

2015 Annual Report to the School Community

Ashby Primary School

School Number: 1492



Name of School Principal: Meg Bone

Name of School Council President: Dirk Heitmann

Date of Endorsement: April 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Ashby Primary School is one of Geelong's oldest schools, celebrating 140 years of operation in 2015. Built in 1875 the school is set in an historical building, there are two ovals, creative fantasy playgrounds and vegetable garden. The school has a strong focus upon sustainability in the environment. Our school community strives to develop a safe, caring and inclusive environment where mutual respect and the pursuit of personal excellence form the basis of life-long learning.

We concluded the school year with an enrolment of 227 after commencing the year with 210. Ashby employs 9 full time teaching staff, 6 part-time teaching staff and 7 Education Support Staff. The catchment area is broad with students travelling to attend. 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.

At Ashby we promote and live by the following behaviours through the school mascot T.E.R.R.I

Thinking Enjoyment Respect Resilience Including

Our school creates a learning culture that provides personal 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 for the individual needs of a diverse range of students. Visual arts, Performing Arts, Physical Education and German programs are implemented with qualified specialist teachers. A strong commitment to the development and integration of Information and Communication Technologies across the curriculum further combine to provide exciting and flexible learning programs within our school.

At Ashby, we pride ourselves on our relationships with parents and local businesses and believe they are key to the success of our students and our school. We have a large number of parent volunteers in attendance daily at the school, whether fundraising, supporting in classrooms, gardening or assisting in other areas across the school.

Achievement

In 2015 Ashby achieved results in Reading, Writing and Numeracy above the Network, Region and State mean. It is positive to see a large % of students below the expected levels and at level are making mid to high growth each year.

A lower % of students who are working well above level are making high growth from grade 3 to 5. The two year growth averages for students in Numeracy in 2015 NAPLAN showed 86% of students in grade 5 made average to high growth.

In Writing 70% of students made average to high growth. A focus needing to be on reducing the 30% low growth and shift this trend. 60% of students in reading made average to high growth.

In 2016 there will be a continued focus on effective use of data to ensure differentiating the learning in class is taking place to move students from 'below the national minimum band' and a focus on extending high achieving students learning growth.

All students are at or above level in Music and Visual Arts. In P.E students were below the state mean in year level 1-6.

In 2016 we will focus on the trial of a employing a specialist P.E teacher for 6 months to implemented lessons around key skills and understandings

Engagement

Our attendance data indicates that we achieved the State average, and the attendance data has improved again in 2015 from 13.3 to 12.3. There are few unexplained absences and most of the non-attendance are due to illness or family holidays.

Each student is aware of behaviours and habits supported by T.E.R.R.I. The behaviours of Thinking, Engagement, Respect, Resilience and Inclusion that underpin the teaching and behaviour throughout the school.

There will be a review of the student engagement and wellbeing policy in 2016 to determine what this looks like to all community stakeholders including students, staff, parents and community members.

Class cooking was undertaken in 3-6, the gardening program (3-4), Music, Art, German and private music tuition was offered at the school for piano, keyboard and guitar.

In 2016, cooking will be offered to all year levels and directed by class teachers. A specialist PE teacher will be employed to implement specialized PE lessons.

Wellbeing

The Bounce Back program was implemented in P-2. This is a program to build resilience and wellbeing in children. Students undertook activities, read stories and learnt songs around developing strategies to support them each day.

In 2016, this will be implemented across the whole school and there will be a specific staff member to drive this, and support teachers in the development of this curriculum.

Students Attitude to School data showed differences between girls and boys responses. A higher % of females in grade 5 and 6 showed that they lacked learning confidence and motivation compared to males. However in grade 3 and 4 female student responses show that they are far more confident than males. Students in grade 5 particularly showed they lacked learning confidence even though they are achieving results averaging above the state in all areas other than writing.

This will be explored further and comparisons made in the 2016 Attitudes to School survey.

The newsletter continues to acknowledge student achievements in the areas of sport, academic and community. This includes school Worker of the Week (WOW) and TERRI awards.

We undertook cross age writing sessions fortnightly to establish relationships with students across each year level. Students presented their work in assemblies. We had a simple buddy system in place with the prospect of developing a more formalised buddy system in 2016.

Productivity

More Fountas and Pinnell resources were purchased to support the reading program at Ashby and support the continual growth of students in reading. A .6 teacher was employed to support literacy intervention.

Staff engaged with an external consultant analysing the work of the school throughout the past 4 years for the School Review. Highlighting successes, and areas for development over the next 4 years.

More technology devices were purchased to support learning within each classroom. Grade 3-6 had access to iPads and desktops in an IT Lab. P-2 had access to desktops in an IT lab.

In 2016 desktop computers will be placed in classrooms and all students in grades P-6 will have access to iPads in their classrooms.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 217 students were enrolled at this school in 2015, 114 female and 103 male. There were 7% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



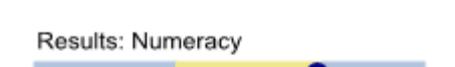
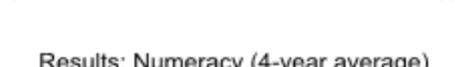
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

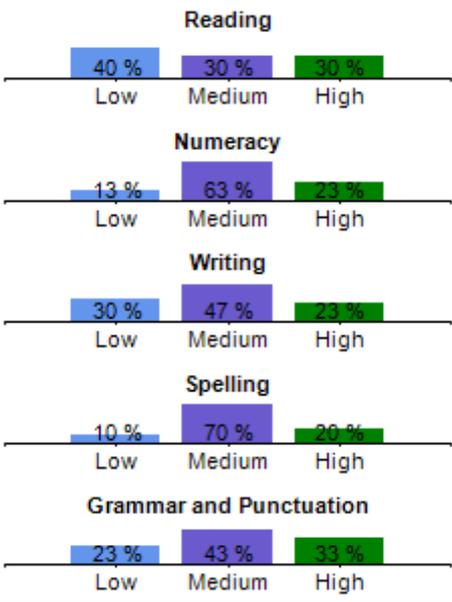
Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	 <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>63%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>47%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>70%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>43%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	30%	30%	Numeracy	13%	63%	23%	Writing	30%	47%	23%	Spelling	10%	70%	20%	Grammar and Punctuation	23%	43%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	40%	30%	30%																							
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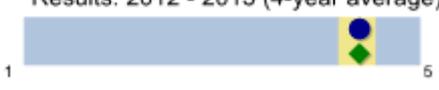
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	93 %	93 %	93 %	94 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	93 %	93 %	93 %	94 %	94 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

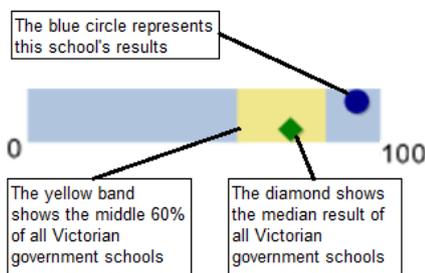
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

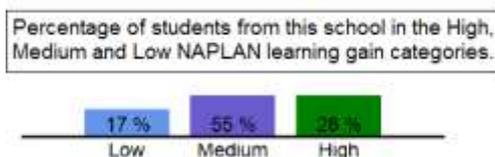
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

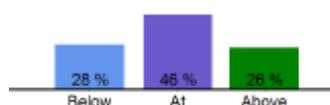


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,483,516	High Yield Investment Account	\$154,807
Government Provided DET Grants	\$196,129	Official Account	\$17,976
Government Grants Commonwealth	\$49,420	Other Accounts	\$10,483
Revenue Other	\$17,728	Total Funds Available	\$183,266
Locally Raised Funds	\$174,358		
Total Operating Revenue	\$1,921,151		
Expenditure		Financial Commitments	
Student Resource Package	\$1,471,699	Operating Reserve	\$56,453
Books & Publications	\$15,158	Maintenance - Buildings/Grounds incl SMS<12 months	\$19,826
Communication Costs	\$2,344	Revenue Received in Advance	\$8,848
Consumables	\$22,901	School Based Programs	\$97,158
Miscellaneous Expense	\$98,812	Provision Accounts	\$981
Professional Development	\$11,986	Total Financial Commitments	\$183,266
Property and Equipment Services	\$104,074		
Salaries & Allowances	\$78,400		
Trading & Fundraising	\$17,879		
Utilities	\$16,667		
Total Operating Expenditure	\$1,839,921		
Net Operating Surplus/-Deficit	\$81,229		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

N/A