



Aspley Special School

School annual report

Queensland state school reporting

2024



OFFICIAL – Public

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	PO Box 67 Zillmere 4034
Phone	(07) 3867 2333
Fax	(07) 3867 2300
Email	principal@aspleyspecs.eq.edu.au
Website	https://aspleyspecs.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

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2024 Year 7 – Year 12

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

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2022	2023	2024	2022	2023	2024
Year 7	21	16	18	23	16	19
Year 8	27	22	18	24	22	19
Year 9	23	25	23	22	26	23
Year 10	20	22	28	20	22	29
Year 11	21	22	23	20	20	23
Year 12	22	21	20	21	19	20
Total	134	128	130	130	125	133

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

Class size data is not available for this school.

Social climate

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

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:	2022	2023	2024
This is a good school.	96.6%	97.1%	96.4%
My child likes being at this school. ²	100.0%	100.0%	96.4%
My child feels safe at this school. ²	96.6%	84.8%	92.6%
My child's learning needs are being met at this school. ²	96.4%	90.9%	89.3%
My child is making good progress at this school. ²	100.0%	91.2%	89.3%
Teachers at this school expect my child to do their best. ²	100.0%	97.1%	92.9%
Teachers at this school provide my child with useful feedback about their schoolwork. ²	100.0%	96.7%	88.5%
Teachers at this school motivate my child to learn. ²	100.0%	96.9%	92.9%
Teachers at this school treat students fairly. ²	100.0%	97.0%	96.3%
I can talk to my child's teachers about my concerns. ²	100.0%	97.1%	92.9%
This school works with me to support my child's learning. ²	100.0%	94.1%	92.9%
This school takes parents' opinions seriously. ²	96.6%	87.9%	92.9%
Student behaviour is well managed at this school. ²	96.4%	90.9%	92.9%
This school looks for ways to improve. ²	96.4%	97.0%	92.9%
This school is well maintained. ²	100.0%	97.1%	96.4%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.

Table 4: Student Survey

Survey data is not available for this school.

* data not available

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2022	2023	2024
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	100.0%	90.5%
I enjoy working at this school. ²	94.3%	91.2%	88.1%
I feel this school is a safe place in which to work. ²	88.7%	91.2%	79.1%
I receive useful feedback about my work at this school. ²	80.8%	84.8%	72.5%
Students are encouraged to do their best at this school. ²	100.0%	100.0%	100.0%
Students are treated fairly at this school. ²	92.5%	94.1%	90.5%
Student behaviour is well managed at this school. ²	86.8%	85.3%	79.1%
Staff are well supported at this school. ²	88.5%	88.2%	81.0%
This school takes staff opinions seriously. ²	88.2%	82.4%	76.7%
This school looks for ways to improve. ²	96.2%	97.1%	90.5%
This school is well maintained. ²	96.2%	100.0%	97.6%
This school gives me opportunities to do interesting things. ²	94.1%	97.0%	88.1%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2022	2023	2024
Short suspension	2	7	12
Long suspension	0	0	0
Exclusion	0	0	0
Cancellation	0	0	0
Total	2	7	12

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.

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 located 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 several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a white background, indicating it is the selected option.

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		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Headcount	37	39	40	52	56	64	<5	<5	<5
FTE	33	34	35	31	35	38	<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.

Table 8: Overall student attendance at this school

Description	2022	2023	2024
Overall attendance rate for students at this school	76%	80%	82%

- Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
 2. Full-time students only.

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

Year Level	2022	2023	2024
Year 7	68%	80%	85%
Year 8	72%	77%	88%
Year 9	81%	82%	77%
Year 10	77%	83%	81%
Year 11	72%	80%	85%
Year 12	89%	79%	79%

- Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
 2. Full-time students only.

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.

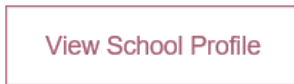
How to access our NAPLAN results

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 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 located 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.

Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

How to access our certification data

1. Click on the QCAA link <http://www.qcaa.qld.edu/>.
2. Enter the school name you wish to search.

Year 12 certification data by school

Search

Region

Central Queensland

Darling Downs South West

Far North Queensland

Metropolitan North

Metropolitan South

North Coast

North Queensland

South East

Search for a school name or filter by sector or region.

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

[View school profile](#)

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

The results of the 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://asplespecs.eq.edu.au>.

Post-school destinations information is also available via the [My School](#) website.