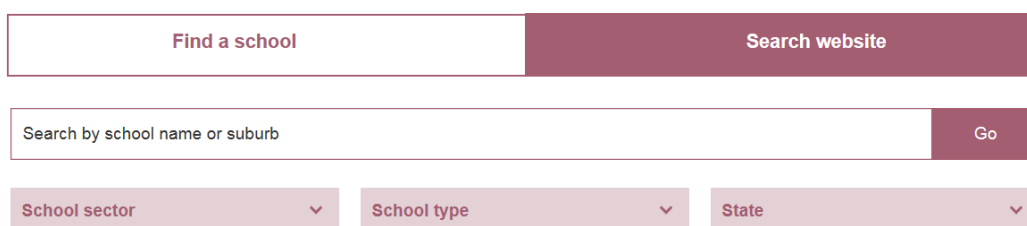## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.