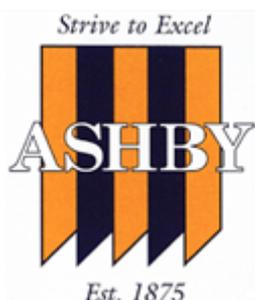


# 2019 Annual Report to The School Community



School Name: Ashby Primary School (1492)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 04 March 2020 at 08:10 AM by Meagan Bone (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

## About Our School

### School context

At Ashby our school vision is 'Strive to Excel' and we promote and live by the following behaviours through the school mascot T.E.R.R.I., Thinking, Enjoyment, Respect, Resilience, and Inclusion.

We currently have an enrolment of 220 students with 8 full-time teaching staff, 8 part-time teaching staff, 8 Education Support Staff and 2 Finance and communication staff. Our school community consists of a partnership between teachers, parents, students and local community members. We provide an educational environment where students are equipped with the social, emotional, and academic skills necessary to become successful and valued members of society.

Our school creates a learning culture that provides personalised learning opportunities and focuses on individual growth and development, with a strong commitment to continuous improvement in Literacy and Numeracy. We provide quality learning programs in all curriculum areas that are designed to cater to the individual needs of a diverse range of students. Visual arts, Performing Arts, Physical Education and Indonesian programs are implemented with qualified specialist teachers.

### Framework for Improving Student Outcomes (FISO)

Building Practice Excellence - To strengthen curriculum provision, documentation and delivery, in particular, to target the teaching and learning for all Ashby students in writing.

The strategy included the appointment of staff in key areas of responsibility for curriculum development, classroom instruction and coordination of Professional Learning Communities.

Positive Climate for Learning - To build a school and community culture around exhibiting school values and ensure they are enacted in all contexts.

We placed a high value on the explicit teaching and implementation of the school's values, Thinking, Enjoyment, Reflection, Resilience and Inclusion (TERRI) within the curriculum and student wellbeing.

Positive Climate for Learning - To audit, establish and implement a school and community framework around the school values including actions that are central to those values.

### Achievement

93% of staff identified in the Staff Opinion survey that there was a collective focus on student learning and 89% felt that all students were their collective responsibility.

We had an in-depth focus around building teacher capacity to target the teaching and learning for all Ashby students in writing, which saw a major shift in motivation and enthusiasm of our students as writers, using the 6+1 writing traits.

In addition to this, we excelled in our implementation of Professional Learning Communities (PLCs) to improve student learning outcomes. This specifically involved using data to direct specific learning activities within the classroom. The positive work undertaken in this space has again seen Ashby excel as a PLC Link Lead School, the only primary school in the Barwon Region that has been identified to be able to support other schools in their PLC journeys.

41% of our grade 5 students were in the top two bands in NAPLAN Reading, along with 33% of students were in the top two bands in numeracy.

87% of students are at or above benchmark growth in grade 5 numeracy, with 72.8% in reading.

### Engagement

In 2019 the attitudes to school survey revealed that 89% of students felt they have an advocate at school and there was a strong sense of inclusion.

83% of students surveyed felt that they were in a stimulated learning environment, and 89% felt that staff had high expectations for their learning.

95% of parents surveyed were satisfied with the school.

Friends of Ashby (parent group) engaged with parents and friends with multiple events and activities throughout the year. This included Mother's Day breakfast, Special Person/ Fathers Day breakfast, Prep parent evenings, movie

nights etc.

A big focus of 2019 was to see a reduction in the unexplained absences of students. The reduction in unexplained absences had been enabled by a rigorous approach to following up student absences with parents and carers. We allocated staffing resources to follow up attendance and the introduction of Compass as a school management system had assisted the monitoring of student absences.

## Wellbeing

In 2019 our aim was to nurture a supportive learning community which promotes health and wellbeing. This included maintaining and enhancing the implementation of the Bounce Back program, promoting our school values (TERRI) amongst our community through taking TERRI home and recording his time with family and friends. We also promoted TERRI tokens for displaying our TERRI values, which saw an increase in positive exhibited behaviours across the school, and acknowledged students, staff and parents for these behaviours in the newsletter each week. We also aimed to support student health and wellbeing through a consistent approach. This is ongoing, and we will continue to focus on this in 2020.

We employed a psychologist one day a week to support students, continued with the ELVA (Emotional Literacy through Visual Arts) program, and undertook an 8 week strengthening Family Partnerships program (for parents and children) which was very well received.

## Financial performance and position

The school concluded the year with a small surplus, although receiving funds to support the implementation of the Professional Learning Communities (PLCs) in 2020 was in 2019 budget for use the following year.

Staff were released from classroom teaching to support the implementation of PLCs.

Additional funds were spent on furniture, blinds and grounds to support the completion of the modernisation project.

Equity funding was used to support the Oral Language Program, ELVA and supported learning across the school.

Additional Educational Support staff were employed to support students with additional needs.

Further grants were applied for, enabling the development of a Multipurpose Sensory Space in 2020 which will be a wonderful addition to the school.

**For more detailed information regarding our school please visit our website at**

**<https://www.ashbyps.vic.edu.au>**

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 230 students were enrolled at this school in 2019, 114 female and 116 male.

13 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>            Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>43%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>62%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>62%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>41%</td> <td>38%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>46%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	43%	19%	Numeracy	24%	62%	14%	Writing	27%	62%	11%	Spelling	41%	38%	22%	Grammar and Punctuation	41%	46%	14%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>89 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	89 %	91 %	90 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	89 %	91 %	90 %	91 %	91 %										

## Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar School Comparison</p> <p>Below </p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar </p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,037,972	High Yield Investment Account	\$182,733
Government Provided DET Grants	\$265,174	Official Account	\$17,151
Government Grants Commonwealth	\$65,056	<b>Total Funds Available</b>	<b>\$199,884</b>
Revenue Other	\$53,083		
Locally Raised Funds	\$139,562		
<b>Total Operating Revenue</b>	<b>\$2,560,846</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$36,750		
<b>Equity Total</b>	<b>\$36,750</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,059,766	Operating Reserve	\$77,280
Communication Costs	\$4,044	Other Recurrent Expenditure	\$2,568
Consumables	\$26,591	Provision Accounts	\$318
Miscellaneous Expense <sup>3</sup>	\$104,671	Funds Received in Advance	\$19,239
Professional Development	\$11,504	School Based Programs	\$50,000
Property and Equipment Services	\$136,293	Funds for Committees/Shared Arrangements	\$71,573
Salaries & Allowances <sup>4</sup>	\$162,652	Repayable to the Department	\$48,000
Trading & Fundraising	\$13,479	<b>Total Financial Commitments</b>	<b>\$268,978</b>
Travel & Subsistence	\$69		
Utilities	\$18,604		
<b>Total Operating Expenditure</b>	<b>\$2,537,672</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$23,174</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

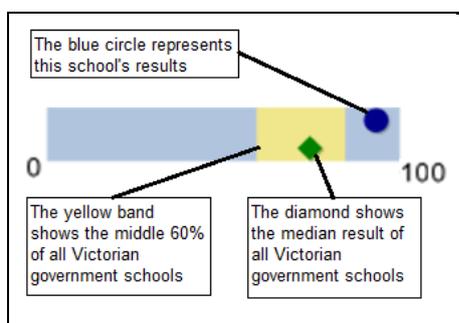
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').