

2014 Annual Report to the School Community

Ashby Primary School

School Number: 1492



Name of School Principal: Janina Omachen

Name of School Council President: Emma Jones

Date of Endorsement: _____

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 2014.

About Our School

School Context

Ashby Primary School had an enrolment of 211 students in 2014. The catchment area is broad with students travelling to attend the school. The Ashby School Community consists of a partnership between teachers, parents, and students, and it provides an educational environment where students are equipped with the social, emotional, and academic skills necessary to become successful and valued members of society. The school creates a learning culture that provides personal learning opportunities and focuses on individual growth and development. It supports excellence and achieving personal best. It builds self-awareness through reflective thinking, focuses on explicit skills, and develops an attitude that learning is life-long. The school provides a caring, authentic, diverse and engaging environment. We have a strong commitment to continuous improvement in Literacy and Numeracy. We provide quality learning programs in all other curriculum areas that are designed to cater for the individual needs of a diverse range of students. 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. Ashby consists of a Principal, 9 full time staff, 5 part-time staff and 5 Education Support Staff.

Achievement

Ashby Primary School has achieved strong results in student learning. Trend data in Literacy and Numeracy indicate that school programs are strong in preparing students in these areas. Our data from the National Assessment Program (NAPLAN) for 2014 indicates grade 3 students achieved above the state mean compared to Victorian Schools for Reading and above the state mean in Numeracy with all students achieving above the minimum standard. In the grade 5 area we achieved in top 60% of Victorian School for both Literacy and Numeracy. All students achieved above the minimum standard required. Ashby students have some significant growth between year 3 and 5 in numeracy, reading, grammar and punctuation and spelling.

The teacher judgments, drawn from a variety of assessment sources confirm the “above average performance in reading and numeracy.”

A continued focus is to develop the capabilities of our students with a whole school emphasis on reading strategies. A specific emphasis will be placed on spelling through a whole school scope and sequence for spelling and using “Words their Way” teaching program to support students. During 2015 work will continue in embedding teaching practice thought out the school for reading comprehension and writing. Staff will work with external consultants to develop scope and sequence documents which support the pedagogical content knowledge of our staff.

In numeracy the school will focus on using assessment and diagnostic tools that help identify student starting points, and a whole school approach to the teaching of concepts in mathematics. In 2015 the focus will be on learning intentions, appropriate learning tasks, success criteria and feedback and the instructional core to improve student learning.

Engagement

Our attendance data indicates that we achieved the State average, and the attendance data has improved in 2014. There are few unexplained absences and most of the non-attendance are due to illness or family holidays. We will continue to promote the "It's Not Ok to be Away" policy to decrease the number of absences taken due to family holidays. The school will continue to follow the attendance policy by monitoring attendance and contacting families for unexplained absences with phone calls.

Our clearly outlined Engagement Policy supports a whole school behaviour management strategy that has a focus on respect for people and property, and learning in classrooms. Each student is aware of behaviours and habits supported by T.E.R.R.I. the behaviours of Thinking, Engagement, Respect, Reflection, Resilience and Inclusion that underpin the teaching and behaviour throughout the school. The Stop Think Do program has been introduced in the Junior School to support students in reflection about learning and behaviours..

Our Getting Started program assists our prep students in entering the school over an extended length of time resulting in a positive start to school.

. A transition program for students in grade 2 entering grade 3, and an extended transition program for students in new grades using the Starting Right program has been developed to assist with transition.

Our grade 6 graduation, plus emphasis on Personal Development in term 4, connections to past pupils, and building a strong relationship with feeder schools enable us to make successful transitions into Secondary School. There are a number of experiences that grade 6 students participate in with the Secondary School schools during the year for grade 5 and grade 6 students.

Sustainability, an AusVels cross curricula priority, has long been a part of our school culture, this is embedded across the curriculum. The Classroom Kitchen, Gardening Program, Music Art, Private music tuition is offered at the school for piano, keyboard and guitar, and After School Care provides coaching in basketball, tennis, yoga, martial arts, baseball cheer leading and dance.

Wellbeing

The School Concert strengthens Self-confidence, cooperation and self-expression.
 The Values and Attitudes of the children are reported to parents in the semester Reports.
 The Newsletter highlights achievements of students in the areas of sport, academic and citizenship activities.
 The curriculum is modified for children experiencing difficulties.
 A wide range of assessment procedures (Ravens, Peabody, Phonemic Awareness, P.M.P. Screening) are used within the school before children are referred to other specialists.
 Teachers work with individuals or groups on specific scenarios to develop alternative strategies and approaches to resolving issues.
 The emphasis here is on the Rights and Responsibilities of all members of the school community.
 Children experiencing difficulties are referred to District Psychologists and Social Workers
 Alternative settings are provided for children having difficulties interacting in the playground.
 The Attitude to School Survey has indicated that results are within 60% of Victorian Schools.
 Our buddy system program throughout the school helps build confidence and allow students throughout the school to experience a variety of activities with multi aged groups.
 During 2014 a program was instigated that supported students with ASD even more by building a culture where everyone had consistent expectations about the way staff and students moved around the school. These expectatons were further identified with clear visual timetables throughtout the school, and clear structured expectations within classrooms.

Productivity

The Strategic Plan goals for 2014 were to maximise literacy and numeracy outcomes for all students through a whole school model of agreed teacher practice. To support literacy development staffing funding was allocated to a .5 Reading recovery teacher for 2014, and on - going professional development through providing a coach to support the understanding and implementation of literacy skills. The Fountas and Pinnell program was purchased to the value of \$15,000 this funding was a combination of school funding and community raised funding. Continued professional Development was maintained in 2014 through whole curriculum days the focus being reading and oral language, and writing. This professional development will continue in 2015.
 In numeracy coaching and teacher development was organized with Professional Development focused upon differentiation and assessment in numeracy. On-going coaching in numeracy skills, modelled lessons and data understanding and student progression and improvement were a focus to build teacher capacity.
 All community raised funding was allocated to literacy development.
 The staffing credit surplus for 2014 is approximately \$18,000. This money will be carried forward to support the Reading recovery program in 2015.

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 performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 210 students were enrolled at this school in 2014, 104 female and 106 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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 schools: ■
Result for this school: ● Median of all Victorian government 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%, 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> <th>School Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>50%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>58%</td> <td>42%</td> <td>58%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>42%</td> <td>17%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>50%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>50%</td> <td>25%</td> <td>50%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Reading	17%	50%	33%	50%	Numeracy	-	58%	42%	58%	Writing	42%	42%	17%	42%	Spelling	17%	50%	33%	50%	Grammar and Punctuation	25%	50%	25%	50%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 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>92 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	95 %	94 %	94 %	92 %	91 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	95 %	94 %	94 %	92 %	91 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

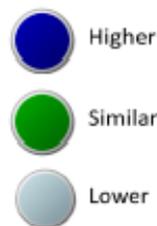
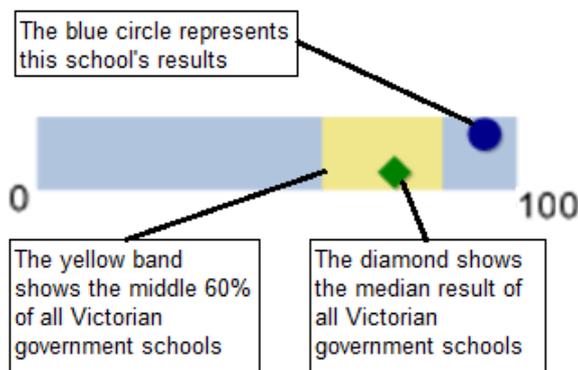
What are student outcomes?

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.



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.

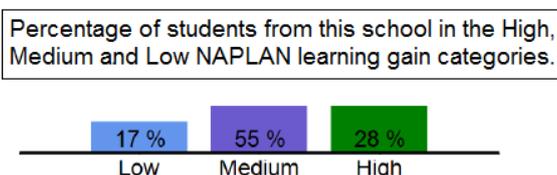
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,418,519
Government Provided DE&T Grants	\$150,197
Government Grants Commonwealth	\$59,005
Revenue Other	\$12,795
Locally Raised Funds	\$165,990
Total Operating Revenue	\$1,806,505

Funds Available	Actual
High Yield Investment Account	\$101,844
Official Account	\$6,203
Other Accounts	\$3,134
Total Funds Available	\$111,181

Expenditure	
Student Resource Package	\$1,400,431
Books & Publications	\$14,208
Communication Costs	\$2,578
Consumables	\$24,992
Miscellaneous Expense	\$98,563
Professional Development	\$11,122
Property and Equipment Services	\$104,376
Salaries & Allowances	\$78,431
Trading & Fundraising	\$15,891
Utilities	\$8,967
Total Operating Expenditure	\$1,759,559

Financial Commitments	
Operating Reserve	\$19,449
Maintenance - Buildings/Grounds incl SMS<12 months	\$20,508
Revenue Received in Advance	\$5,937
Region/Network/Cluster Funds	\$64,628
Provision Accounts	\$659
Total Financial Commitments	\$111,181

Net Operating Surplus/-Deficit	\$46,947
Asset Acquisitions	\$0

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.

Financial performance and position commentary

Note that Regional Network Cluster Funds in Financial Commitments should read School Based Programs. The Net Operating Surplus for 2014 of \$46,947 is the total amount of cash of \$28,850 and \$18,067 which is the credit staffing surplus.