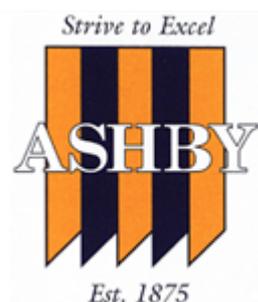


# 2018 Annual Report to The School Community



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 2018 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 01 April 2019 at 04:28 PM by Meagan Bone  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 02 May 2019 at 03:59 PM by Dirk Heitmann (School  
Council President)

## About Our School

### School context

Ashby Primary School undertook the third year of the Strategic Plan in 2018. The overall focus of the Strategic Plan was and is the development and implementation of consistent teaching and learning practices across the school. This consistency was also extended to student and staff health and wellbeing as well as areas aligned to productivity and strategic resource management. A leadership team consisting of the School Principal, Assistant Principal and with two staff members in a curriculum leadership role (PLC Link Leader plus Learning Specialist) led the Professional Learning of staff in and around this work.

A focus in 2018 was further creating culture of accountability and support, building teacher excellence in order to achieve optimal student achievement across the school. In 2017, we reviewed organisational structures and resource allocation to embed distributive leadership roles and establish shared school vision, goals and accountability measures that are lived by all.

We were successful in obtaining the Inclusive Schools grant of \$200,000 to redevelop the back oval into a sensory wonderland. This incorporated a new astroturfed oval, and gravel path with sensory tools and equipment spread throughout (thong-a-phone, metal drums, balance beams, stepping logs, tyre obstacle course), as well as the established community garden being relocated. We also received approximately \$3.7 million from the State Government to modernise the school building, a project that commenced 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)

- 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 2018, each member of the leadership team had Key Responsibility Areas and developed a team around them to meet regularly and work towards a targeted goal.

We had a consistent professional learning approach and again teamed up with Fyans Park Primary to align goals and focus through a Community of Practice Approach.

2018 has us strategically target three key improvement strategies:

- To build the capacity of staff to deliver high quality curriculum and assessment and consistently high levels teaching and learning via a PLC framework.
- To build the capacity of all teachers to implement school pedagogical approaches to address uneven achievement in writing, spelling and grammar and punctuation.
- Design and implement an inquiry focused curriculum framework that is mapped to the Victorian Curriculum to ensure all strands and substrands are effectively and explicitly taught.

All 3 KIS were targeted through detailed and in depth professional learning for staff throughout the course of 2018. The evidence of impact has us a school achieve all that we has set out to in 2018 undertaking all actions that were outlined.

## Achievement

2018 saw Ashby begin to embed Professional Learning Communities (PLCs) across the school. Teaching staff had dedicated time together within their PLC teams to analyse data, identify the specific needs of students and plan for this weekly. Ashby was recognised for its high level of ability in this area and had been asked to be a 'PLC link school' for 2018, whereby other schools will come to view our staff in action when undertaking PLCs.

Students establish personal learning goals for reading, writing, numeracy and personal learning and reflect upon this with classroom teachers. This has increased students' ability to articulate their learning, celebrating success and determining next steps in learning.

We continued our Community of Practice with Fyans Park Primary School and had a specific focus on writing. This will continue in 2018.

- 67% of staff now recognise that we have a guaranteed and viable curriculum in place.
- 37% of our grade 5 students made high learning growth in Reading between year 3 and 5. This is 13% higher than other schools in the area and 12% higher than the state.
- 23% of our students made high growth in spelling and 26% in Grammar and Punctuation which is slightly above the state average.
- 80% of all students are at or above the expected level in reading, with 90% for Speaking and Listening.
- 82% of all students are at or above the expected level in number.
- Only 16% of students made high growth between year 3 and year 5 in writing in comparison to 20% in other like schools.
- 80% of students were recorded at or above the expected level in writing.

## Engagement

Our aim in 2018 was to continue to build a school and community culture around exhibiting school values and ensure they are enacted in all contexts. We reviewed the 'Anti Bullying' policy. We also engaged students in upper year levels and increased their student voice and agency through enabling them to have purposeful roles and responsibilities, giving them a greater sense of purpose as a student leader.

All students undertook specific units of inquiry each term. Staff developed engaging learning opportunities with students presenting their knowledge in a variety of ways including expo days and events, movies, fairs and open afternoons.

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 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. Additional programs such as ELVA (Emotional Literacy via Visual Arts) and BOLT (Bicycles Over Lunchtime) were continued to support students with engagement and emotional wellbeing.

We also set targets to reduce absenteeism from an average of 12 days a year to under 10. This unfortunately did not take place, and the average increased to 15. As a school we have strengthened our administrative practices and are able to account for all absences, a lot of which are students / families taking extended holidays.

Other data relating to engagement:-

- 88% of students feel a strong sense of inclusion with a further 8% feeling neutral in this area.
- 83% of our students believe they are learning in a stimulating learning environment.
- 76% of parents believe students are in a stimulating learning environment and 93% believe that teachers have set high expectations for learning.

## Wellbeing

Our aim in 2018 was to nurture a supportive learning community which promoted health and wellbeing. We employed a school psychologist to support students who were not able to gain access to private practice or DET services. This proved to be a very valued service that we will continue to implement in 2019. In addition to this we had a staff member trained in 'Theraplay'. This is an interactive support program for students. 10 students completed this 10 week program, supporting them in feeling connected and supported in their school community.

Data relating to wellbeing:-

- 90% of parents feel their students are connected to their peers, staff and Ashby.
- 80% of students feeling connected with Ashby and a further 12% feeling neutral in this area. This is in alignment with similar schools and the state average.
- 16 students undertook the ELVA program which aimed to support students with their emotional wellbeing through a visual arts program.

Staff continued to undertake a termly wellbeing week. This was around building relationships, collaboration and undertaking different activities. The aim of these wellbeing sessions were to build connectedness, reduce workload and the stress associated.

## Financial performance and position

- We were operating in a slight surplus for the 2018 year
  - We received \$200,000 for the development of the back oval with an 'Inclusive Schools Grant' which is now complete.
  - We received approximately \$3.7 million for capital works including new learning spaces, modernization of current learning spaces, a new roof, and new administration wing.
- Equity funding is financing support in the classrooms, theraplay, ELVA, BOLT, and the continuation of the oral language program.

**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 247 students were enrolled at this school in 2018, 128 female and 119 male.

13 percent were EAL (English as an Additional Language) students and 2 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.



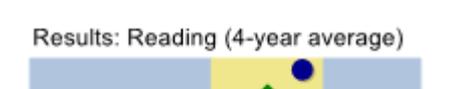
## Performance Summary

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><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>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Lower</p> <p> Lower</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><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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Higher</p> <p> Higher</p> <p> Similar</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><b>NAPLAN Learning Gain</b> 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>17%</td> <td>47%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>73%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>38%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>61%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>6%</td> <td>68%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	47%	37%	Numeracy	9%	73%	18%	Writing	47%	38%	16%	Spelling	16%	61%	23%	Grammar and Punctuation	6%	68%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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: 

Engagement	Student Outcomes	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>School Comparison</b>            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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>89 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>94 %</td> <td>88 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	90 %	91 %	94 %	88 %	91 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	90 %	91 %	94 %	88 %	91 %										

## 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:

Wellbeing	Student Outcomes	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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</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, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,011,453	High Yield Investment Account	\$135,372
Government Provided DET Grants	\$292,299	Official Account	\$12,460
Government Grants Commonwealth	\$42,628	Other Accounts	\$0
Revenue Other	\$17,365	<b>Total Funds Available</b>	<b>\$147,833</b>
Locally Raised Funds	\$108,853		
<b>Total Operating Revenue</b>	<b>\$2,472,598</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$30,746		
<b>Equity Total</b>	<b>\$30,746</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,968,411	Operating Reserve	\$84,836
Books & Publications	\$40	Other Recurrent Expenditure	\$77
Communication Costs	\$5,039	Provision Accounts	\$318
Consumables	\$57,171	School Based Programs	\$20,031
Miscellaneous Expense <sup>3</sup>	\$168,034	Funds for Committees/Shared Arrangements	\$3,817
Professional Development	\$13,206	Maintenance - Buildings/Grounds < 12 months	\$38,753
Property and Equipment Services	\$123,846	<b>Total Financial Commitments</b>	<b>\$147,833</b>
Salaries & Allowances <sup>4</sup>	\$152,789		
Trading & Fundraising	\$17,371		
Travel & Subsistence	\$180		
Utilities	\$16,349		
<b>Total Operating Expenditure</b>	<b>\$2,522,434</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$49,837)</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 15 March 2019 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).

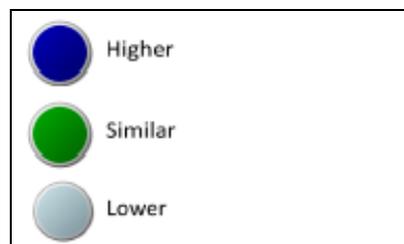


## What does *School Comparison* refer to?

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 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*' 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').