

2022 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).
- 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 of the previous calendar year 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 24 March 2023 at 10:43 AM by Steven Trotter (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 11 May 2023 at 04:08 PM by Glyn Seal (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

At Ashby our school vision is 'Strive to Excel' and we promote and live by the following behaviours through the school mascot T.E.R.R.I. Thinking, Enjoyment, Reflection, Resilience, and Inclusion. Our school creates a learning culture that provides personal learning opportunities and focuses on individual growth and development, with a strong commitment to continuous improvement in Literacy and Numeracy. We provide quality learning programs in all curriculum areas that are designed to cater for the individual needs of a diverse range of students. Visual arts, Performing Arts, Physical Education and Indonesian programs are implemented with qualified teachers. Alongside the growth of our students is an ethos of continually growing staff capacity through rigorous professional learning opportunities from internal knowledge, current research, distributive leadership and strong links with local schools in communities of practice. At Ashby, we pride ourselves on our relationships with parents and local businesses and believe they are key to the success of our students and our school. We have a large number of parent volunteers, whether fundraising, supporting in classrooms, gardening or assisting in other areas across the school. At Ashby we have a strong focus upon building Professional Learning Communities (PLC) and is highly regarded as a PLC Link School within the Geelong Area. Other key focuses include sustainability in the environment and incorporating STEM into inquiry units. Our school community strives to develop a safe, caring and inclusive environment where mutual respect and the pursuit of personal excellence form the basis of life-long learning. At Ashby Primary School, we currently have an enrolment of 223 students with 9 full time teaching staff, 8 part-time teaching staff, 2 Principal Class 1 part time Learning Specialist and 12 Education Support Staff and 1 Learning Tutor. Our school community consists of a partnership between teachers, parents, students and local community members. We provide an educational environment where students are equipped with the social, emotional, and academic skills necessary to become successful and valued members of society.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 Priority Goal - Consistent with Department of Education with a Learning and Wellbeing focus. We continued to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support, which saw improvement in targeted teaching approaches and positive student learning growth. Employment of a learning Tutor to work with small groups undertaking the Levelled Literacy Intervention Program and classroom support with identified students in years 1-6, which saw greater than 12 months growth in over 80% of students in tutor program. We reviewed and refined the current whole-school approaches to wellbeing to consider actions at the leadership, teacher, student and community levels. Continued to embed the established agreed approach to monitoring and responding to student wellbeing concerns and student connectedness with 94% positive endorsement from parents in opinion survey. Staff modelled and are consistent in agreed routines as per school values and expected behaviours. We aimed to strengthen engagement in regional and network communities of practice. Strengthen and embed the school-wide approach to communication with parents/carers/kin. Plan for school facilities and grounds works that will mean every school is a great place to learn. We continued to use digital channels of communication to provide regular updates on weekly student learning programs and parent communication reported at 86% positive endorsement in parent opinion survey. Developed a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach. Whole school Trans-PARENT-cy sessions reintroduced, taking place once every 4 weeks, with an increase in parent attendance each time.

Wellbeing

There is a consistent approach across the whole school for expected behaviours - TERRI Behaviour Matrix with flow chart, think sheets, brain breaks and mindfulness were evident in our learning environments. Students are awarded house points across the school inside and outside the classroom for meeting the expected TERRI behaviours. This has increased the student sense of confidence to 75% in the attitudes to school survey along with 88% positive endorsement for a Sense of Inclusion at Ashby PS. Students are supported by weekly Bounce Back/Respectful Relationship lessons planned and implemented in every class. Along with this, 76% management of bullying. Continued employment of school Psychologist, supporting individuals throughout each week/fortnight.

Engagement

Successes that we experienced were fortnightly bulletins and newsletters, Seesaw posts with student work, compass emails, diaries, social media. We held online Parent/Teacher Interviews and Parent Information Sessions (BYOD, Transition, Reading at Home, etc.). Digital and face to face Incursions were held across the school, we provided digital resources, online cooking, Storytime, dance, and lunch clubs. A School Concert and Art Show. This resulting in 89% of families in participation and involvement. We exceeded Student Voice and Agency target in Attitude to Schools Survey at 87% in the Parent Opinion Survey and 68% positive endorsement in the Attitudes to School Survey. Parents feel connected with 94% positive endorsement of Sense of Confidence. Dues to the challenges of COVID there were at times greater numbers of student absence, and this continued throughout 2021. We constantly kept in contact with parents/ carers, sent letters home if required, and supported families in coming to school. We also offered attendance awards. School Pride and Confidence in the Parent Opinion survey was 96% positive endorsement.

Other highlights from the school year

After a challegnig few years, we were able to reintroduce camps, excursions, and all sporting events. Many other events returned to face-to-face opportunities. We welcomed our community back on site for assemblies, Trans-parent-cy and special events such as Mothers/Fathers/Special Persons Day. School Concert and Art Show had a great turn out from our families. Friends Of Ashby continued to provide Fresh Fruit Friday to all of our classes. Fundraisers were back to face-to-face such as our annual Walkathon and Trivia Night.

Financial performance

We were identified for the 4th year as a Lead Link School for Professional Learning Communities, funding the release of Ange Walsh for 2.5 days a week to support our own and other Geelong schools in their implementation of PLCs. Equity funding was used to support students in a multitude of ways including, ELVA - Emotional Literacy through Visual Arts, Oral Language Program and additional Educational Support staff within classrooms. Additional funds were spent on furniture, blinds and grounds to support the completion of the modernisation project. We were successful in obtaining a Minor Capital Works grant to upgrade windows, this will be completed in 2023. Fundraising efforts were back after COVID interruptions. Friends of Ashby raised considerable funds for Fresh Fruit Friday, future line marking, new resources for classrooms including numeracy resources and classroom readers.

For more detailed information regarding our school please visit our website at
<https://www.ashbyps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 223 students were enrolled at this school in 2022, 110 female and 113 male.

4 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

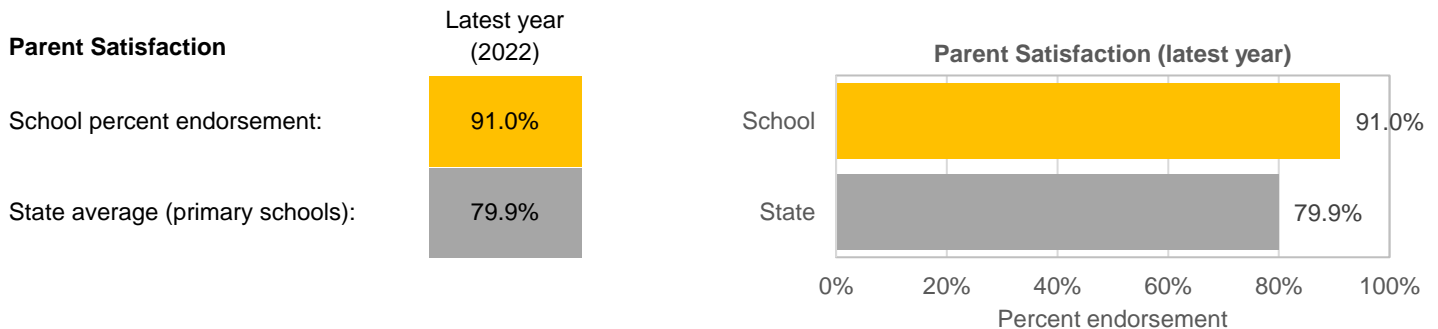
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

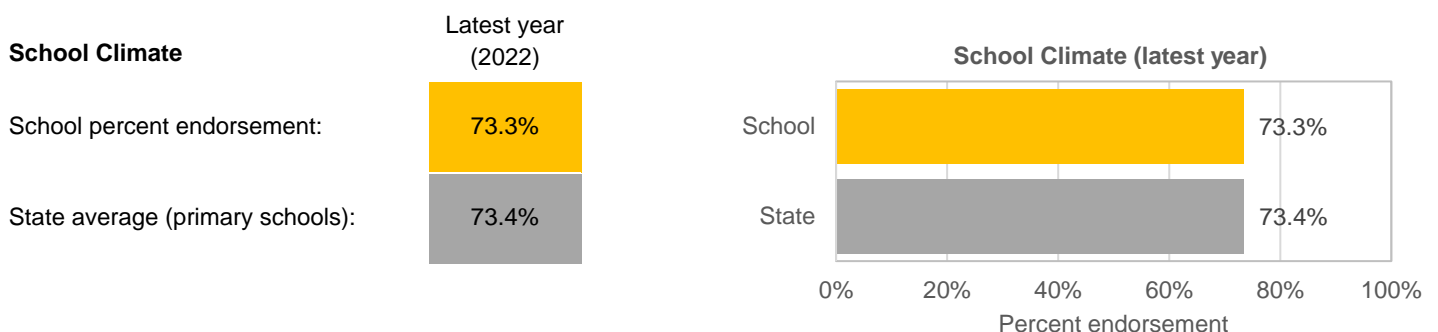


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

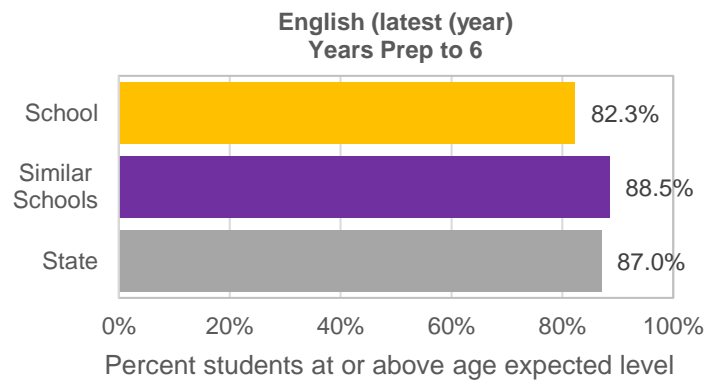
82.3%

Similar Schools average:

88.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

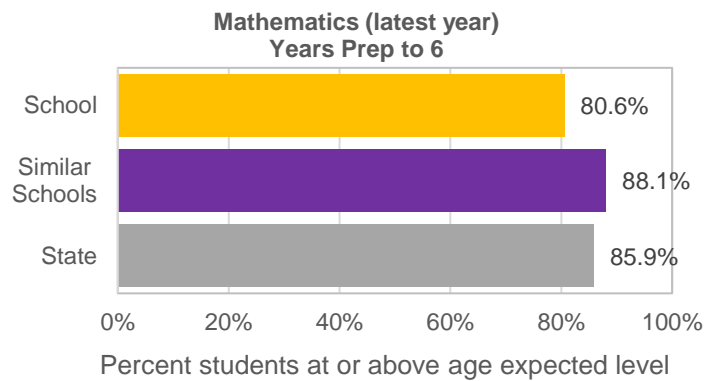
80.6%

Similar Schools average:

88.1%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

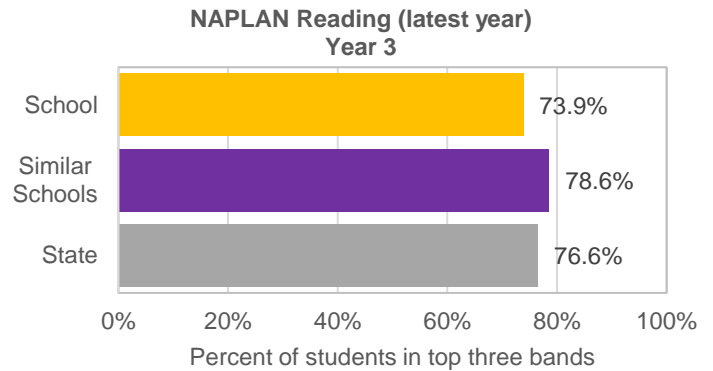
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

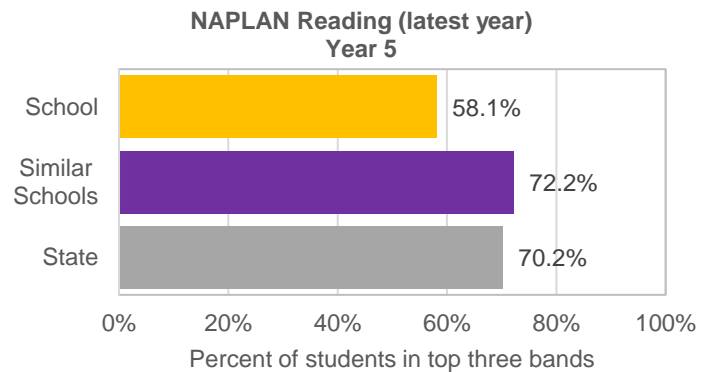
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.9%	62.8%
Similar Schools average:	78.6%	77.6%
State average:	76.6%	76.6%



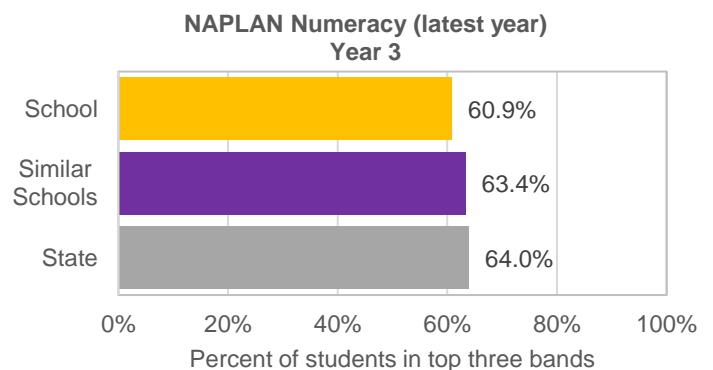
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.1%	64.9%
Similar Schools average:	72.2%	70.8%
State average:	70.2%	69.5%



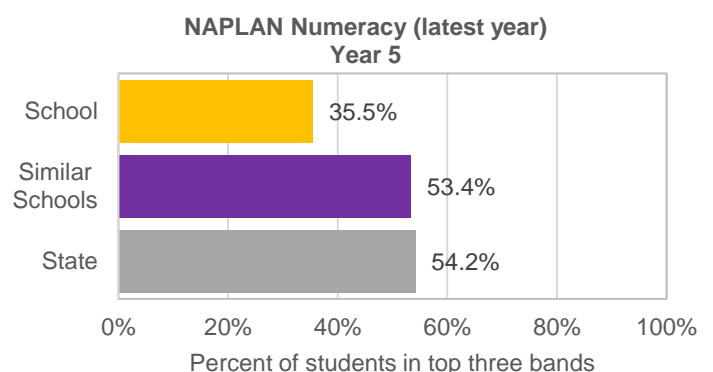
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	53.8%
Similar Schools average:	63.4%	67.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.5%	46.8%
Similar Schools average:	53.4%	56.8%
State average:	54.2%	58.8%



WELLBEING

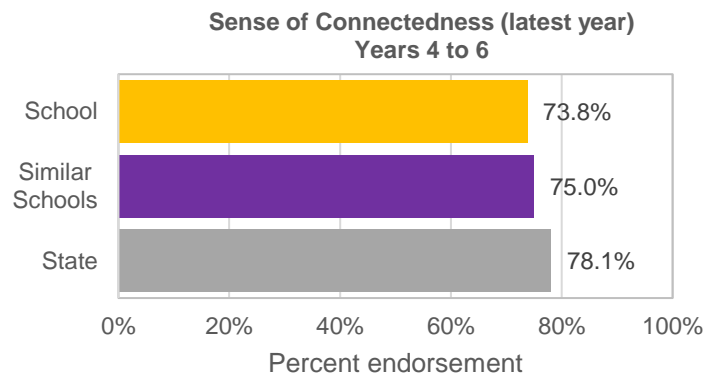
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	73.8%	77.0%
Similar Schools average:	75.0%	76.9%
State average:	78.1%	79.5%

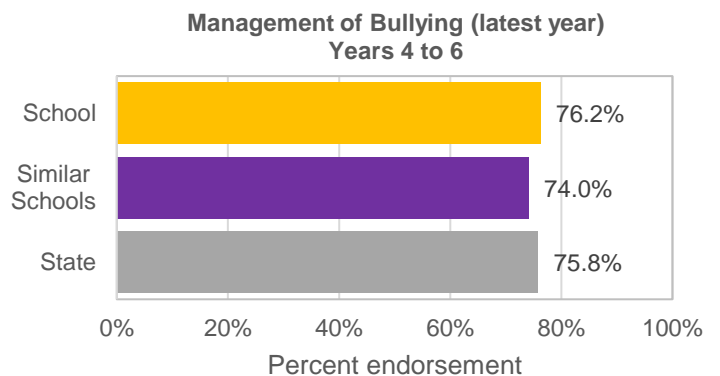


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.2%	78.9%
Similar Schools average:	74.0%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

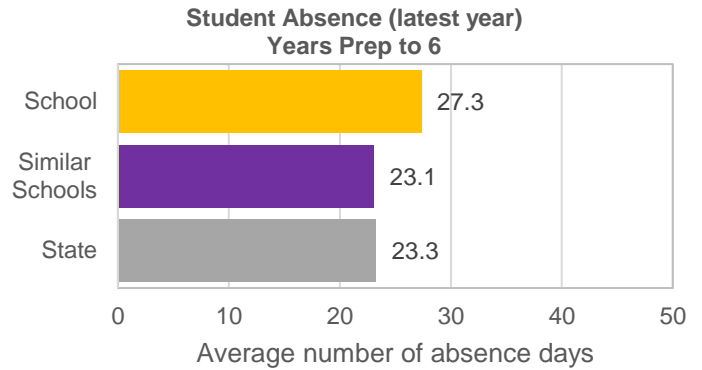
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.3	20.8
Similar Schools average:	23.1	17.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	89%	87%	85%	86%	85%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,545,847
Government Provided DET Grants	\$302,506
Government Grants Commonwealth	\$129,432
Government Grants State	\$0
Revenue Other	\$19,435
Locally Raised Funds	\$185,385
Capital Grants	\$0
Total Operating Revenue	\$3,182,605

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,263
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,263

Expenditure	Actual
Student Resource Package ²	\$2,448,958
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$59,905
Communication Costs	\$6,271
Consumables	\$43,325
Miscellaneous Expense ³	\$16,692
Professional Development	\$13,833
Equipment/Maintenance/Hire	\$56,865
Property Services	\$81,458
Salaries & Allowances ⁴	\$157,674
Support Services	\$23,777
Trading & Fundraising	\$19,175
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,835
Total Operating Expenditure	\$2,943,768
Net Operating Surplus/-Deficit	\$238,837
Asset Acquisitions	\$32,383

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$313,490
Official Account	\$55,318
Other Accounts	\$0
Total Funds Available	\$368,808

Financial Commitments	Actual
Operating Reserve	\$77,526
Other Recurrent Expenditure	\$0
Provision Accounts	\$318
Funds Received in Advance	\$0
School Based Programs	\$153,249
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$36,319
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$267,412

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.