

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 03 April 2025 at 09:13 AM by Justin Hone (Principal)

- As executive officer of the school council, I attest that this 2024 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 03 April 2025 at 09:13 AM by Justin Hone (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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’).

Updates to the ‘Performance Summary’ in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program [‘Results and Reports’](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Ashburton Primary School is located in the suburb of Ashburton and currently has an enrolment of 462 students across Prep to Year 6 in straight classes. It has a large footprint that features recently renovated netball court and landscaping, two basketball courts, a large gym space, a hall and performing arts centre, and a library and art classroom. We have 3 large pod spaces each housing up to 4 classrooms with inbuilt toilets and withdrawal spaces. The main building is a two storey historic structure which has had its interior renovated in the last decade. Inside houses the administration offices and additional classrooms.

Ashburton Primary School's staff is made up of a Principal, Assistant Principal, three Learning Specialists, 22 classroom teachers, 6 specialist teachers and an EAL/TLI teacher. We are supported by 7 Educational Support Staff and 3 administration members. We operate on a model of a junior, middle and senior school Professional Learning Teams. We offer a specialist program consisting of Japanese (LOTE), Physical Education, Visual Arts, Performing Arts and Library. For several years now, we have run a 1-1 iPad program for students in Years 3 to 6, with technology being supplied in junior year levels.

The profile of the school is changing, with an increase in the cultural and language backgrounds of students and parents. In 2024 we accepted students from over a dozen kinder and childcare institutions, and our students graduated to over a dozen different secondary schools with over half moving to independent or Catholic schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 we introduced a number of new programs, approaches and structural changes to improve student learning outcomes. These included -

- Creation, implementation and review of school wide playbooks for maths and English
- Unpacking of Maths 2.0
- Co constructed Scope and Sequence for implementation of Maths 2.0
- Co construction of consistent planning documentation aligned with VTLM 2.0
- Professional learning around systematic synthetic phonics
- Soft start Phonics Plus in our junior year levels
- Whole school moderation and data triangulation meetings

- Development of units of writing by text type
- Purchasing decodable readers and digital library for P-6
- Revision of assessment schedule and implementation of DIBELS and Phonics Check
- Whole school 6+1 Traits of Writing Masterclass

Our work using the Elastik data program resulted in our staff feeling more confident with how data can inform their teaching. This was reflected in the data from the Staff School Survey under the section **“Understand how to analyse data” which increased from 57% positive responses (2023) to 76% in just one year.**

In 2024 we re-introduced **English as an Additional Language** as a separate, dedicated program. Identified students from across the school took part in several sessions a week with our EAL teacher. They worked in small groups with other students who were at a similar position with their English journey. Additionally, our EAL teacher was able to use their time to conduct entry interviews with newly arrived students and provide additional support to classroom teachers in how to best cater for students who are under the EAL umbrella or recently exited the program. It has been a successful program in building confidence for our EAL students as well as providing support to teaching and learning program generally.

Wellbeing

We made excellent progress with our AIP goal ‘to effectively utilise available resources to support students’ wellbeing and mental health, especially the most vulnerable’. This involved the implementation of the Visible Wellbeing program at a whole school level; employing a range of Tier 1 and Tier 2 strategies to support students; and preparing for the transition to the new funding model.

Visible Wellbeing has been rolled out at a slow and steady pace, aiding staff uptake and understanding. We are 12 months into the 18 months rollout. Our processes around identifying and supporting our students requiring Tier 2 and 3 supports are in place. We used our Mental Health Fund to employ a two day a week psychologist to work with students in need. We are in a good position for the transition into the new funding model.

With regards to SWPBS, we achieved Gold Level status for the third year in a row and we have continued to be an exemplar school, hosting practitioners and leaders from other schools and sharing our practice. Our overall Behaviour Referral Data has shown a decrease in Major and Extreme referrals from 237 in 2023 to 138 in 2024.

In reference to the wellbeing data from the performance summary, although the data indicates a lower percentage in both ‘Sense of Connectedness’ and ‘Management of Bullying’ in comparison to similar schools, when compared to our own data -

‘Sense of Connectedness’ positive response has jumped from 56% in 2022, to 67% in 2023 to now 73% in 2024.- AtoSS

‘Student connectedness’ is also on the rise at 89% compared with 82% a few years back. -POS

‘Not experience bullying’ has remained steady at 85%. ‘Managing bullying has continued to increase, jumping from 60% in 2023 to 72% in 2024.- AtoSS

Engagement

Even though our attendance data is better than similar schools, in 2024 we reviewed our approach to attendance and introduced an Attendance Handbook. Using a tiered response approach we now have clear processes that we follow at both classroom level and at a whole school level when dealing with attendance issues. This involves making regular contact with parents and carers, maintaining accurate and timely data on our system and implementing supports such as Return to School plans if needed.

In preparation for 2025, and based on feedback from a range of parties, our **student leadership program** was modified. Rather than a small group of elected students taking part in our student leadership program, we put into place an expanded model, where every Year 6 student would be involved in some way. We created six "Ashy Community Teams" (ACTs) that covered a range of areas - Assembly, Digitech, Community, Specialist, Green Team and SMILE teams were created. We took on feedback from the students themselves that they still wanted to have badged "leaders" that they elected and allocated two elected leaders per portfolio. We aim for the program to develop over 2025 and evolve based on feedback and experience.

As we continued on our journey to be a more **inclusive school**, a highlight was our Welcome Back BBQ which featured a special Lunar New Year celebration. Organised in conjunction with members of our Parents' Association, the Lion Dance performance for the Year of the Dragon to a large crowd as part of the after school event was well received by all. This is one example of the school's attempts to widen cultural understandings for our community and to make more people feel connected.

Other highlights from the school year

After many decades, in 2024 we changed our **swimming program** when we moved to a new time on December and a new location at Korowa Girls School. The facilities were new, clean and best of all free of the general public. The level of instruction was higher than we had experienced previously, with parents and staff alike commenting on the professionalism of the instructors. Lastly, by compacting all of our Prep to Year 4 swimming programs into a 12 day block, we were able to reduce the disruption that swimming had caused when it would impact around 8 weeks across the year as it had done previously.

A particular highlight from our Performing Arts department in 2024 was our school choir - **Ashy Out Loud**. As part of Sonic Canvas, a special government school concert, our choir members joined in with 300 other primary school singers to form a massive choir. They rehearsed over several weeks as a large group off site and a small group at our school. On a brisk night in May our singers headed to Hamer Hall in the city to be part of a huge night of performances - orchestras, bands, solo singers and our choir. Singing in front of not only their families but an audience of 2000, our students performed their three songs beautifully. The resulting glow on students and their families alike was affirming of what the performing arts can do for a range of students.

Our **Girls' basketball team** made it all the way through the district competition to the State Finals at the State Basketball Centre, a wonderful achievement for the individuals, the team and the school in general.

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. 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.

The school was able to successfully replace the Anchor point safety system on the gymnasium and hall and make amendments to remaining pods and library roofs, through VSBA assistance.

**For more detailed information regarding our school please visit our website at
<https://www.ashburtonps.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 461 students were enrolled at this school in 2024, 218 female and 243 male.

17 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).

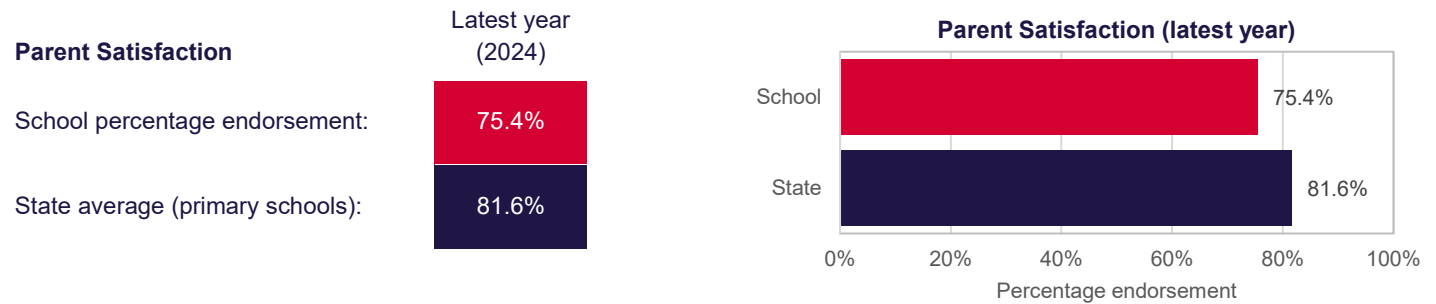
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

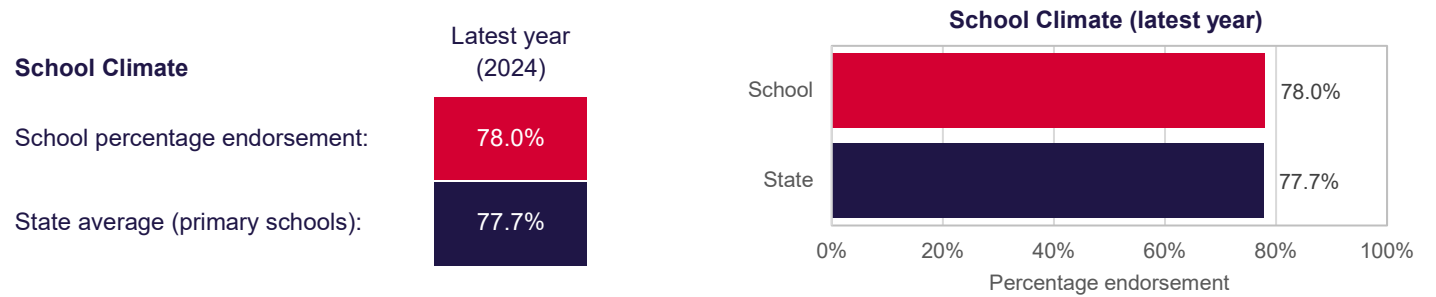


School Staff Survey

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.



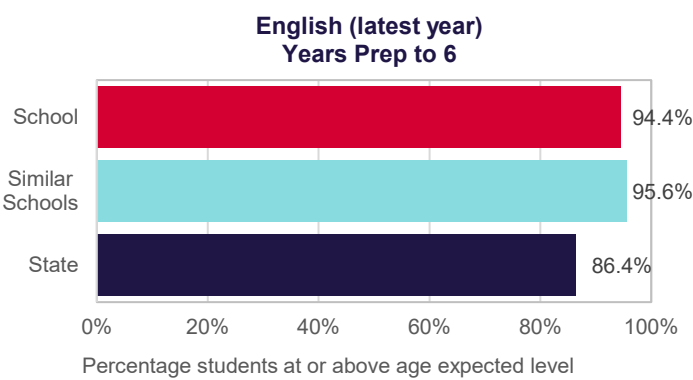
LEARNING

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.

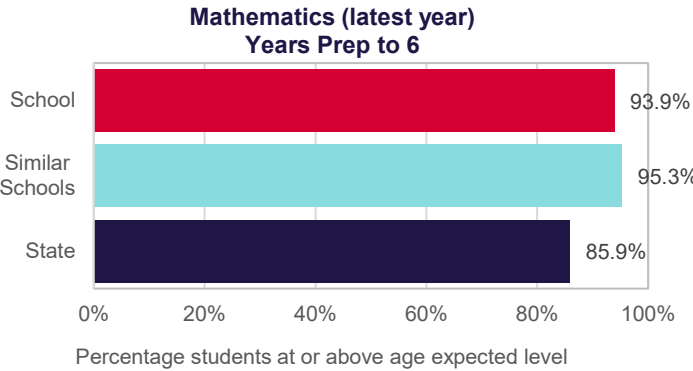
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.4%
Similar Schools average:	95.6%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	93.9%
Similar Schools average:	95.3%
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.

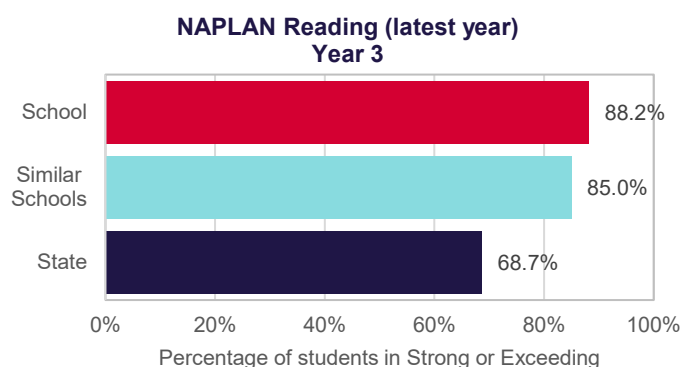
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

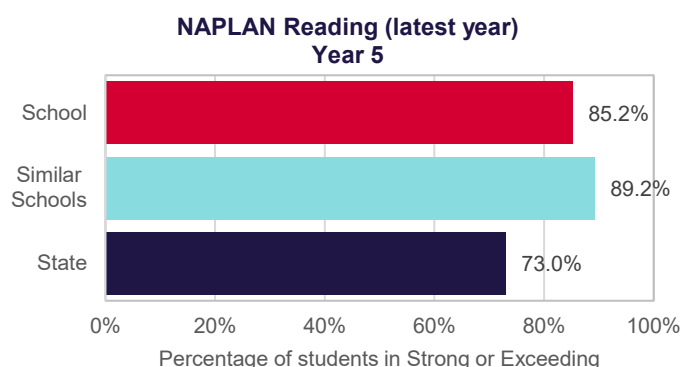
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.2%	87.7%
Similar Schools average:	85.0%	85.4%
State average:	68.7%	69.2%



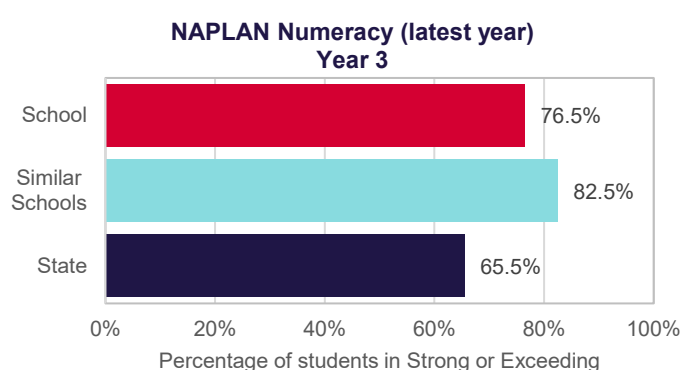
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.2%	89.4%
Similar Schools average:	89.2%	90.3%
State average:	73.0%	75.0%



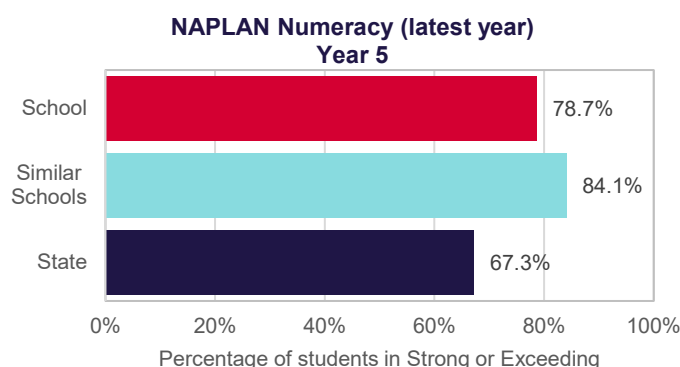
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.5%	80.3%
Similar Schools average:	82.5%	83.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.7%	84.8%
Similar Schools average:	84.1%	85.1%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

81.3%

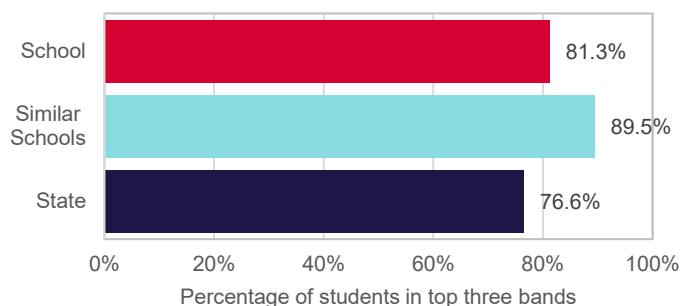
Similar Schools average:

89.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

81.7%

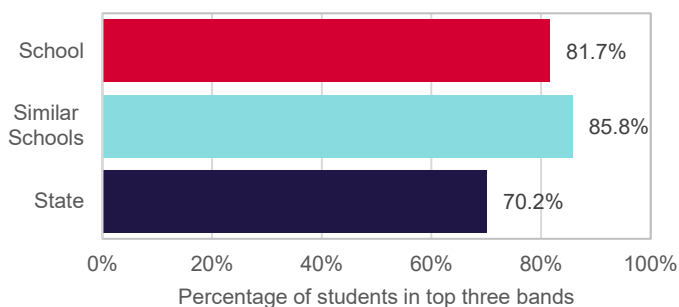
Similar Schools average:

85.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

72.0%

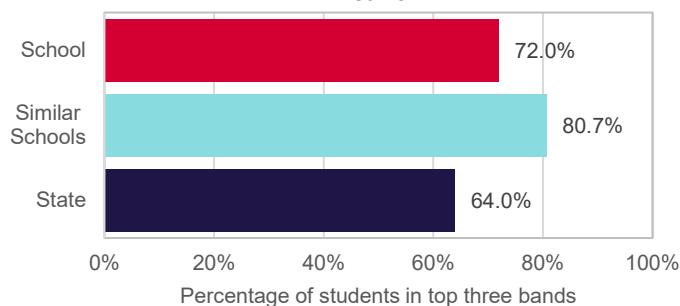
Similar Schools average:

80.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

77.5%

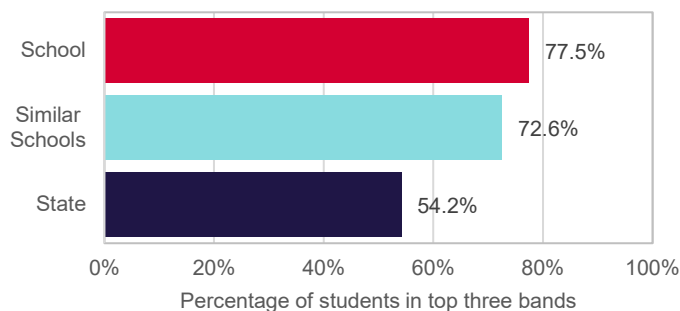
Similar Schools average:

72.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

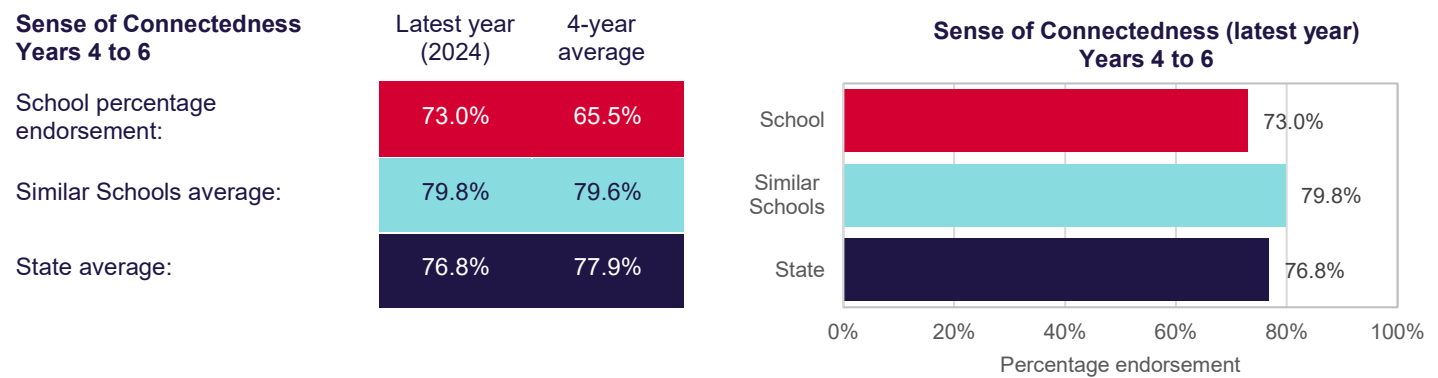


WELLBEING

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.

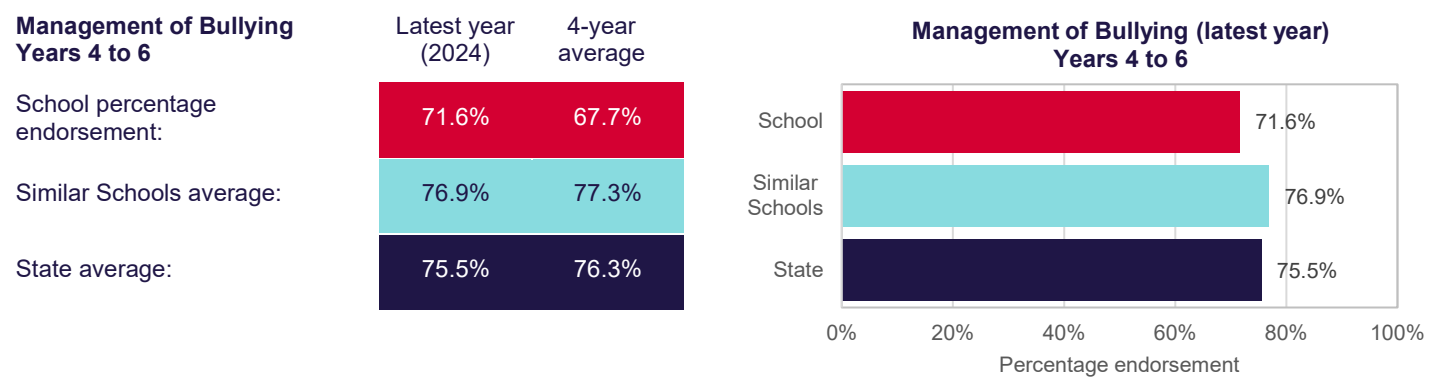
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

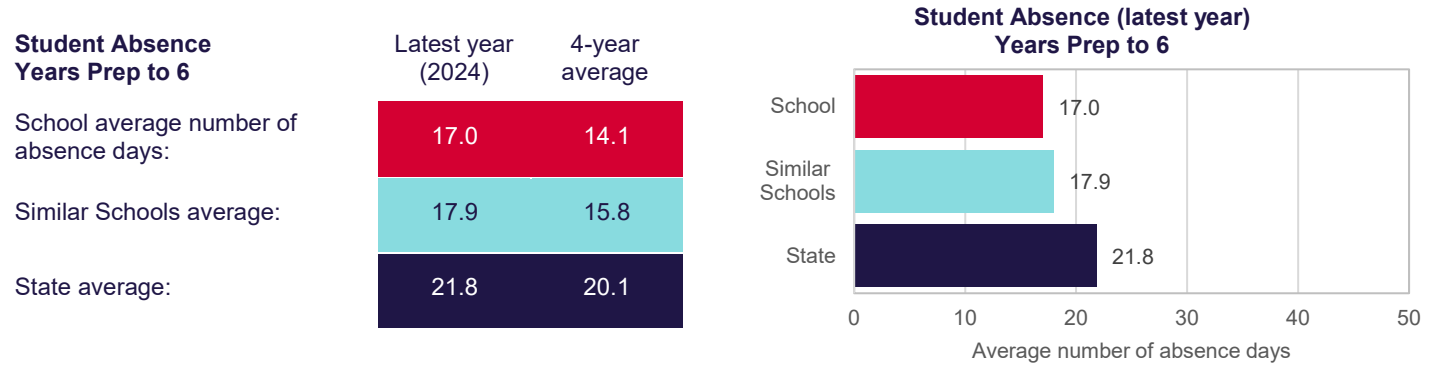


ENGAGEMENT

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.



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 (2024):	93%	94%	91%	91%	92%	90%	90%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,330,814
Government Provided DET Grants	\$464,851
Government Grants Commonwealth	\$9,031
Government Grants State	\$230
Revenue Other	\$29,998
Locally Raised Funds	\$539,662
Capital Grants	\$0
Total Operating Revenue	\$5,374,586

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,690
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,690

Expenditure	Actual
Student Resource Package ²	\$4,312,294
Adjustments	\$0
Books & Publications	\$10,217
Camps/Excursions/Activities	\$143,375
Communication Costs	\$9,049
Consumables	\$106,841
Miscellaneous Expense ³	\$38,558
Professional Development	\$20,321
Equipment/Maintenance/Hire	\$45,758
Property Services	\$144,381
Salaries & Allowances ⁴	\$192,086
Support Services	\$139,695
Trading & Fundraising	\$29,674
Motor Vehicle Expenses	\$39
Travel & Subsistence	\$0
Utilities	\$67,927
Total Operating Expenditure	\$5,260,217
Net Operating Surplus/-Deficit	\$114,369
Asset Acquisitions	\$113,071

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$522,780
Official Account	\$52,858
Other Accounts	\$61,691
Total Funds Available	\$637,330

Financial Commitments	Actual
Operating Reserve	\$159,786
Other Recurrent Expenditure	\$69,574
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$71,938
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	\$210,000
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	\$511,299

All funds received from the Department of Education, 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.

