



Ashmore State School

School annual report

Queensland state school reporting

2020



Published as information source only.
Public information used to create this report may not appear in this format in the public domain
Please refer to disclaimer information.

Contact details

Postal Address	Currumburra Road Ashmore 4214
Phone	(07) 5656 1333
Fax	(07) 5656 1300
Email	principal@ashmoress.eq.edu.au
Website	https://ashmoress.eq.edu.au

Disclaimer

The materials presented in this report are distributed by the Department of Education (the department) as an information source only.

The information and data in this report is subject to change without notice.

The department makes no statements, representations, or warranties about the accuracy or completeness of, and you should not rely on, any information contained in this report.

The department disclaim all responsibility and all liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs you might incur as a result of the information in this report being inaccurate or incomplete in any way, and for any reason.

Despite our best efforts, the department makes no warranties that the information in this report is free of infection by computer viruses or other contamination.

School context

Ashmore State School is an independent public school, centrally located on six hectares of attractive, landscaped grounds, with very well-resourced facilities, including media, computer and digital technology rooms. Providing quality educational programs since 1978, our aim is to create a learning community where our students can perform as productive young citizens in their local and global communities. Our school provides a welcoming, friendly and caring environment, where students are encouraged to show the "Ashmore Way", with our fundamental values - Acceptance, Self-discipline, Honesty, Manners, Opportunities, Respect and Excellence. As our school mantra so aptly states, we are 'Proud to Shine' and thus we aspire to all children achieving their highest potential in their learning, social development and responsible behaviours and attitudes. Our vision is "Working together to ensure every student is understood, engaged and successful at school. Going on to live a life of choice, not a life of chance." This is the moral purpose for all that we do at our school. We have a wonderful Performing Arts program (including music, drama, dance and instrumental music); and specialist teachers and programs for LOTE (Languages other than English), STEM (Science, Mathematics, Engineering and Technology), ICT (Information Communication Technology) and HPE (Health and Physical Education). We are extremely proud of "Link It" - our own highly-focused and differentiated literacy or numeracy program, which is fundamental to the school's great achievements in these areas; "Smiling Mind" - a well-being framework and our extensive extra-curricular programs, including "Fitter, Faster, Stronger", Ukulele, Robotics, Art and Digital Technology Clubs. We are also very proud of our excellent language-focused playgroup (Ashmore's "Shooting Stars"), and our highly successful and popular Pre-Prep program, both led by a qualified early years teacher. We welcome international students, having an accredited, award-winning international student program, with English support specialist staff; and we cater for international study and professional tours. There is a comprehensive vacation and out of school hours care program on site. We actively involve our school community as partners in the learning process of our students, while our dedicated staff prioritise ongoing professional learning and are passionate about providing the best education possible for all students. We are "Proud to shine".

This report details a sample of achievements and results from Ashmore State School in 2020. As a school committed to excellence and continuous improvement, we welcome all data present in the report as a catalyst for ongoing reflections, discussion and future planning. As our school mantra so aptly states, we are 'Proud to Shine' and thus we aspire to all children achieving their highest potential in their learning, social development and responsible behaviours and attitudes.

Within this report is contained the accomplishments, challenges and future direction of our school in terms of Teaching and Learning and extra-curricular activities. Reference is also made to school attendance rates, audit results, student wellbeing and opinion survey results. The report also highlights our intentions for the future to ensure that every child succeeds.



Coeducational or single sex

Coeducational

Independent Public School

Yes

Year levels offered in 2020

Prep Year – Year 6

Webpages

Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Overview

The student body comes from a range of socio-economic and cultural backgrounds. A significant number of Ashmore State School students are children whose parents attended the school. Hence a key characteristic of the school is one of familiarity and historical support. However, the school enrolment increased significantly between 2017 and 2020 with many parents moving into the area by choice so that their children can attend Ashmore State School as per the enrolment management plan.

Ashmore State School is an international school with 5% of the students holding visas from a range of countries including: Iran, New Zealand, South Africa, North and South Korea, China, Malaysia, Italy, Scotland, Hong Kong, Philippines, Singapore and Venezuela with 4% of our community speaking English as a second language or dialect. 4% of our students identify as either Aboriginal or Torres Strait Islander and 10% of our students have diverse learning needs. We have students enrolled at our school from a range of religious affiliations and faiths including Christian, Orthodox Christian, Buddhist, Pentecostal, Islamic and other faiths.

The school also caters for transient families who move from interstate for employment and /or family reasons. Some of these families remain at the school for long periods whilst others are only able to remain for short stays. Our school welcomes international students whose parents may be studying at nearby universities or who have been offered permanent employment after meeting government requirements.

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	128	103	128	133	105	126
Year 1	148	135	109	146	135	106
Year 2	126	143	134	122	146	130
Year 3	140	124	145	142	130	145
Year 4	110	143	117	112	153	117
Year 5	110	118	149	121	123	146
Year 6	118	110	126	118	112	122
Total	880	876	908	894	904	892

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	23	23	24
Year 4 – Year 6	25	28	24

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Overview

At Ashmore State School we believe that students' welfare policy and procedure are integral to student achievement. Our aim is to foster a socially responsible environment free from disruption. Our school values underpin our social climate.

The values are:

Acceptance

Self-Discipline

Honesty

Manners

Opportunity

Respect

Excellence

We have a zero tolerance of bullying and do not refrain from taking all necessary steps to address this issue should it arise. Our approach is underpinned by the school's Student Code of Conduct and is built upon the principles of William Glaser's Choice Theory and restorative justice.

During 2020 our Wellbeing Committee, including the School Guidance Officer, continued to provide strategies to staff which could be implemented in whole class or small group sessions regarding the manner in which students can deal with bullying should they be either victim, perpetrator or bystander. Additionally strategies were provided to students regarding the building of resilience due to the onset of the global COVID-19 pandemic. Our School Chaplain conducted small group sessions for students aimed at building social skills and he was proactive in helping students develop strategies of resilience and collaboration.

Playground management plans included lunch time 'Pathways Club' facilitated by the Inclusion Team. A planning room, monitored by teachers, operated at lunch time on a daily basis to support students who required assistance in self-regulation. Students could self-refer to resolve conflicts with others. Parents were informed by letter when their child attended the planning room.

The 'Proud to Shine' mantra continued to be part of our school culture demonstrating pride and belonging in our school by students, staff and parents alike and the Ashmore Learners continued to be used as a model to encourage students to be independent and confident learners.



Trained Yr.6 student Peacemakers helped mediate in the playground. Student Voice continued its role as a forum for expression of student opinions and ideas. Learning Buddies continued enabling Yr.6 students to assist Prep -2 children in reading.

We also participated in community programs that supported our students and families when necessary.

They included:

- Ashmore PCYC Youth Support
- GRIP Leadership
- Aspire Higher Program
- Brainstorm Productions – building positive relations/dealing with bullying
- CYMHS- Child Youth Mental Health Service
- Continuation of Smiling Minds – students, staff and parents
- Success Coaching for Staff – Petris Lapis

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	96.2%	92.3%	
This is a good school.	96.1%	93.1%	
My child likes being at this school. ²	96.2%	93.8%	
My child feels safe at this school. ²	97.4%	96.1%	
My child's learning needs are being met at this school. ²	93.6%	87.7%	
My child is making good progress at this school. ²	93.6%	91.5%	
Teachers at this school expect my child to do his or her best. ²	96.1%	93.8%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	92.3%	86.0%	
Teachers at this school motivate my child to learn. ²	92.3%	90.0%	
Teachers at this school treat students fairly. ²	96.0%	89.8%	
I can talk to my child's teachers about my concerns. ²	94.9%	96.1%	
This school works with me to support my child's learning. ²	94.8%	86.8%	
This school takes parents' opinions seriously. ²	91.7%	84.0%	
Student behaviour is well managed at this school. ²	91.8%	86.0%	
This school looks for ways to improve. ²	94.4%	89.8%	
This school is well maintained. ²	94.9%	90.8%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Parent and community engagement

COVID-19 delivered multiple challenges across 2020 in the parent and community engagement area. When school commenced in January, nobody in our community could have foreseen the challenges that we were about to face. The unfolding of the COVID-19 outbreak, which led to a global pandemic, had an effect which was, and still is, felt by all people and communities across the globe. 2020 saw a period of unprecedented change impacting every aspect of people's lives and all elements of school life.

The onset of the pandemic required our school community to pivot and adapt to new ways of communicating, interacting and engaging. I am pleased to say, Ashmore State School achieved many great things with regard to parent and community engagement in 2020:

- The successful implementation of our online learning program to minimise the loss of student and teacher contact time during our COVID school closure
- Ongoing innovation in curriculum delivery and school functioning (See Saw, Zoom, Skype, Microsoft Teams, live streaming and Youtube) in response to the COVID-19 restrictions.
- Innovation and adaptation of school events – cross country, sports carnival, ANZAC Day, Assemblies, Science Week, Book Fair, NAIDOC Week, state Education Week, Grandparents Day, Book Week Parade and Graduation incorporating a range of online and pre-recorded options to keep our community connected
- Zoom, Skype and phone parent/teacher interviews in July
- Zoom P&C and School Council Meetings
- See Saw gave parents another dimension to be involved with the education of their child through the digital world. See Saw is a platform for student, parent and teacher engagement that inspires students of all ages to do their best. Students used creative tools to take pictures, draw, record videos and more to capture learning in a portfolio.

Ashmore State School continued to benefit from the hard work and dedication of the P&C Committee whose contribution of \$83 500.00 to the school resulted in:

- \$12 100 – general donation
- \$4000 Chaplaincy Donation
- \$65 000 to install 2 new concrete pathways between Prep 1 and D Block and a new concrete pathway between J Block to the centre of the multi-purpose courts.
- \$1200 to purchase 3 Green Screens for Year 6
- \$5200 to re-locate Boom Gate to ensure car park safety and security

Facilities Hire for OHSC Service: \$23 000.00

Table 4: Student Survey

Percentage of students who agree¹ that:	2018	2019	2020
I am getting a good education at my school.	96.7%	97.6%	
I like being at my school. ²	95.9%	93.6%	
I feel safe at my school. ²	95.8%	97.6%	
My teachers motivate me to learn. ²	94.2%	95.2%	
My teachers expect me to do my best. ²	100.0%	97.6%	
My teachers provide me with useful feedback about my school work. ²	95.9%	94.4%	
Teachers at my school treat students fairly. ²	92.6%	95.2%	
I can talk to my teachers about my concerns. ²	83.2%	87.6%	
My school takes students' opinions seriously. ²	87.5%	82.2%	
Student behaviour is well managed at my school. ²	86.7%	85.4%	
My school looks for ways to improve. ²	97.5%	91.8%	
My school is well maintained. ²	96.6%	95.9%	
My school gives me opportunities to do interesting things. ²	95.9%	93.4%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree¹ that:	2018	2019	2020
I enjoy working at this school.	100.0%	98.6%	
I feel this school is a safe place in which to work.	98.6%	97.1%	
I receive useful feedback about my work at this school.	93.2%	91.0%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	93.9%	100.0%	
Students are treated fairly at this school.	100.0%	98.5%	
Student behaviour is well managed at this school.	98.6%	98.5%	
Staff are well supported at this school.	95.9%	89.7%	
This school takes staff opinions seriously.	95.9%	89.2%	
This school looks for ways to improve.	100.0%	97.0%	
This school is well maintained.	98.6%	98.5%	
This school gives me opportunities to do interesting things.	95.9%	94.1%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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.

Our school closely monitors student attendance. Roll marking occurs in accordance with DoE policies. Once the roll is marked parents of students who are recorded as absent are contacted through SMS4Schools. It is recorded on One School. Parents are requested to contact the school office as soon as they are aware that their child will be absent. The absence is then recorded and the classroom teacher informed. In cases where a child has a number of unexplained absences parents are contacted by telephone or email to ascertain the reason for the absences. We invite the parents/carers to personally discuss the matter with the School Principal or Deputy Principals. In cases where students repeatedly do not attend school without reasonable excuse the school implements DoE policies.

Key strategies to increase attendance:

- Families strongly encouraged to plan family holidays outside the school term
- Emphasis is placed on reminding parents and students to arrive at school on time and do not leave before the end of the school day unless there are extenuating circumstances. This occurs at the time a student arrives late, on the school electronic sign, in newsletters and at assemblies.
- Upon enrolment, at Parent Education Days and special events, parents are provided with an information flyer developed by the school entitled, 'its Not O.K to be Away'. Students are regularly reminded of this mantra and the contents contained within the flyer.
- The School Guidance Officer and Deputy Principals provides information to the school community about the negative effects on children's education caused by repeated absences. This information is provided through the school newsletter.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	13	28	26
Long Suspension	0	0	0
Exclusion	0	0	0
Total	13	28	26

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

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.

The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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

[View School Profile](#)

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

The screenshot shows a navigation menu with the following items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	61	60	64	30	29	29	<5	<5	<5
FTE	53	52	56	22	22	22	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	93%	94%	91%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	94%	95%	92%
Year 1	93%	94%	91%
Year 2	94%	94%	89%
Year 3	93%	94%	90%
Year 4	94%	95%	90%
Year 5	92%	94%	91%
Year 6	92%	92%	90%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



The screenshot shows a search interface with a dark red header. On the left is a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



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.