Principal’s foreword

Introduction

It gives me great pleasure to present to you the annual report for Aspley East State School for 2015. This report provides a snapshot of the significant achievements of our school throughout the 2015 school year. An enormous amount of work and effort has gone into the improvements of both academic and environmental aspects of our extended community and I would like to take this opportunity to thank all staff, parents and students for that effort.

This report details the progress of Aspley East State School against the strategic plan and also outlines areas for further focus in 2016.

2015 was Aspley East’s second year as an Independent Public School. Being appointed as an IPS is a significant achievement for any school and highlights the degree of trust and confidence the department has and continues to have in our school community to be able to manage the school autonomy agenda.

This report details the significant academic results of our students for the 2015 school year and I am very proud of the team of professionals that continue to deliver for our students.

I commend this report to you and congratulate our teachers, our teacher aides, office staff, cleaners and grounds staff for their involvement in our success. I congratulate the parents of our wonderful children and thank them also for their dedication and focus.

As a newly appointed Principal to Aspley East in 2016 I am very excited at the possibilities ahead for our school, its students and the Aspley East community.

Reward for effort!

Mr Andrew Duncan

Principal
School progress towards its goals in 2015

The 2015 School priorities were:

- Embrace our school inclusion reform to enhance outcomes for our diverse range of students.
- Demonstrate our school values to foster a calm and happy environment that respects every individual.
- Strengthen cohesive teamwork and quality instruction by actively engaging with our professional behaviours, including co-teaching.
- Tailor our curriculum to streamline essential skills and concepts in all subjects with a focus on literacy and numeracy.
- Expand parent and community partnerships to develop support for our students within a vibrant school environment.

2015 Achievements and Points of Celebration

Workforce /Staff Learning

- Success of Master Teacher Position
- Major step forward with whole staff understanding and supportiveness of inclusion as a distinctive of Aspley East SS
- Success of the Intervention Class
- Pleasing NAPLAN results
- Manor Lakes visits – both ways
- Curriculum development – updated curriculum plan
- Critical Friend - Rod Campbell – work with staff on literacy
- Program writing – reading, spelling and vocabulary
- Writing of Strategic Plan
- Coaching & Mentoring
- Use of data to inform practice in classroom teaching has improved
- Analysing Data – becoming more embedded in teaching practice through the coaching process
- Planning Days → Team work → movement away from C2C
- Parent on-line course introduced
- Excellent and effective parent training sessions

Staff Team

- Clean school – wonderful groundsman
- Very high quality PD programs – Sydney – Melbourne – Professor Loretta G
- High staff morale
- Quality professional development
- The introduction of the Master Teacher role in improving Literacy & Numeracy skills of the students
- Great office staff
- Teachers working collaboratively
- A positive work environment
Community

- Links to Aspley High – partnership
- Positive parent feedback/ involvement
- Parent Helpers’ Course (On-Line) – encouraging communication of learning from school to home. Helping parents feel more confident helping students at home and school
- Opening networking opportunities by inviting other schools to share in PD sessions offered/ hosted by AESS
- Continual positive relationship with the Aspley C&K Kindergarten

Organisational

- Numerous successful intervention programs running across the school and informed by data eg. intervention class, Minilit, Multilit, support-a-talker
- New support model
- Team teaching, co-operative teaching and co-teaching occurring particularly well in many year levels, growing well in other year levels
- Implemented new teacher aide model to streamline support and improve consistency
- No major impact with loss of year seven

Student Learning

- Enrichment Program becoming more diverse and varied in activities
- Drawing Club: Senior & Junior
- The writing of specific programmes – o Reading Program o Spelling & Vocab Program o Writing Program o Maths Program
- Great Spell-a-thon result
- Aspley High Learning Advancement Program – Years 5 & 6
- OptiMinds
- Catering for a wide range of students
- Improvement in data analysis so that we teach children not just curriculum
- Celebrating successful learning of students
- A more focussed curriculum
- Good NAPLAN result
- Data wall (P – 3 reading)
- Goals → student learning goals → still a focus in rooms
- Incursions and Excursions enhancing students learning and experiences
- Students receiving a good, rounded education
- A calm/ happy learning environment
- Competitions → huge number of participants → promoting their success

Corporate

- Completed external school review & Quadrennial review
- School in strong financial position
- School signage
- Development of the area at the side of the oval
- Positive Audit findings especially school climate
- Implementation of new school processes of plans to cater for needs
- Speaking Competition
- Second year as an IPS

**Facilities/ Resources**

- Major resource additions (again) to reading room
- Major progress with P&C uniform shop
- Upgraded signage – quotes
- Positive feel of school
- New grass area on oval → improving school grounds
- Outdoor giant chess
- School listed for major wireless upgrade project
- Replacement of all library laptops

**Future outlook**

Aspley East State School has 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 will set targets for academic improvement in reading against the latest regressedional NAPLAN data detailing where students should be (with regard to PM reading levels) in the early years of schooling so that they achieve their full potential.

The school will employ two dedicated professionals (Heads of Curriculum) to work with teachers in developing units of work based on the national curriculum. These units of work will form the basis of our annual guaranteed and viable curriculum for 2016 and beyond.
Our school at a glance

School Profile: Coeducational Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6 Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>816</td>
<td>385</td>
<td>431</td>
<td>18</td>
<td>95%</td>
</tr>
<tr>
<td>2014</td>
<td>829</td>
<td>403</td>
<td>426</td>
<td>22</td>
<td>96%</td>
</tr>
<tr>
<td>2015</td>
<td>791</td>
<td>409</td>
<td>382</td>
<td>20</td>
<td>94%</td>
</tr>
</tbody>
</table>

*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:

Aspley East State School enrolment has generally been maintained over recent years after a significant growth period, even after Year 7 has transitioned into the secondary school arena.

Students travel far and wide to attend our school and as a result of high demand for enrolment over the years the school is now enrolment managed.

Students from Prep to Year 6 come for 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 diversity of social, academic and environmental factors that exist in our current economic climate. It is absolutely testament to the enormous amount of work the school has invested into developing inclusion and collaboration practices at this school and Mr Michael Ward (previous Principal), the leadership team and all the teaching team should be congratulated for their efforts in this area.

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 2015 consisted of:

- A small Aboriginal and Torres Strait Islander population
- A large percentage of English as a second language students
- A small percentage of students with disabilities
- A small percentage of students requiring learning support
- A small percentage of refugee students
- A small number of students in care
### Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>25</td>
<td>24</td>
<td>25</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>2013</th>
<th>2014*</th>
<th>2015**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>14</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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**

At Aspley East State School we adopt a whole school approach to curriculum delivery and assessment.

- The Australian Curriculum (ACARA) forms the basis for planning the Key Learning Areas of English, Mathematics, Science, Humanities and Social Sciences and QCCA (the EQ Essential Learnings) for Technology, The Arts, Health & Physical Education and the LOTE curriculum. Our AESS Skills Lists for Mathematics and English which reflect ACARA are referred to for student goal setting.

- The Aspley East State School Teaching Framework states our key goals as to:

  1. Improve student literacy and numeracy outcomes through a range of teaching strategies with explicit teaching being our preferred model (I do, We do, You do, WALT & WILF), and the implementation of effective planning informed by data, and driven by cooperative & empowered teaching teams.
2. Embed effective school wide pedagogical practices—including QAR, daily writing, regular problem solving and warm ups in mathematics and regular revision of new concepts to convert knowledge from short to long term memory.

3. Embed differentiation of curriculum & delivery to continue to meet the diverse needs of all students, including Gifted and Talented. At Aspley East State School, we use the term ‘Targeted Teaching’ for this area of operations.

4. Engage students in the curriculum through recognition of individual interests, implementation of regular student goal setting and appropriate feedback, responsive targeted teaching and the integration of ICTs across Key Learning Areas.

5. Engage teachers in professional learning such as through participation in the action research project - Vocabulary Development for Writing and Reading led by Dr Rod Campbell.

Our Assessment and Reporting Framework document outlines the timeframe expectations for the implementation of specific diagnostic and standardised assessment tools in literacy and numeracy. The document assists the development of valid and reliable assessment gathering and data analysis practices e.g. regular moderation, targeted teaching, and accurate and comprehensive reporting to parents and caregivers.

**Extra curricula activities**

Our students participate in a number of academic, cultural, sporting and social activities.

- An extensive number of students participate in the following ICAS competitions - English, Writing, Spelling, Mathematics, Science and Computer Skills. Year Two students were invited to participate in English, Mathematics and Science for the first time in 2015.

- Eighty students from Years Three to Six are funded to participate in the Australian Mathematics Competition as part of our Gifted and Talented Program. In 2015 a number of students participated online for the first time.

- We have a large Music Program.
  1. From Year 3 students can apply to join the Strings Instrumental Music Program. Selected members of this program make up our String Orchestra.
  2. From Year 5, 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 3 and 4 are welcome to join the Junior Choir and students from Year 5 and 6, the Senior Choir. Students from all year levels may also join the Signing Choir.
  4. Students also are offered the opportunity to be part of our School Marching Band.

- Aspley East State School belongs to the Bramble Bay District Interschool Sports Program. Students from 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 our
Athletics, Cross Country and Swimming Carnivals, students are selected for Bramble Bay District Sports teams. Students can also nominate for a wide variety of district sports.

- All students are encouraged to participate in a Running Club which is held before school. This activity seeks to develop fitness and endurance in 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.

- Aspley East has developed a strong partnership with Aspley State High School. Our students have the opportunity to participate in a learning 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 competition for Aspley East High feeder schools.

- Students from Years 3 to 6 are encouraged to apply to join a variety of lunch time enrichment activities. In 2015 the activities offered were Chess Club, Opti- Minds Club, Writers’ Club and Drawing Club.

**How Information and Communication Technologies are used to improve learning**

Aspley East State School recognises that Information Communication Technologies (ICTs) is not a stand-alone topic to be kept in isolation. A contextualised approach where ICTs are embedded into the daily teaching and learning allows authentic use to achieve specific purposes.

Our school is resourced with interactive whiteboards and student computers in every classroom, a dedicated laptop lab and several trollies of computers available for classes to borrow. The school Multi-Purpose Activity Centre has been upgraded to provide multimedia presentations over several projected screens to enhance student engagement during assemblies and special events. The school aspires to exemplify effective and purposeful ICT use in these settings.

The complicated maintenance and update schedules associated with our school ICT equipment is also understood and resourced appropriately with the employment of an ICT technician and plans for wireless and computer upgrades.

Learning opportunities across the school that provide a variety of interesting and challenging approaches include:

- Embedded use of interactive whiteboards for everyday teaching.
- The publishing of students' work across the curriculum using various software, including Microsoft Word and Publisher.
- Access to online programs that can be used to enhance teaching and accessed at home to reinforce concepts taught at school.
- Guided use of the internet to enhance research skills.
- The use of specialised equipment, including cameras and iPads to record and interact with various content.
• The embedding of online classrooms in subjects to allow students to interact in digital environments.
• The use of online learning programs with ‘Upper Two Bands’ students to access teachers external to the school to improve learning outcomes.

Social Climate

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 also promotes consistency of standards of 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 and are chosen based on whole school behaviour data. Additional staff, including the School Chaplain, also provide support to students with leadership programs for Year Five and tailored additional social skills programs in the lower years. As we believe that all students have the right to learn in a socially just and supportive environment, 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. Promotional materials and school signs across the school showing important quotes and the school values are displayed around the school to reinforce the message of a united community throughout the year.

The support structure utilised at Aspley East has been developed to meet our specific needs. Support delivery has been customised to provide students with staff consistency for both support teachers and teacher aides. 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 this difference when teaching for social and emotional growth.

Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>95%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>95%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>100%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>91%</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>91%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>100%</td>
<td>98%</td>
<td>94%</td>
</tr>
</tbody>
</table>
### Teachers at This School

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Percentage of parent/caregivers who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they can talk to their child’s teachers about their concerns (S2009)</td>
<td>95%</td>
<td>93%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>this school works with them to support their child’s learning (S2010)</td>
<td>90%</td>
<td>90%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously (S2011)</td>
<td>81%</td>
<td>87%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>95%</td>
<td>82%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>95%</td>
<td>94%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>95%</td>
<td>96%</td>
<td>97%</td>
<td></td>
</tr>
</tbody>
</table>

### Percentage of Students Who Agree

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Percentage of students who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>99%</td>
<td>95%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>100%</td>
<td>91%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>97%</td>
<td>89%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>97%</td>
<td>91%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>96%</td>
<td>91%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>93%</td>
<td>84%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>their school takes students’ opinions seriously (S2043)</td>
<td>96%</td>
<td>88%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>85%</td>
<td>80%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>95%</td>
<td>97%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>95%</td>
<td>87%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>93%</td>
<td>89%</td>
<td>92%</td>
<td></td>
</tr>
</tbody>
</table>

### Percentage of School Staff Who Agree

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Percentage of school staff who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>99%</td>
<td>93%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
they receive useful feedback about their work at their school (S2071) 93% 89% 92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) 95% 97% 92%
students are encouraged to do their best at their school (S2072) 100% 98% 100%
students are treated fairly at their school (S2073) 98% 94% 94%
student behaviour is well managed at their school (S2074) 97% 92% 96%
staff are well supported at their school (S2075) 94% 91% 92%
their school takes staff opinions seriously (S2076) 93% 87% 92%
their school looks for ways to improve (S2077) 97% 96% 100%
their school is well maintained (S2078) 96% 98% 100%

Performance measure

Percentage of school staff who agree* that:

<table>
<thead>
<tr>
<th>Statement</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their school gives them opportunities to do interesting things</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(S2079)</td>
<td>93%</td>
<td>89%</td>
<td>98%</td>
</tr>
</tbody>
</table>

*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

Aspley East State School has a very strong sense of community and is committed to involving parents and caregivers in their children’s education. This is exemplified by the high levels of community involvement in a wide variety of school events from fetes to school review forums. The school engages the community in numerous ways some of which are listed below:

Governance / Organisation

- P&C Association
- P&C Subcommittee – Marching Band
- P&C Subcommittee – Music Support Group
- P&C Subcommittee – Education Support Program
- P&C Subcommittee – Uniform Shop
- P&C Subcommittee – Tuckshop
- P&C Subcommittee – Fundraising
- School Council

Parent Information Sessions:

- Prep Literacy Program
- Building Blocks of Numeracy
- Parent Helpers Course (On-line)

Community Engagement

- Sports Days
- Networking staff between child care and primary school
- Strong relationships with Aspley High School – (E.g. Science and transition)
- Twilight Markets
• Discos
• PCYC
• A Factor – talent competition
• Showcase – Music Concert
• Easter Hat Parade
• Harmony Day Assembly
• Under 8’s Day

See our facebook page for just how exciting our school is throughout a term.

Reducing the school's environmental footprint

The school is cogniscent of our responsibility toward 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, printer cartridge recycling and other specific projects that come up from time to time.

Aspley East uses rainwater tanks to store water for use in the grounds, reducing overall water demand from the council supply. An organic vegetable garden has been developed last year with great success both in the main school and prep area. 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.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>236,914</td>
<td>1,913</td>
</tr>
<tr>
<td>2013-2014</td>
<td>261,147</td>
<td>2,520</td>
</tr>
<tr>
<td>2014-2015</td>
<td>248,160</td>
<td>1,213</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>64</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>55</td>
<td>24</td>
<td>0</td>
</tr>
</tbody>
</table>
Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree</td>
<td>53</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>6</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
</tr>
</tbody>
</table>

*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 $63,787.

The major professional development initiatives are as follows:

- CPR and First Aid Training
- Early Life Foundation – Walker Learning Approach
- Qld Teachers Union Conference
- Nonviolent crisis intervention training
- Principal Symposium
- Seven steps to writing success
- Disability reform summit
- Literacy is problem solving
- Jolly phonics
- Qld Association of State School Principals levy
- Professional Development Network subscription
- Manor Lakes Study Tour - Melbourne
- Manor Lakes collaboration reciprocal visit to Aspley East
- Year Level Team initiatives
- Year Level Coordination activities
The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

From the end of the previous school year, 90% 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/](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). 93% 93% 93%

The attendance rate for Indigenous students at this school (shown as a percentage). 88% 83% 90%

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%.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Year 3</td>
<td>92%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Year 5</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93%</td>
<td>92%</td>
<td>94%</td>
</tr>
<tr>
<td>Year 7</td>
<td>91%</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

*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.

**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 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’. 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, one of the school administration will follow up by ringing the parents or caregivers. If the absence continues for reasons deemed appropriate, Department guidelines are followed.

Student late arrival on a regular basis is also followed up in a formal manner by the Deputy Principals.

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

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.