

2017 Annual Report to the School Community



School Name: Ashby Primary School

School Number: 1492





About Our School

School Context

Ashby Primary School undertook the second year of the Strategic Plan in 2017. The focus of our Strategic Plan is around the development and implementation of consistent practices at the school. A leadership team consisting of School Principal, the appointment of a new Assistant Principal and with two staff members receiving higher duties to undertake specific roles led the Professional Learning of staff around this

A focus in 2017 was further creating culture of accountability and support, in order to achieve optimal student achievement across the school. In 2017, we reviewed organisational structures and resource allocation to embedding distributive leadership roles and establishment of shared school vision, goals and accountability measures lived by all.

We were successful in obtaining the Inclusive Schools grant of \$200,000 to redevelop the back oval into a sensory wonderland. We also received close to 3.7 million from the State Government to modernise the school building, a project that will commence in 2018.

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 data and continually building upon student learning growth and 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)

These key areas will be elaborated on in the sections below, but in summary our Key Improvement Strategies in 2017 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 2017, 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 2017, we had an Achievement team that met regularly and aligned with a planned schedule of professional learning for staff. We joined a Community of Practice with Fyans Park and Anakie Primary School. This saw us not only create partnerships with these schools, but also, build upon our own knowledge due to the depth of experience for these schools that staff had.

We undertook the Professional Learning Communities pilot, which saw 4 staff members trained intensively around effective use of data to plan for student improvement. These staff then delivered professional learning to all teaching staff in relation to this. This work will to continue in 2018 with the embedding 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.

- We sit well above the state in student growth from year 3 to 5 in Numeracy, Reading and Spelling
- 41% of our students from grade 3 to 5 made HIGH growth in Numeracy and 41% in Reading
- 2015- 2017 matched cohort of students made the 3rd highest growth of all schools in Geelong in Reading and 15th in Numeracy, 32% of students in top 2 bands in Numeracy
- 40% of students in grade 3 (2017) are in the top two bands in NAPLAN Reading, 42% in Spelling and 49% in Grammar and Punctuation
- 38% of students in grade 5 (2017) are in top two bands in Grammar and Punctuation, 29% in Numeracy and 69% in reading, 39% in spelling and 8% in writing
- 12 students accessed an Oral Language program throughout the year, to support language development.



Engagement

Our Student Attitudes to School survey in 2017 showed an increase in student engagement, connectedness and confidence at learners.

Students in grade 5 and 6 held roles or responsibility from lunchtime clubs, supporting in the office, to House Captains and School Captains.

We have a Junior School Council consisting of representatives from years 3 to 6. Students raised funds for a variety of charities this year including River's Gift, GAWS, Cancer Council and Nepal.

We continue to 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.

Class cooking was undertaken in P-6, the gardening program (3-4), P.E, 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 have a higher absence rate of 16 days to other 'like' schools. This is mainly due to family holidays and planned absences.
- Staff Opinion Survey showed an increase in 'Collective Focus of Student Learning' moved to 80.77 from 78.00 and Collective Efficacy from 73 to 76.9.
- 74% of parents surveyed believe that there is high parent participation and involvement
- 78% of parents believe that we have pride in our school and 83% state there is high expectations on all
- 85% of parents believe we promote confidence and build resilience in students
- 88% of students believe that they are connected to the school community
- 86% of students state that the teachers 'challenge' their thinking
- 86% of students believe that are good learners and 94% of those say they 'try again if at first they don't succeed'.

Wellbeing

Our main focus for wellbeing was to nurture a supportive learning community which promotes health and wellbeing. We have continued to implement 'Bounce Back' across the school, and supporting health and wellbeing through a consistent and supported whole school approach.

An Engagement and Wellbeing team continued to meet regularly with a shared focus. Student wellbeing curriculum, staff wellbeing, lunchtime clubs and events, student welfare and wellbeing were each lead/ managed by specific staff members.

- 88% of our students feel there is a sense of inclusion and 88% believe that their teacher makes all students feel included
- 92% of students feel it is ok to be different at this school and 91% believe that there is an adult at this school that cares about them and truly believes they can be successful
- There was an increase of referrals for students to access support services.
- 12 students accessed the ELVA program (an emotional literacy through art program).

Staff continued to undertake a termly wellbeing week. This was around building relationships, collaboration and undertaking different activities. Staff experienced yoga, art therapy, cooking competitions, table tennis and activities off site. Staff Opinion Data showed that 76% felt there was 'collective participation'.

For more detailed information regarding our school please visit our website at
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	
<p>Enrolment Profile</p> <p>A total of 241 students were enrolled at this school in 2017, 120 female and 121 male.</p> <p>12 percent were EAL (English as an Additional Language) students and 1 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</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:

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> Lower</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> Higher</p> <p> Higher</p> <p> Higher</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: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>5%</td> <td>55%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>27%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>64%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>45%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>64%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	5%	55%	41%	Numeracy	32%	27%	41%	Writing	18%	64%	18%	Spelling	23%	45%	32%	Grammar and Punctuation	18%	64%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1036 1010"> <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>89 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	91 %	89 %	93 %	93 %	92 %	88 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	91 %	89 %	93 %	93 %	92 %	88 %										



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</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>Results: 2017</p>	Similar

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)

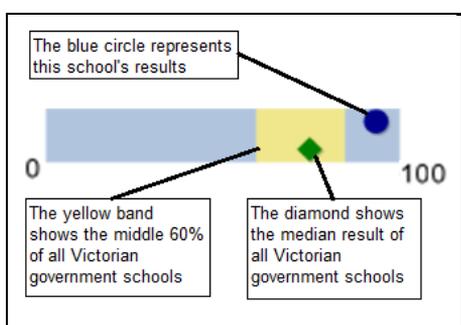
Engagement

- 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).

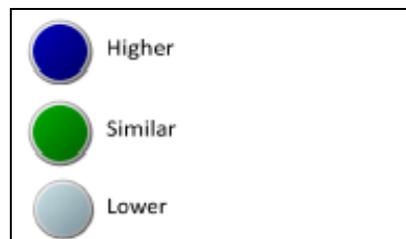


What does *School Comparison* refer to?

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 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

Financial performance and position commentary

- We were at an operating surplus for the 2017 year
- We received \$89,000 for school grounds improvement and spent this on Asphalt and redoing the basketball courts.
- We received a Makers Space Grant of \$5,000, a STEM grant of 1,000 and financial support to undertake the PLC initiative and skill staff.
- Equity is financing support in the classrooms, introduction of the oral language program

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,796,061	High Yield Investment Account	\$175,980
Government Provided DET Grants	\$300,603	Official Account	(\$9,591)
Government Grants Commonwealth	\$52,977	Other Accounts	\$10,873
Government Grants State	\$1,545	Total Funds Available	\$177,262
Revenue Other	\$15,614		
Locally Raised Funds	\$219,581		
Total Operating Revenue	\$2,386,381		
Equity¹			
Equity (Social Disadvantage)	\$30,797		
Equity Total	\$30,797		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,707,142	Operating Reserve	\$74,836
Communication Costs	\$8,211	Total Financial Commitments	\$74,836
Consumables	\$51,952		
Miscellaneous Expense ³	\$90,866		
Professional Development	\$14,814		
Property and Equipment Services	\$215,423		
Salaries & Allowances ⁴	\$144,867		
Trading & Fundraising	\$20,876		
Utilities	\$13,776		
Total Operating Expenditure	\$2,267,928		
Net Operating Surplus/-Deficit	\$118,452		
Asset Acquisitions	\$0		

(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 05 March 2018 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.