

2019 Annual Report to The School Community



School Name: Ashley Park Primary School (5569)



- 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 2019 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 2020 at 04:45 PM by Keren Barro (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 March 2020 at 06:31 PM by Clinton Fullgrabe (School Council President)

About Our School

School context

Ashley Park Primary School is a brand new school in the Whittlesea Network in a well-established pocket of Doreen. We opened our doors in January 2019 welcoming families from our local area. Our vision is to be all we can be. A collaborative school community formed through strong partnerships that contribute to the engagement, wellbeing and achievement of all students. We aim to provide a comprehensive education that empowers our students to contribute to their world and shape their desired future. By working collaboratively as a school community we focus on our students developing the understandings, skills, capabilities and dispositions that will enable them to be the best that they can be. Our values are Be kind. Be responsible. Be all we can be.

In 2019 we operated in three learning communities consisting of a Junior Community made up of 29 Foundation students, Middle Community with two groups two groups totaling 15 Year 1s, 15 Year 2s and 14 Year 3s and our Senior Community with 21 students made up of 11 Year 4s, 9 Year 5s and 1 Year 6. We operated in only one of our two buildings, our Eucalypt Learning Space which provided access to an inquiry zone purpose built for the arts, science and technology.

Our Assistant Principal led the whole school teaching team made up of 5 community teachers and a 0.2 Physical Education teacher ensuring the monitoring of progress of all students across the school and the consistency of teaching practice. Our Assistant Principal also provided a Performing Arts program, at a 0.2 portion of her role and joined with the Principal to provide the whole school with a wellbeing program once a week.

Ashley Park has equivalent full time staff: 9.66 consisting of 2 Principal Class Officers, 5.2 teachers and 2.46 Education Support staff. Our enrolment at February census was 82 students consisting of 37 females and 45 males. This number fluctuated throughout the year with new families moving in to the area. Our final enrolment by the end of 2019 was 92 students made up of 43 females and 49 males. The students are from 11 nationalities and 22% have English as an additional language

In our first year of operation, we developed and utilised effective structures and processes to enable our teachers to work as a collaborative teaching team across our Learning Communities. Through team accountability and responsibility, shared planning, common practices and the use of a strong instructional model our teaching and learning programs target student needs. We focused on improving student learning outcomes and utilised a like needs grouping approach within all learning communities. Our programs encourage our students to engage with and inquire about areas of interest to them within the provision of the Victorian Curriculum.

Two specialist areas were offered, Physical Education and Performing Arts. Students along with their community teacher had weekly access to our school library as well as daily access to their community library providing reading material for enjoyment and instruction.

Wellbeing and engagement were of high importance to us and we worked hard to build a positive school culture and school community in our first year of operation. Our staff range in age and experience and bring a great deal of knowledge, skill and expertise to their particular role. We foster positive partnerships between home and school and are committed to working closely with families throughout their child's primary school years.

Framework for Improving Student Outcomes (FISO)

As a brand new school we began life without a School Strategic Plan so our Annual Implementation Plan guided the work for our first year of operation. It is not until 2020 that we will undertake the review process, reflecting on our early achievements, identifying key areas for improvement and setting our direction for the next four years through the development of our School's first Strategic Plan. As such our focus in 2019 was comprehensive and selected from the following three key areas of FISO.

Excellence in teaching and learning: Curriculum planning and assessment and Building practice excellence.

Positive climate for learning: Empowering students and building school pride.

Community engagement in learning: Building communities and Parents and carers as partners.

Our school goals were.

Achievement: To maximise the potential of all students so they grow their learning and reach achievement standards appropriate to or above their expected age range.

Engagement: To develop a safe, stimulating and inclusive learning environment where students, staff and parents work

together to achieve optimum student outcomes.

Wellbeing: To build a positive whole school culture that supports and enables the wellbeing of all students.

Achievement

As a brand new school all of our students (except those who began in Foundation with us) commenced their education at other primary schools. For these students we undertook much formative assessment at the beginning of the year to ensure we had an accurate and comprehensive starting point for their learning. This together with the information gathered from their previous school enabled us to provide targeted programs aiming to grow each child's learning, 12 months in 12 months. Our Foundation teachers also undertook extensive assessment to inform their teaching and we are proud of the growth that all of our students made between January and December in their first year at our school. Our focus was on adding value and we utilised a Professional Learning Community structure and our teaching and learning cycles to drive improvement across our school.

At this early stage our NAPLAN data shows the starting point for our Year 3 and 5 students providing a baseline on which to build. It is a measure of the programs provided in the schools that the students attended previous to ours, and for us provides great impetus and urgency to ensure our students are progressing. In comparison their achievement is below that of schools who are similar to us. Our teacher judgements of achievement against state wide standards are also below that of other similar schools and again make the focus of our work and our collective efficacy all the more important. We look forward to being able to measure our impact in the future, when data sets for student cohorts can be compared, however in the interim we will continue to use school based assessments and our team accountability and responsibility to monitor our effectiveness and drive our continual improvement.

Engagement

Student attendance a major indicator of student engagement emerged throughout 2019 as high priority and an area of significant concern for our school. The students at Ashley Park Primary School were absent more days than students in similar schools. The average number of absence days for our students was 22.4 days compared with the state median of 16.3 days. Being a brand new school community this presented quite a challenge as we had little prior knowledge of students and their families and their attendance rates at their previous schools. As the year progressed we put practices in place to address this. Our teachers followed up with parents of students by phoning and emailing, checking on their welfare and encouraging and supporting school attendance. Our education support staff focused on developing a process for following up unexplained absences with families and we worked hard to build the capacity of our families to access Compass to keep us informed of their child's absence and reasons for it. Whilst our efforts saw improvements this area will be a key focus for our work in 2020.

We did however find it reassuring that our parent opinion survey showed 94.2% of our families endorsed a positive school satisfaction level. This demonstrates that our focus on building a safe, stimulating and inclusive learning environment where students, staff and parents work together to achieve optimum student outcomes was achieved in our first year of operation. This was an extremely positive start with the state median being 85.8%. Our school staff survey also positively endorsed our school climate with 90.6% as compared with the state median of 79.5%. These were both outstanding results that indicate that our focus on school community was effective and we have laid very strong foundation on which to build in the future.

Wellbeing

Our Attitudes to School survey results for our Year 4 - 6 students in 2019 were extremely pleasing. Their positive endorsement of Sense of Connectedness and Management of Bullying show our students' to be more positive than that of students in similar schools. 98.9% felt connected to school as compared with the state median of 80.9% and 96.5% were positive about the way bullying was managed as compared with the median of 81.6% across the state This indicates to us that absence is not attributable to these factors and that students feel safe and connected to school which means we need to look to other reasons for the high absence rate.

We did however identify resilience as an area of need particularly in our Year 4 cohort and this prompted work throughout 2019 to further develop our whole school wellbeing program. It also heightened the promotion of our school values and the associated behaviours and demonstration of these both in an outside of the learning spaces. This work

will continue to be a focus across our school in 2020 and will see our implementation of the Resilience, Rights and Respectful Relationships initiative as a partner school with other schools in the Whittlesea network.

Financial performance and position

Our school projected an enrolment of 150 students in its first year of operation however we opened with 82 which was just over half of the population we expected. This impacted on our funding and although we finished the year with 93 our funding was based on the February census. Staffing had to be in place to enable families new to the area to enrol throughout the year without significant disruption to the school structure. Our decision to create a balanced staffing profile also meant more money being spent on wages than what was provided in the SRP. Our equity funding of \$5000 was utilised to reduce our teacher student ratio across our school and assist the employment of an education support staff member. We were provided with an establishment grant which enabled the initial set up and resourcing of school. We ensured that we kept some of this allocation to ensure we were able to fully fit out and resource our second learning space for programs in 2020. Another impact was the change of enrolment of PSD funded students which saw these funds transfer with them. All of this contributed to our school operating with a surplus of \$168,938 in our first year which ensured we positioned ourselves to provide a strong foundation on which to build our effective school in the coming years.




For more detailed information regarding our school please visit our website at
<https://www.ashleyparkps.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 82 students were enrolled at this school in 2019, 37 female and 45 male.

22 percent were EAL (English as an Additional Language) students and ND 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).







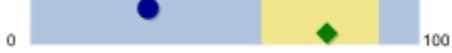
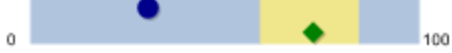






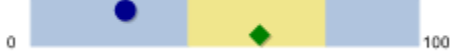



Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ </div> </div> <div> <div>Key:</div> <div> Similar School Comparison ● Above ● Similar ● Below </div> </div>		
Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Below ●</p> <p>Below ●</p>

Performance Summary

Key:		Key:
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above  Similar  Below
Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>

Performance Summary

<div>Key: Range of results for the middle 60% of Victorian Government Primary Schools: <div></div> Results for this school: <div></div> Median of all Victorian Government Primary Schools: <div></div></div>		<div>Key: Similar School Comparison <div>Above</div> <div>Similar</div> <div>Below</div></div>
Achievement	Student Outcomes	Similar School Comparison
<div><div>NAPLAN Learning Gain</div><div>Year 3 - Year 5</div></div> <div>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</div> <div>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'.</div>	<div><div>Reading</div><div><div>13 %</div><div>75 %</div><div>13 %</div></div><div><div>Low</div><div>Medium</div><div>High</div></div></div> <div><div>Numeracy</div><div><div>38 %</div><div>63 %</div></div><div><div>Low</div><div>Medium</div></div></div> <div><div>Writing</div><div><div>88 %</div><div>13 %</div></div><div><div>Low</div><div>High</div></div></div> <div><div>Spelling</div><div><div>25 %</div><div>75 %</div></div><div><div>Low</div><div>Medium</div></div></div> <div><div>Grammar and Punctuation</div><div><div>25 %</div><div>63 %</div><div>13 %</div></div><div><div>Low</div><div>Medium</div><div>High</div></div></div>	<div>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</div> <div><div><div>25%</div><div>50%</div><div>25%</div></div><div><div>Low</div><div>Medium</div><div>High</div></div></div> <div>Statewide Distribution of Learning Gain (all domains)</div>

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:

Key: Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below </p>														
<p>Average 2019 attendance rate by year level:</p>	<table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>87 %</td><td>87 %</td><td>91 %</td><td>90 %</td><td>92 %</td><td>90 %</td><td>78 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	87 %	91 %	90 %	92 %	90 %	78 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	87 %	91 %	90 %	92 %	90 %	78 %										

Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ </div> <div> <div>Key:</div> <div> Similar School Comparison ● Above ● Similar ● Below </div> </div> </div>		
Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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, 2019

Revenue	Actual
Student Resource Package	\$772,360
Government Provided DET Grants	\$532,181
Government Grants Commonwealth	\$90,185
Revenue Other	\$40,826
Locally Raised Funds	\$77,814
Total Operating Revenue	\$1,513,367

Equity¹

Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure

Student Resource Package ²	\$888,909
Books & Publications	\$17,299
Communication Costs	\$3,300
Consumables	\$113,051
Miscellaneous Expense ³	\$35,237
Professional Development	\$2,089
Property and Equipment Services	\$135,350
Salaries & Allowances ⁴	\$38,401
Trading & Fundraising	\$5,902
Utilities	\$104,893

Total Operating Expenditure	\$1,344,429
------------------------------------	--------------------

Net Operating Surplus/-Deficit	\$168,938
---------------------------------------	------------------

Asset Acquisitions	\$96,100
---------------------------	-----------------

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$140,954
Official Account	\$45,783
Other Accounts	\$2,414
Total Funds Available	\$189,151

Financial Commitments

Operating Reserve	\$74,022
Other Recurrent Expenditure	\$6,364
Funds Received in Advance	\$10,431
School Based Programs	\$2,900
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$65,000
Maintenance - Buildings/Grounds < 12 months	\$7,581
Total Financial Commitments	\$191,298

(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 26 February 2020 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)

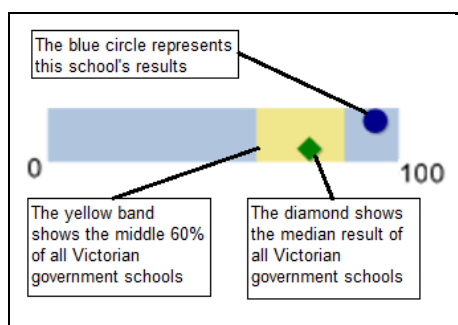
Engagement

- 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).

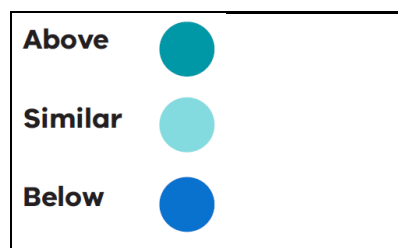


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').