

2016 Annual Report to the School Community



School Name: Ashby Primary School

School Number: 1492



Name of School Principal:	Meg Bone
Name of School Council President:	Dirk Heitmann
Date of Endorsement:	15 th March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Ashby Primary School moving into the second year of our Strategic Plan following a school review in 2015. The focus of our Strategic Plan is around the development and implementation of consistent practices at the school. Traditionally, or most recently the school has operated without a formalised leadership structure. In 2016 a leadership team was appointed, with two staff members receiving higher duties to undertake specific roles. This year we have appointed an Assistant Principal, with a role around Curriculum Innovation and Design.

Our Strategic Plan goals consist of, but are not limited to,

- guaranteed and viable curriculum documents and implementation within the classroom,
- mapping the curriculum and a whole school approach to Instructional Practices,
- review of the Student Engagement and Wellbeing policies and
- embedding the procedures around performance & development of staff.

We are working towards creating a culture of accountability and support in order to achieve optimal student achievement across the school. In order to develop a high performing culture and build leadership within the school, we will review organisational structures and resource allocation to develop distributive leadership roles and establishment of shared school vision, goals and accountability measures lived by all.

We are also intent on developing and maintaining the school grounds to support student wellbeing and engagement. We are applying for grants around school improvement and are currently raising funds for the redevelopment of the back oval, asphalt areas and gardens around the school.

As outlined in Victoria the Education State documentation, we are setting ambitious Key Improvement Strategies here to work towards, that target the 'whole child' through focused goals that are strategic to our school's intent. We are using evidence informed outcomes from our school review in 2015 and are working towards improved student learning outcomes, happy, healthy students showing greater resilience and displaying pride and confidence in our school by displaying Ashby values at all times.

Framework for Improving Student Outcomes (FISO)

In the first year of our Strategic Plan, we had a focus on building leadership teams, building the capacity of staff and therefore build practice excellence in teaching and learning.

These key areas will be elaborated on in the sections below, but in summary our Key Improvement Strategies were-

- Professional Leadership – 'Building Leadership Teams'
- Excellence in Teaching and Learning – building practice excellence and curriculum planning and assessment.

This included instructional and shared leadership; vision, values and culture; positive climate for learning building school pride and strategic resource management.

Throughout 2016, each member of the leadership team had Key Responsibility Areas and developed a team around them to meet regularly and work towards a common goal.

Achievement

In 2016 we had a curriculum team that met regularly and aligned with a planned schedule of professional learning for staff. The professional learning budget was significantly increased from the previous year to enable staff to access key learning to support them in improving student learning outcomes. We began work around developing a shared vision and understanding of driving school improvement. We undertook in depth professional learning around Project Based Inquiry Learning. This saw an increase in engagement of students and students taking greater ownership of their learning. Staff were differentiating learning activities to a greater extent for the individuals within the classroom. The curriculum team began to develop scope and sequence documents of the curriculum, and map the learning to take place. This work will continue in 2017 with the development of a consistent whole school approach to teaching and learning, the use of data to drive improvement and continuing to build the capacity of staff to implement high quality curriculum and assessment practices, teaching and learning.



- Ashby Primary School achieved the highest average of student growth from 2014-2016 (Yr 3-5) of all of the schools in Geelong and surrounding areas. Highest growth in Reading, Grammar and Punctuation, Spelling and Numeracy, which gives us an overall total of over 104.6 growth points on average for each student
- Over 52% of students obtaining band 7 or higher in numeracy NAPLAN assessments
- Only 20% of our students in year 5 made high growth in writing from Year 3- 5
- 74% of our students in P-2 are working at or above the expected level in writing
- Ranked 6th of 82 schools in the Geelong area for Numeracy results in NAPLAN
- Ranked 24th of 82 schools in the Geelong area for Literacy results in NAPLAN
- We had 51% of our students in Year 3 in the top 2 bands in Numeracy and 42% of Year 5
- 67% of students in Year 3 in the top 2 bands in reading and 42% in year 5
- 33% of students in Year 3 (2014) to 5 (2016) made high growth in Numeracy and Reading with only 20% in writing
- 12 students accessed an Oral Language program throughout the year, to support language development.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Our focus in 2016 was to commence the process around building a school culture around values and ensuring they are enacted in all contexts. We began by having a community forum around the school values and started discussing the actions central to supporting these values. Along with this we wanted to build parent connectedness within the school. We have a large number of parent/ grandparent volunteers at Ashby, that attend regularly with specific roles, whether it be gardening, in the classroom, attending excursions or walking to the local library.

Students held roles of responsibility in Year 5 and 6. There was a Sustainability Committee to support our focus on the environment and lunchtime clubs operated across the school. These included, but were not limited to choir, ukulele, Zumba, drawing, origami, football and soccer. We had an average of 70 students a week attending these clubs which was a huge increase from the previous year of 15 students. 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.

- Over 90% of our families attend Student Led Conference night.
- We were the announced the 'Best' school of the 'Pako Festa' parade for 2016.
- 2014 to 2016 matched cohort of students made the highest growth of all government schools in Geelong in Reading and Numeracy, average a 104.6 growth points (over a year growth each year).
- School Connectedness (5-6) improved from 21% in 2015 to 50% in 2016.
- We have a higher absence rate of 16 days to other 'like' schools. This is mainly due to family holidays and planned absences.
- Student motivation lifted from 50% to 72%.
- Parent Opinion Survey data showed parent and community involvement at 75%.
- 81% of parents that completed the Parent Opinion Survey were satisfied with the school overall.
- Staff Opinion Survey showed staff felt greater collective responsibility at 82% and collaboration from 38% to 69% in 2016.

Wellbeing

Our main focus for wellbeing was to nurture a supportive learning community which promotes health and wellbeing. This included the implementation of 'Bounce Back' across the school, and supporting health and wellbeing through a consistent and supported whole school approach. An Engagement and Wellbeing team was established.

This team meet each term and had a specific focus. Student wellbeing curriculum, staff wellbeing, lunchtimes clubs and events, student welfare and wellbeing were each lead/ managed by specific staff members. We employed a specialist PE teacher, developed Health and Wellbeing curriculum that was mapped to support teaching and learning within the classrooms.



- Student connectedness to peers increased from 80% in 2015 to 85% in 2016.
- Student morale lifted from 39% in 2015 to 58% in 2016.
- There was an increase of referrals for students to access support services.
- As above, high numbers attended lunchtime clubs weekly.
- 12 students accessed the ELVA program (an emotional literacy through art program).
- Staff undertook a termly wellbeing week. This was around building relationships, collaboration and undertaking different activities. Staff experienced yoga, clay making, Mexican cooking competitions, guest speakers and activities off site. There was an increase in staff collaboration from 52.33 to 69.79, collective responsibility from 71 to 82 in 2016.

For more detailed information regarding our school please visit our website at
<http://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 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 235 students were enrolled at this school in 2016, 123 female and 112 male. There were 8% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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 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> Higher</p> <p> Similar</p> <p> Higher</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>53%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>47%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>33%</td> <td>47%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>47%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	47%	33%	Numeracy	13%	53%	33%	Writing	33%	47%	20%	Spelling	20%	33%	47%	Grammar and Punctuation	13%	47%	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	47%	33%																							
Numeracy	13%	53%	33%																							
Writing	33%	47%	20%																							
Spelling	20%	33%	47%																							
Grammar and Punctuation	13%	47%	40%																							



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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>88 %</td> <td>91 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	91 %	94 %	91 %	92 %	91 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	91 %	94 %	91 %	92 %	91 %	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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

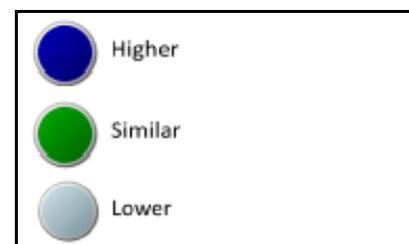
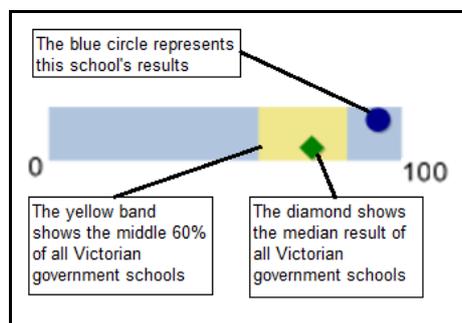
What are student outcomes?

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, P-12 and specialist schools, 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.

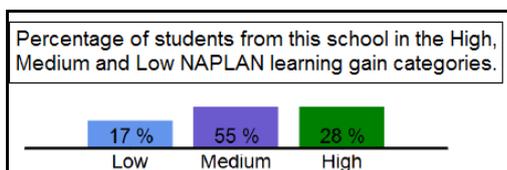
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,699,697
Government Provided DET Grants	\$187,600
Government Grants Commonwealth	\$63,393
Revenue Other	\$14,226
Locally Raised Funds	\$166,235
Total Operating Revenue	\$2,131,151

Expenditure	
Student Resource Package	\$1,624,359
Books & Publications	\$0
Communication Costs	\$3,244
Consumables	\$34,076
Miscellaneous Expense	\$66,502
Professional Development	\$14,910
Property and Equipment Services	\$111,239
Salaries & Allowances	\$134,592
Trading & Fundraising	\$27,896
Utilities	\$12,883
Total Operating Expenditure	\$2,029,701

Net Operating Surplus/-Deficit	\$101,451
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$206,489
Official Account	\$23,894
Other Accounts	\$290
Total Funds Available	\$230,674

Financial Commitments	
Operating Reserve	\$50,239
Revenue Received in Advance	\$9,383
School Based Programs	\$85,900
Provision Accounts	\$1,159
Other recurrent expenditure	\$13,705
Capital - Buildings/Grounds incl SMS>12 months	\$70,288
Total Financial Commitments	\$230,674

Student Resource Package Expenditure figures are as of 06 March 2017 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.