

2022 Annual Report to the School Community

School Name: Ashburton Primary School (4317)



- 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 06 March 2023 at 11:32 AM by Margaret Staley (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 22 March 2023 at 10:31 PM by Camy Wong (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

Ashburton Primary School is a government education setting, located 12 kilometres East from Melbourne in the Boroondara Local Government Area and is part of the Northeastern Region of Victoria. It has been providing public primary education since 1928 and currently has a student population of 525 from Foundation to Year 6.

Our purpose is to engage and challenge students to achieve their best. Through our School Wide Positive Behaviour Support (SWPBS) framework, we encourage and promote inclusion and diversity, pro social interactions and positive behaviours. Our students are expected to:

Be Safe

Be Respectful

Be a Learner

Ashburton Primary School offers a broad curriculum for its students with explicit focus on Literacy and Numeracy. We follow the Readers' and Writers' Workshop approach in Literacy and our whole school Numeracy approach is based around the 4 proficiencies and thinking like a mathematician, with a specific focus on differentiation. The Victorian Curriculum areas of Science, Humanities (History, Geography, Economics), Health, Civics and Citizenship, Design, Creativity and Technology are taught through an integrated approach titled 'Connected Learning'. Each term the whole school focuses on a 'big idea' and students investigate these concepts at a developmentally appropriate level through an inquiry approach. Foundation students begin most days with Play-Based Investigations where students have the opportunity to participate in educational play. Years 3-6 implement a 1-1 iPad Program. Currently, the Specialist sessions students undertake are Japanese, Physical Education, Performing Arts, Visual Arts and Library. Dedicated staff members teach in all of these specialist areas.

Facilities

Three light filled pods of classrooms offer flexible open learning spaces, access to presentation areas, wet areas and toilets. The main building's upper level occupies classrooms conducive to single class and team teaching spaces. The lower floor is for administrative purposes which includes a First Aid room, Principal, 2 Assistant Principals, an Integration & Inclusion Coordinator offices and Office admin staff. The Arts Precinct houses a purpose built art studio and library. The gymnasium complex includes a full sized basketball stadium adjoined to the Performing Arts Hall, commercial kitchen, Performing Arts space, internal toilets and access to community rooms.

For further information about the school please visit the website.

Progress towards strategic goals, student outcomes and student engagement

Learning

The % of students in top two bands (Yr 5) Numeracy whilst high has decreased by 2.8%. The percentage of students meeting at or above benchmark growth in 2022 NAPLAN data shows growth in Numeracy.

The % of students in bottom two bands (Yr 5) was maintained.

The % of students meeting or above benchmark growth was high at 83.3%.

Low growth Numeracy target met in 2021 @ 15%, with a slight increase to 17% in 2022.

2022 Naplan data shows growth in Numeracy.

Low growth in Year 5 writing was reduced by 4% to 8%.

Percentage increase in top two bands from 24% to 27%.

We cannot show growth related data for year 5 students in 2022 as there was no Naplan in 2020.

32% of yr 5 students were above 2021 benchmark growth data; higher than similar schools and network.

Enablers that supported the achievement of this goal

- Collaborative planning, Unit leaders and curriculum knowledge
- School wide approach to Numeracy, moderation and assessment schedules
- Teacher consistency
- Tutoring program in literacy and numeracy. High Achievers program for students in Years 5&6.
- BYOD program for students in Yrs 3-6
- The curriculum is delivered through inter-disciplinary direct-explicit instruction and facilitated through a school-wide instructional model. Learning intentions and success criteria are evident in the classrooms. Success criteria is scaffolded to enable different entry points for students' skill progression curated from formative and summative assessment data.

Barriers that prevented the achievement of this goal:

- Six extensive periods of remote learning with constant interruption to onsite learning 2020-2021
- Writers Workshop relies on feedback which was difficult during remote learning and as the complexities in writing from Year 3 to Year 5 increases from fundamental structures to technique, students sharing their writing via Webex was difficult.
- Student engagement and focus
-

Wellbeing

The percentage of positive endorsements for all nominated factors in AtoSS, decreased over the period of the Strategic Plan and we did not achieve the high target. The targets for all nominated factors were also lower than similar schools and network with an improvement from 2021 to 2022 in three of the four sub-target areas e.g stimulated learning 53% to 59% in 2022. The school review panel found the school had made progress in developing a positive climate for learning but this wasn't reflected in the AtoSS survey data in 2022. The analysed evidence during the validation and fieldwork noted some barriers to developing motivated, connected, self-regulating and engaged learners. The impact of six lockdowns and periods of remote learning, meant that some of the students had difficulty settling back at school, in group work and being independent learners. They experienced loss of friendship, sport and school activities that would normally assist in motivation and connectedness to school.

The School Wide Positive support System (SWPBS) has provided a consistent approach to managing student behaviour and wellbeing. The SWPBS team has undertaken targeted and sustained professional learning to attain the highest level of systems, data and practices to ensure success. This includes behaviour response planning, managing challenging behaviour, prevent-teach-reinforce, universal prevention A and B and supporting student behaviour.

SWPBS members have undertaken numerous in person and online training over the years to upskill themselves and feedback to their team members or whole staff. Examples of some of the certificates and courses include Behaviour Response Planning, Managing Challenging Behaviour, Prevent-Teach-Reinforce, Universal Prevention A and B and Supporting Student Behaviour. Attaining our Blue, Bronze and Silver award. The purpose of these awards is to identify schools that exemplify the highest level of systems, data, and practices in their implementation of SWPBS, allowing schools to be accurately identified as "PBS schools".

Engagement

The School Review panel investigated the extent that teacher-student relationships at the school contribute to student well-being and engagement and whilst the AtoSS data showed a decrease the student feedback by the panel through student interviews contradicted this AtoSS data. The student responses were positive, and the panel witnessed appropriate and positive rapport and interactions between students and staff during classroom observations. Students were consistently on-task and engaged in their learning. The panel found that teacher-student relationships were an important aspect of the students' well-being and engagement. The panel observed teachers to be sincere, respectful and positive in their relationships with learners, successfully and consistently managing behaviour using the SWPBS matrix. Self-regulated learning is encouraged by teachers through 1:1 conferences, roving and or prompts in teacher focus groups.

Student attendance over the year for all Year levels is greater than 90%.

Financial performance

Each year the Ashburton Primary School Finance Committee seeks to implement a balanced budget, with expenditure items directed towards supporting the learning environment for our students. All funds received from the Department of Education and locally raised funds by the school have been expended or committed for the current or subsequent years to support the achievement of educational outcomes and other operational needs of the school, consistent with DET policies.

Each year the Ashburton Primary School Finance Committee seeks to implement a balanced budget, with expenditure items directed towards supporting and enhancing the learning environment for our students. This has been achieved through sound financial management practices and community fundraising.

The school has experienced significant financial reduction in locally raised funds since the introduction of the reformed Parent Payments policy and works tirelessly to maximizing our dollar through strategic and sound financial management practices, along with the endless commitment of the parent community in its fundraising efforts.

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 509 students were enrolled at this school in 2022, 243 female and 266 male.

13 percent of students had English as an additional language and 1 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).

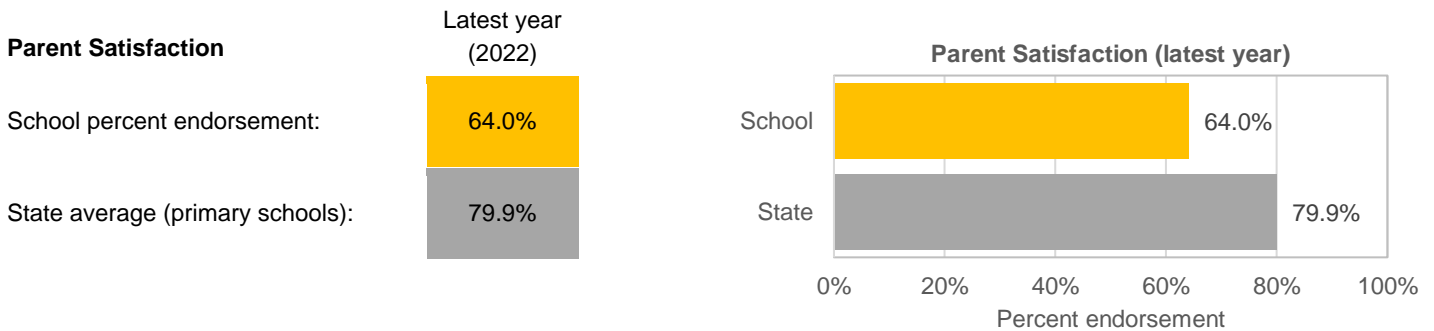
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

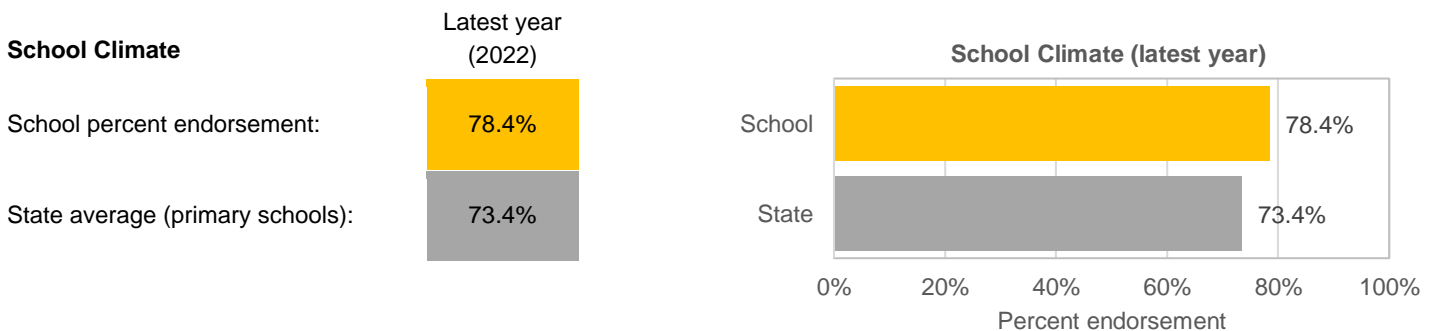


School Staff Survey

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:

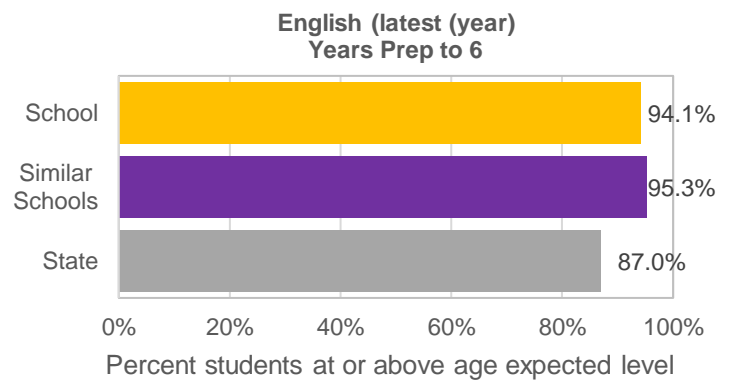
94.1%

Similar Schools average:

95.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

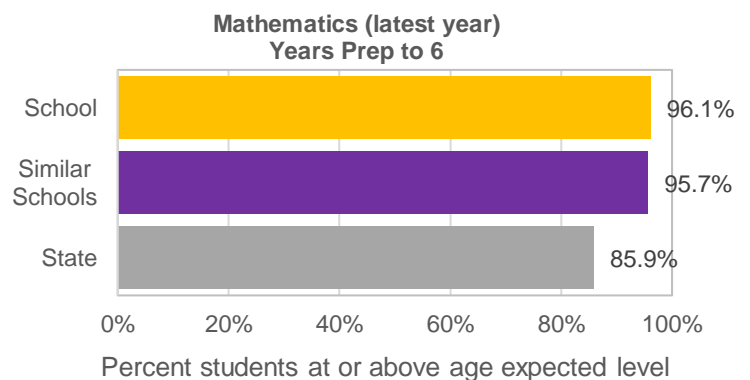
96.1%

Similar Schools average:

95.7%

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.

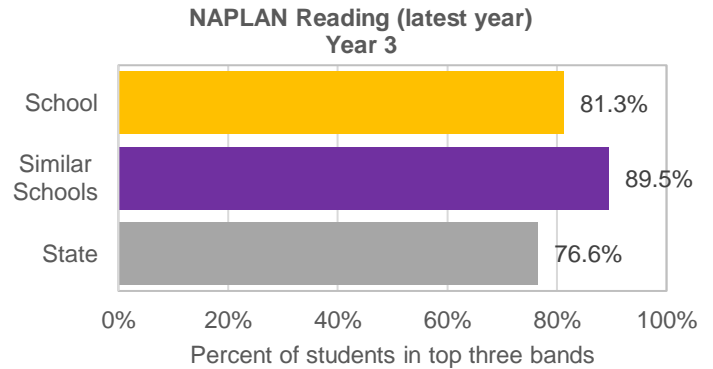
NAPLAN

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.

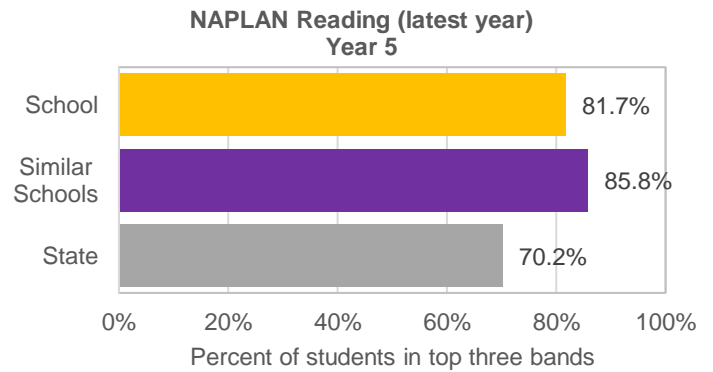
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.3%	88.8%
Similar Schools average:	89.5%	90.1%
State average:	76.6%	76.6%



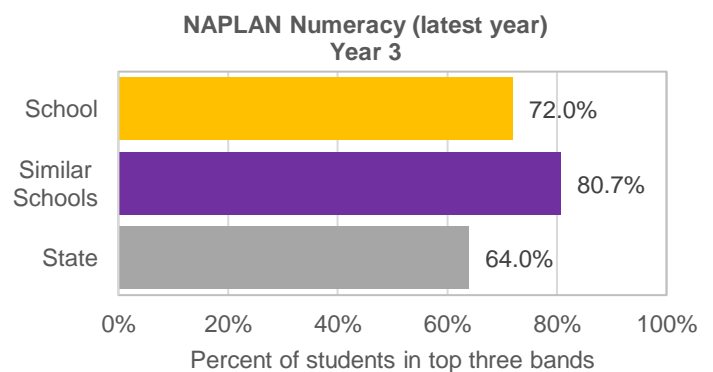
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.7%	83.2%
Similar Schools average:	85.8%	84.9%
State average:	70.2%	69.5%



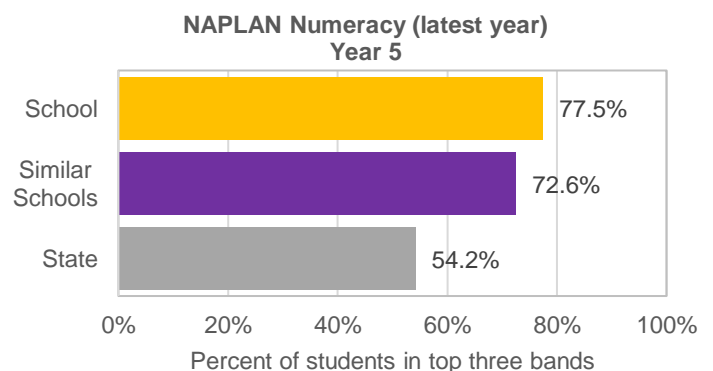
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.0%	81.4%
Similar Schools average:	80.7%	83.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.5%	82.1%
Similar Schools average:	72.6%	77.1%
State average:	54.2%	58.8%



WELLBEING

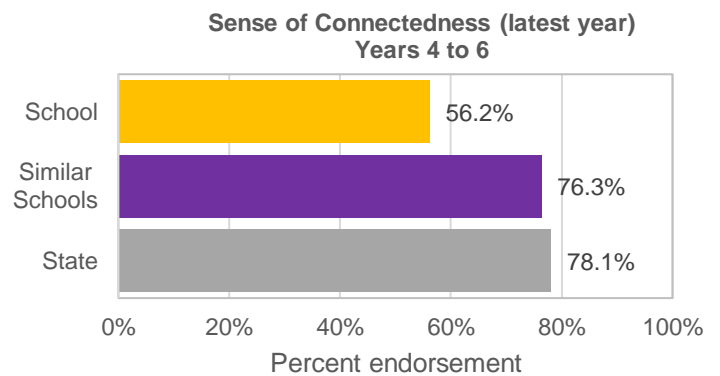
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	56.2%	67.3%
Similar Schools average:	76.3%	78.0%
State average:	78.1%	79.5%

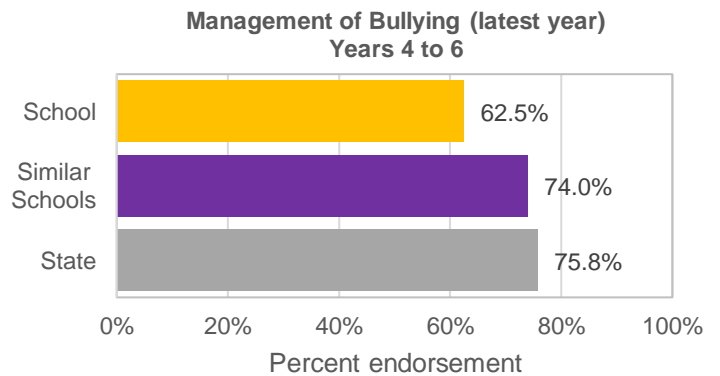


Student Attitudes to School – Management of Bullying

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:	62.5%	69.4%
Similar Schools average:	74.0%	76.6%
State average:	75.8%	78.3%



ENGAGEMENT

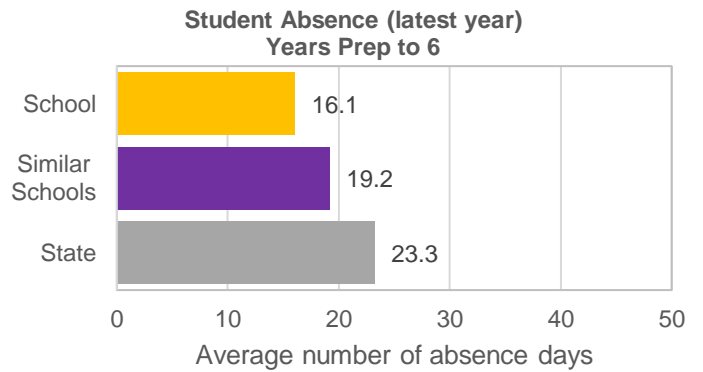
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.1	11.4
Similar Schools average:	19.2	12.9
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):	92%	91%	93%	92%	92%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,522,499
Government Provided DET Grants	\$514,835
Government Grants Commonwealth	\$15,345
Government Grants State	\$0
Revenue Other	\$8,495
Locally Raised Funds	\$495,141
Capital Grants	\$0
Total Operating Revenue	\$5,556,315

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,953
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,953

Expenditure	Actual
Student Resource Package ²	\$4,270,130
Adjustments	\$0
Books & Publications	\$7,074
Camps/Excursions/Activities	\$131,842
Communication Costs	\$8,950
Consumables	\$74,659
Miscellaneous Expense ³	\$25,888
Professional Development	\$9,256
Equipment/Maintenance/Hire	\$95,945
Property Services	\$168,582
Salaries & Allowances ⁴	\$321,402
Support Services	\$131,617
Trading & Fundraising	\$27,201
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,693
Total Operating Expenditure	\$5,324,240
Net Operating Surplus/-Deficit	\$232,074
Asset Acquisitions	\$15,287

- (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	\$106,392
Official Account	\$53,686
Other Accounts	\$122,434
Total Funds Available	\$282,512

Financial Commitments	Actual
Operating Reserve	\$152,843
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$118,360
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
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	\$271,203

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.