



Aspley East State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Aspley East State School is a large primary school situated in the northern suburbs of Brisbane. We boast an experienced and committed staff, who strives for excellence and who have high expectations of themselves and their students. We have developed comprehensive curriculum programs, focusing on the sequential skills and concept development in Literacy and Numeracy. We pride ourselves on our strong community spirit and our values of respect, co-operation, self-responsibility, effort and safety. We are an inclusive school that supports a diverse range of students from all socio-economic and ethnic backgrounds and varying abilities. We incorporate programs for the gifted and talented into our curriculum and offer students the opportunity to participate in music, sporting and other cultural pursuits. As a community, we celebrate our school and its tenets through our Harmony Day and ANZAC Day observances, School Fairs, Speaking Competitions and Musical Showcase evenings. The school is situated in a tranquil and peaceful setting that is free from the distraction of busy roads and extraneous noise.

Principal's Forward

Introduction

It is with enormous pride that I present the Annual Report 2016 for Aspley East State School.

As a newly appointed principal to Aspley East in 2016 much of the first part of the year was in developing relationships with everyone and investigating the beautiful landscape in an effort to see where, as a newbie, I could add value to this already engaging and amazing team of professionals and community.

On top of an already aspirational set of core priorities, working with the P&C and staff we set about an ambitious goal to air-condition the entire school, a project we thought would take many years. The school and P&C worked tirelessly and collaboratively to complete this goal by the end of the year. A hugely successful fete in September sealed the deal.

Our students continued to amaze in all areas. With achievement levels in NAPLAN soaring and students excelling in the areas of the arts and sports.

I am very proud of the achievements of Aspley East State School and Community during 2016 and wish to thank the staff, students, parents and friends for the support and determination to achieve our goals in 2016, many of which are detailed in the following pages.

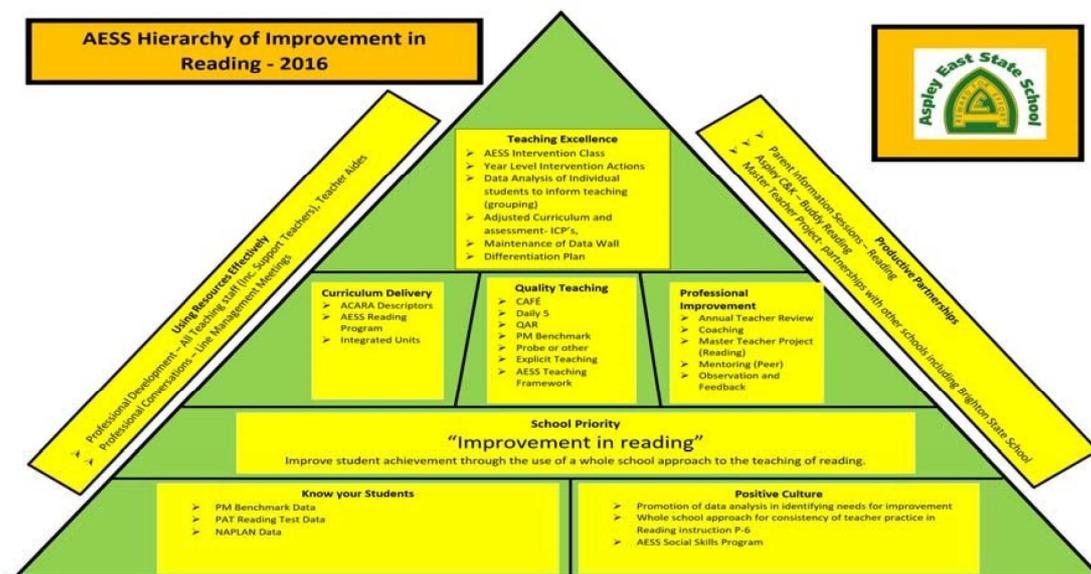
I commend this report to you and congratulate the Aspley East School community on a very successful and exciting year.

2017 looks just as promising and I am excited about where we are heading.

Mr Andrew Duncan
Principal

School Progress towards its goals in 2016

Aspley East State School developed core priorities for the 2016 school year detailing a narrow and deep focus on reading and developing core units of work based on the national curriculum.

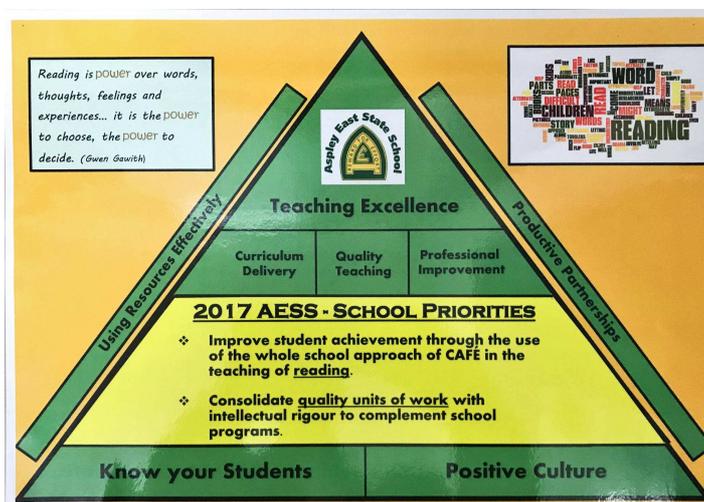


Teachers set targets for academic improvement in reading against the latest regressional NAPLAN data detailing where students should be (with regard to PM reading levels) in the early years of schooling and we were very proud of the lift in academic performance in 2016 based on our staff resolve.

The school employed two dedicated professionals (Heads of Curriculum) to work with teachers in developing units of work based on the national curriculum. These units of work formed the basis of our annual guaranteed and viable curriculum for 2016 and beyond.

Future Outlook

Aspley East State School will embed the 2016 core priorities into the school culture by repeating the same explicit improvement agenda in 2017. A refined governance structure with a supervision and support arm will allow teachers targeted and focused support in what will be the final year of this explicit improvement agenda focused on reading and embedding units of work based on the national curriculum.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	829	403	426	22	96%
2015*	791	409	382	20	94%
2016	793	392	401	19	96%

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

Aspley East State School enrolment has generally been maintained over recent years after a significant growth period. Aspley East State School has a high demand for enrolment, with the school being enrolment managed.

Students from Prep to Year six come from a diverse cultural background which is widely celebrated at Aspley East State School. The school has quite a unique inclusive approach with teams of dedicated professionals working collaboratively to support the social, emotional and academic needs of our student body.

The variety of origins and languages represented at Aspley East is diverse with over 70 countries represented at our Harmony Day celebrations. The student population in 2016 consisted of 5% Aboriginal and Torres Strait Islander, 13% English as an Additional Language/Dialect, 5% Students with Disabilities, some refugee students and a number of students in care.

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	20	24	23
Year 4 – Year 7	24	27	25

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016, Aspley East State School made the transition to the full implementation of The Australian Curriculum, Version 8, in English, Maths, Science, Humanities and Social Sciences, The Arts, Technologies, HPE and LOTE. Teaching teams were given planning days across the year to work with the curriculum support team to develop a whole school set of units that mapped out every subject in every year level across the school. In unison with the Australian Curriculum, Aspley East State School also implemented specific programs and pedagogies across the school to assist teachers in the implementation of the curriculum. This included:

- **AESS Teaching Framework** – This document outlines what is meant by ‘The Aspley East Way’ by outlining a consistent approach in which students are catered for by teachers across the nine School Improvement Hierarchy domains which are aligned to the Australian Council for Educational Research National School Improvement Tool. The framework details the way in which the curriculum is systemically delivered to students throughout the teaching, learning, assessment, moderation and reporting cycle. The framework links closely with the Performance Development Framework and the coaching and mentoring processes used in the school to assist teachers in delivering the Australian Curriculum in a differentiated way to students.
- **Whole School Diagnostic Assessment Schedule** – This schedule outlines the consistent data collection and analysis processes that teachers undertake in understanding where their students are placed against their age level, whilst identifying their strengths and weaknesses. Through a combination of standardised and national testing, teachers are able to analyse results to target their teaching to individual or groups of students.
- **AESS Support Services Model** - Whilst there are many ways to differentiate, Aspley East’s unique Support Services structure allows for the creative use of human resources to adapt the curriculum to support the individual needs of learners that are operating above and below year level. To effectively enable differentiation, each year level is assigned a Support Teacher and Educational Assistants to support teachers in the development of Individual Support Plans and Individual Curriculum Plans, that are endorsed by parents and approved by the Head of Support Services (HOSS).
- **AESS Reading Program** – This program highlights the value of reading at Aspley East as the gateway for broader curriculum knowledge and social and cultural understanding. It details the consistent approach that Aspley East takes from Prep to Year 6 in becoming literate citizens by moving from phonemic and print awareness to vocabulary building and more complex comprehension strategies.
- **AESS CAFÉ Program** – CAFÉ has been adopted as the method of teaching reading strategies across the whole school and is embedded in the Aspley East Reading Program. This consistent approach has been adopted by all staff through mentoring with the Master Teacher. The structure of the CAFÉ program enables teachers to conference with their students to develop and achieve individualised goals to improve their reading.
- **AESS Writing Program** – This program uses the Australian Curriculum to explicitly outline a scope and sequence of both how and which text types are taught across the school.
- **Spelling and Vocabulary Program** – This program recognises that learning to spell is the process of working out the patterns and systems of the English language and then applying these understandings to new words as they are encountered. The Spelling and Vocabulary Program has a systematic and explicit teaching sequence of spelling knowledge and strategies. It contains assessment strategies that involve the collection of authentic evidence to monitor student development.

- **AESS Mathematics Program** – The program outlines that students need to understand the mechanics of mathematics and this is achieved through the explicit teaching of The Australian Curriculum descriptors. The Mathematics Program structures a specific teaching sequence for each year level that builds on concepts as they progress through the year. The specific nature of the program also allows differentiation to occur, so that teachers can determine what concepts students have mastered and indicates what to teach next to progress them forward.
- **AESS Investigative Approach** - Aspley East has implemented an age appropriate pedagogy in Prep to facilitate the delivery of the Australian Curriculum in a way that:
 - Personalises a child's learning experience
 - Tailors to individual students' interests, level and pace
 - Creates an environment that allows the child to feel successful
 - Allows the child to make independent choices and to have ownership of their own learning
 - Contains a strong emphasis on the development of oral language

Co-curricular Activities

Our students participate in a wide variety of extra curricula academic, cultural, sporting and social activities.

An extensive number of students from Years Two to Six take the opportunity to participate in the following ICAS competitions - English, Writing, Spelling, Mathematics, Science and Computer Skills.

Each year the school provides funding for eighty students from Years Three to Six to participate in the Australian Mathematics Competition as part of our Extension Program.

We have a large Music Program.

1. From Year Three students can apply to join the Strings Instrumental Music Program. Selected members of this program make up our String Orchestra.

2. From Year Four, Woodwind, Brass and Percussion lessons are offered. Selected members of this program make up our Concert Band. Both of these groups provide students with the opportunity to participate in performances outside the school.

3. A number of Choirs operate throughout the year. Students from Years 2 and 3 are welcome to join the Junior Choir and students from Year 4, Year 5 and Year 6, the Senior Choir. Students from all year levels may also join the Signing Choir.

Aspley East State School belongs to the Bramble Bay District Interschool Sports Program. Students in Year 5 and 6 may choose to play a variety of interschool sports, including; Softball, T-Ball, Touch Football, Soccer, Netball and Rugby League. From the school's Athletics, Cross Country and Swimming Carnivals, students are then selected for Bramble Bay District Sports teams. Students may also nominate for a wide variety of other district level sports.

In the lead up to the Cross Country and Athletics carnival all students are encouraged to participate in a Running Club which is held before school. This activity seeks to develop the fitness and endurance of the students.

Aspley East hosts an annual Speaking Competition, 'Let It Be Heard at Aspley East,' involving students from Years Five and Six. The standard of the speakers in the finals have been applauded by the official guest judges.

Our school has developed a strong partnership with Aspley State High School. Each year students have the opportunity to participate in an enrichment program that includes activities such as an Arts Excellence Day, Science activities in the High School science labs and participation in an interschool sports competitions. A number of selected students also have an opportunity to take part in a series of

six extension and enrichment sessions. In 2016 extension was offered in Arts, English, Science, Industrial Design & Technology and Home Economics/Hospitality.

Students from Years 3 to 6 are encouraged to apply to join a variety of lunch time enrichment activities. In 2016 the activities offered were Chess Club, Opti-Minds Club, Drawing Club and Journalism Club

How Information and Communication Technologies are used to Assist Learning

2016 at Aspley East State School was a breakthrough year that saw the school invest heavily in ICTs and a year when teachers dramatically increased their engagement with technology. With the purchase of 30 touch screen desktops in the library to make a dedicated teaching space, Aspley East was able to efficiently transfer the administration of PAT testing online – saving time due to automatic marking and giving teachers more powerful tools to analyse standardised data to differentiate their teaching. The wireless internet capabilities of the school received a one hundred and thirty-thousand-dollar upgrade so that each classroom could cater for up to 30 devices being connected.

Aspley East continued to deliver its ICT's curriculum in an embedded manner across the school to continue our contextualised approach. The only exception to this was in Year Three where they dedicated a Digital Technologies unit to the responsible use of ICTs in preparation for the implementation of the AESS BYOD program in 2017.

For the first time, Aspley East State School purchased a whole school online program in the area of reading. Sunshine Online and Sunshine Classics gave teachers the ability to differentiate which reading level books each student has access to. Students were then able to read these books in class or at home which were also accompanied with comprehension activities. With this proving to be a success as indicated by student engagement, parent feedback and a high adoption rate across the school, teachers trialled several different online programs in the area of maths in Term Four to implement an online Mathematics program that achieved the same level of differentiation that was offered to students in reading in 2016.

Other successes with ICTs assisting learning included:

- Teachers continued to use their classroom Interactive Whiteboards that are installed in all teaching spaces across the school
- An increase was seen in teachers using digital learning spaces including eLearn Blackboard and EdStudios
- Teachers across the school implemented classroom communities that opened communication channels with parents in online environments
- Teachers were supported with Professional Development in using ActivInspire to design engaging lessons on Interactive Whiteboards

Social Climate

Overview

Self-Responsibility, Effort, Respect, Cooperation and Safety are the guiding values of our school. Our school community strives to follow these values in the way we communicate, learn and work with stakeholders in the education of children. Our Responsible Behaviour Plan, based on Education Queensland's 'The Code of Behaviour' promotes consistency of standards in behaviour and communicates to parents our vision of behaviour expectations.

We believe that social skills, good manners, tolerance and good citizenship need to be developed through explicit teaching, modelling and encouragement. A pillar of the social climate of our school lies in the social skills program that is explicitly taught in every class. These lessons focus on teaching key behaviour expectations.

We believe that all students have the right to learn in a socially just and supportive environment and our social skills lessons strive to reflect this through the teaching of our key values. Aspley East State School is made up of a diverse range of families which we are proud to support. Our students come from a variety of cultural backgrounds and display unique levels of ability. We promote acceptance amongst our students and community through our yearly Harmony Day that celebrates diversity.

The school values are displayed on signs around the school to continually and visually reinforce the message of a united community. Not only do we focus on catering for students academically with inclusive education but we also understand and act on the need to cater for differences when teaching for social and emotional growth.

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)	90%	91%	95%
this is a good school (S2035)	94%	94%	97%
their child likes being at this school* (S2001)	97%	97%	95%
their child feels safe at this school* (S2002)	95%	94%	95%
their child's learning needs are being met at this school* (S2003)	89%	89%	97%
their child is making good progress at this school* (S2004)	89%	91%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	94%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	94%	89%
teachers at this school motivate their child to learn* (S2007)	90%	91%	94%
teachers at this school treat students fairly* (S2008)	93%	94%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%	97%
this school works with them to support their child's learning* (S2010)	90%	94%	92%
this school takes parents' opinions seriously* (S2011)	87%	91%	97%
student behaviour is well managed at this school* (S2012)	82%	89%	86%
this school looks for ways to improve* (S2013)	94%	97%	94%
this school is well maintained* (S2014)	96%	97%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	96%	98%
they like being at their school* (S2036)	91%	93%	98%
they feel safe at their school* (S2037)	89%	94%	97%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	98%	97%	99%
their teachers expect them to do their best* (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	96%	99%
teachers treat students fairly at their school* (S2041)	91%	93%	98%
they can talk to their teachers about their concerns* (S2042)	84%	85%	94%
their school takes students' opinions seriously* (S2043)	88%	92%	97%
student behaviour is well managed at their school* (S2044)	80%	87%	90%
their school looks for ways to improve* (S2045)	97%	98%	100%
their school is well maintained* (S2046)	87%	92%	99%
their school gives them opportunities to do interesting things* (S2047)	89%	92%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	100%	99%
they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	92%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	92%	96%
students are encouraged to do their best at their school (S2072)	98%	100%	97%
students are treated fairly at their school (S2073)	94%	94%	99%
student behaviour is well managed at their school (S2074)	92%	96%	96%
staff are well supported at their school (S2075)	91%	92%	91%
their school takes staff opinions seriously (S2076)	87%	92%	92%
their school looks for ways to improve (S2077)	96%	100%	99%
their school is well maintained (S2078)	98%	100%	96%
their school gives them opportunities to do interesting things (S2079)	89%	98%	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.

Parent and community engagement

Effective, timely and appropriate communication is at the heart of strong engagement by parents/caregivers and the wider school community. A number of new communication strategies were implemented and existing strategies refined during 2016.

The QParents App was set up and implemented at the start of 2016, with parents using this app most frequently to register absences, change details and pay invoices.

In 2016, regular Community Coffee mornings were planned and implemented. For some of these get-togethers, a topic of discussion was nominated whilst others were deliberately left open to address topics from the floor. This practice has been embraced by the school community with each morning being well attended. Further, coffee mornings also commenced for parents of students with special needs. These mornings were arranged by school personnel but were designed with limited input during the morning from school staff, so that parents had an avenue to meet and share with other parents experiencing like issues.

To complement our already existing information structures, a school Face Book page was established. This has proved very popular and a great way both to inform families of upcoming events and share things as they happen at school.

In addition to the new communication strategies outlined above, the school also hosted, for the first time, four Open Days throughout the year to showcase the school for new parents or those interested in enrolling their children in future years. Additionally, both a Prep year and an iPad information night were held to provide details to families of students entering those classes in 2017. A Class Visit for future Prep students was also held in the last week of school, where students could meet their teacher for the following year and familiarise themselves to their new classroom. This also gave families an opportunity to organise play dates over the holidays so connections were made before the start of the next school year.

The Chaplaincy Committee hosted both a community breakfast in May and an evening at Aspley Coffee Club later in the year.

A comprehensive range of school events also encouraged parental engagement. These included: Easter Hat Parade, Harmony Day, Under 8s Day, A Factor (Talent Quest) finals, School Discos, Cross Country, Sports Days, Swimming Carnival, Parent-Student HRE lessons run by Life Education, as well a regular classroom activities, concerts/performances and excursions where parents were invited to attend/assist.

In addition to the twice yearly parent-teacher interviews, teachers also met more regularly with a range of parents, particularly those with children having special needs or other issues impacting them at school. This could be anywhere from daily to weekly or monthly. Some students had communication books, which were used daily by both home and school. ICP, ISP and ESP initial and review meetings were held throughout the year, along with a range of stakeholder meetings. All meetings for children in care had full participation by foster or kinship carers, Child Safety Officers and school personnel, often with additional external personnel. The school also worked closely with a range of medical and therapy personnel, as well as outside agencies, to support the needs of learners. Interpreters were accessed for parental meetings as required.

A range of parent information sessions on various topics were also held at the school and well attended.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our five school values of Effort, Co-operation, Safety, Respect, and Self-Responsibility were always the focus of these programs. The School's Social Skills Program was distributed to staff electronically and in hard copy each term and the weekly lesson topics were discussed on Monday assemblies. The social skills program was supplemented by the Chaplain, who ran programs about friendship skills, game skills, team building and bullying. For specific students, Support teachers also ran small group programs focusing on social skills, self regulation, school values and personal safety.

The High 5 (Talk Friendly, Talk Firmly, Ignore, Walk Away and Report) was also rehearsed in all classes on a regular basis, as well as on assemblies and within small groups. The Reflection Room also served to reinforce High 5 and School Values in a supportive 1-1 environment.

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	30	14	24
Long Suspensions – 6 to 20 days	4	4	1
Exclusions	1	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

The school is cogniscent of our responsibility towards the environment and the need to reduce its carbon footprint. The school community has developed processes for clearly defined environmentally friendly expectations and procedures for staff and students to follow, such as electricity conservation in classrooms. Further, the school participates in a number of re-cycling initiatives such as paper shredding and printer cartridge recycling. Aspley East uses rainwater tanks to store water for use in the grounds, reducing overall water demand from the council supply. The school also maintains a chicken coop for egg production and educational purposes. Students are encouraged to take pride in their environment and our grounds are well maintained and regular emu parades are conducted.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	261,147	2,520
2014-2015	248,160	1,213
2015-2016	261,668	2,522

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.

Find a school

Sector:

Government

Non-government

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	62	42	0
Full-time Equivalent	54	23	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	5
Graduate Diploma etc.**	6
Bachelor degree	51

*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 \$41741 in pre-payments for 2017 British Columbia trip, \$24418 for teacher feedback and observation, \$58209 on general PD for teachers (including TRS) broken down as follows:

The major professional development initiatives were as follows:

- CPR and First Aid training
- January Pupil Free Day presentation – Dr Pete Stebbins
- Microsoft Excel training
- QASSP State Conference
- Principals Conference & IPS Conference
- IPS Alliance
- NCVI workshop
- Walker Learning workshop / Early Learning Conference (Melbourne x 6 staff)
- GEM Teacher Workshop
- Mount Isa visit
- Beginning Teachers' workshops
- Manor Lakes College staff visit to AESS
- Understanding ASD workshop
- Building Learning Power workshop
- VI Conference (3 x SEP staff)
- Education Leaders Conference

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% 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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	90%	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%.

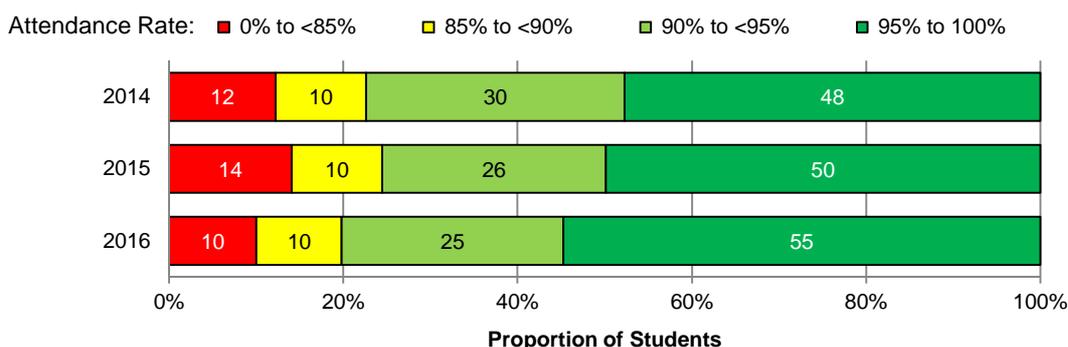
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	93%	93%	93%	94%	91%	93%	92%	93%
2015	91%	93%	93%	93%	92%	92%	94%	
2016	93%	93%	94%	94%	94%	93%	92%	

*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:



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.

At Aspley East State School rolls are marked on OneSchool by the teachers twice a day, morning and afternoon. Students who arrive at school late must report to the school office to receive a 'late slip' before entering their classrooms. These students are marked on the roll as arriving late at school.

All rolls are marked by 9:15am and a report is generated for all absences that are unexplained daily. Parents are contacted to explain their child's unexplained absence. All contact with parents is documented on OneSchool. If students are not attending school it is required that parents notify the

school of the reason. If not, the absence is marked as unexplained. If the student absence is unexplained for three days or more or there is a pattern of continual absence the school administration will follow up by ringing the parents or caregivers. If the absence continues for reasons deemed inappropriate, Department guidelines are followed.

All students who leave the school early must be collected by parents and caregivers at the office, where they are required to fill out a 'Leaving Early Book'. Student late arrival on a regular basis is also followed up in a formal manner by the Deputy Principals.

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

Suburb, town or postcode

Sector:

Government

Non-government

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.