



ASHBURTON
PRIMARY SCHOOL



PREP 2027

School Tours

Weekly across Terms 1 and 2

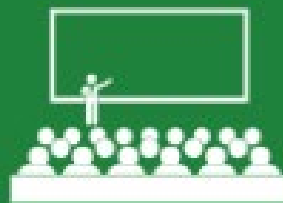
Book via the QR below



Prep Info Night

6pm Tuesday May 5th

Book via the QR below



Prep Storytime

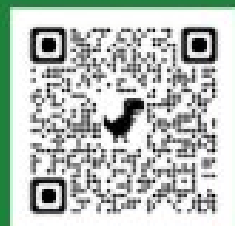
Afternoons in May and June

Book via the QR



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For bookings
& more info



**ACKNOWLEDGEMENT
OF COUNTRY**

*Our school is on the lands of the Wurundjeri people
and we wish to acknowledge them as the
Traditional Owners.*

*We would also like to pay our respects to their
Elders, past and present, and Aboriginal Elders of
other communities who may present.*



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Justin
Hone
Principal



Rachel
Roberts
Assistant Principal



Lori Giannaris
Prep
Teacher



Sonja Newnham
Prep
Teacher



Emily



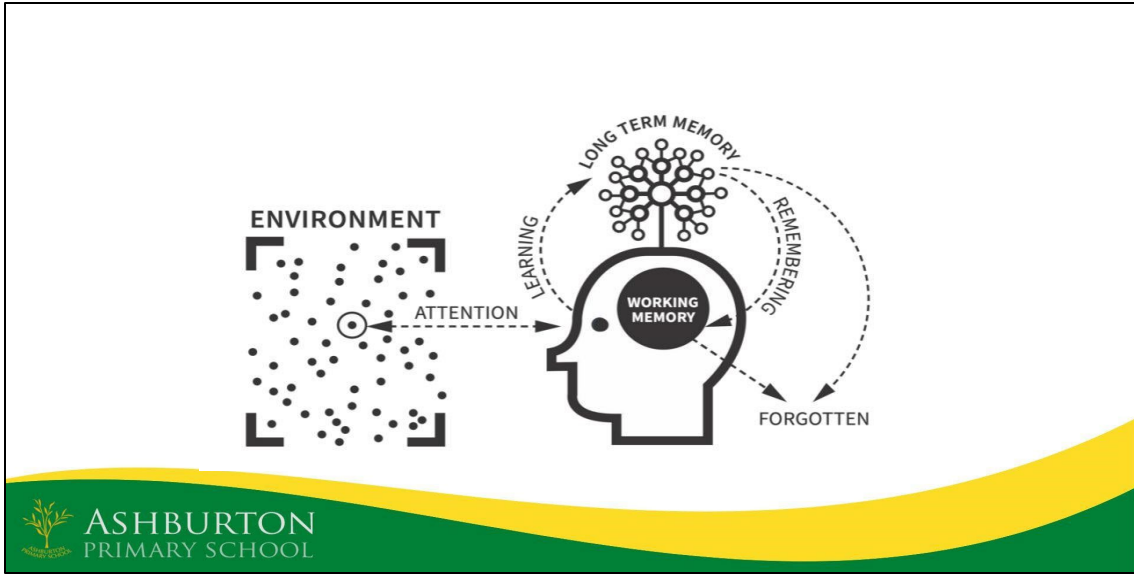
Connor



Stephanie



Olivia



Victorian education is moving toward a model where teaching is **more explicit, structured, and aligned with how the brain learns**—helping students remember more, understand more deeply, and apply their learning with confidence.

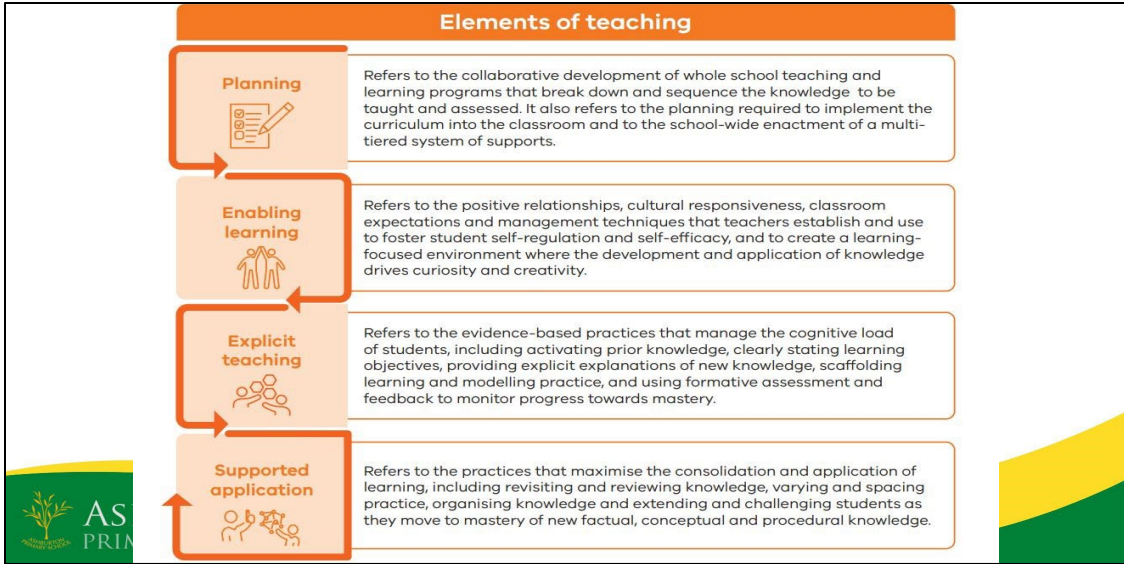
THE EDUCATION STATE | **VICTORIA** State Government | Department of Education

Victorian Teaching and Learning Model 2.0

Elements of learning

Attention, focus and regulation	Knowledge and memory	Retention and recall	Mastery and application
Refers to learning requiring students' attention and involving active engagement in a supportive and responsive learning-focused environment.	Refers to students processing new information in their working memory, where they connect it with existing knowledge in long-term memory, building mental models that integrate and organise knowledge.	Refers to working memory being able to hold a small amount of information at once (cognitive load). If overloaded, new knowledge won't be effectively stored in long-term memory.	Refers to consistent practice and retrieval, allowing students to develop and demonstrate mastery by retaining knowledge and understanding how to apply it effectively.

Learning is most effective when students are **focused, build knowledge step-by-step, practise and revisit it regularly, and then apply it confidently**. Attention → Build knowledge → Practise and remember → Apply with mastery



Effective teaching is about **planning clearly, creating the right learning environment, teaching explicitly, and then supporting students to practise and apply their learning.** Plan → Set up for success → Teach clearly → Practise and apply

Ultimately
it's all about
relationships





The Class of 1975



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Structure

- 420 students in 19 classes
- Straight classes all physically located next to each other
- Current class sizes - less than 20 per Prep-Yr 2, low to mid 20s Yrs 3-6
- Teachers plan in teams to ensure consistency



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The Prep Year



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Our prep classroom is a happy and vibrant environment where the students and teachers have fun learning together. Children will be encouraged to explore, experiment and learn in a range of activities in the classroom and the outdoor environment while developing their skills in literacy, numeracy, science, the arts and other curriculum areas. The emotional, social and academic needs of each child will be catered for.

Literacy



SOUND WAVES



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English in Prep			
Frequency	English focus	Timing	What it looks like...
50 minutes x 5	Phonics Plus Scope and Sequence Implementation Using the Soundwaves scope and sequence.	5 min	Activation of prior knowledge
		10 min	Handwriting - Matching letter to phonics focus (mini whiteboards) - Matching letter to phonics focus (targeting Handwriting books) - Retrieval previously taught letters - Review (mini whiteboards, then practise in handwriting exercise books) - Retrieval previously taught letters
		20 min	Phonics and word knowledge (Soundwaves)
		5 min	High frequency words
		10 min	Dictation
50 minutes x 4	Reading and Viewing Authentic text	10 min	Building fluency and making meaning Fluency
		5 min	Activation of prior knowledge Helping students connect what they already know (from experiences, previous lessons, or background knowledge) to new learning. (We Do)
		25-30 min	Explicit Teaching/Guided Practice/Monitor Learning - Authentic, real-world study, whole class, teacher reading (I Do, We Do) - Teacher explains, models, checks for understanding, guided practice with scaffolding (practical release) Independent Practice/Monitor Learning WE REACH RECOVERY PRACTICE Tier 2 and Tier 3 supports
50 minutes x 1	Speaking and Listening Library	15 min	Browse and borrow
		35 min	Language for interacting with others: interacting with others; analysing, interpreting and evaluating - Viewing and discussion of visual text (We Do, I Do, You Do)
Working towards...			
50 min x 3	Writing Creating texts	15-20 min	Creating literature: text structure and organisation; phonic and word knowledge - Sentence level (linked to authentic text) - Grammar and punctuation work
		30-35 min	Creating literature - Genre units (I Do, We Do, You Do) - 4-5 week blocks linked to Connected

Literacy instruction is grounded in a **structured, explicit approach to early reading and writing**, with a strong emphasis on phonics. The use of the Soundwaves program supports students to **identify, segment and blend sounds (phonemes)**, progressing from recognising initial and final sounds to medial sounds and word construction.

Students are explicitly taught **grapheme–phoneme relationships**, applying these to build simple words and develop early reading confidence. This is complemented by a focus on **letter formation and handwriting**, ensuring correct habits from the outset.

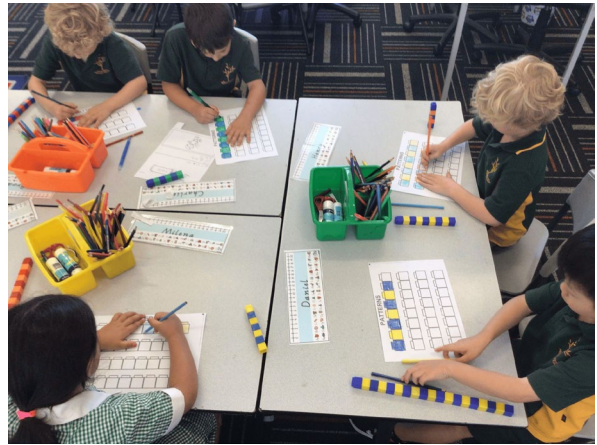
Reading development is supported through **rich exposure to texts**, where students learn about book structures (cover, title, author) and identify letters, words and sentences in authentic contexts. Additional foundational skills such as **rhyming and syllable awareness** further strengthen phonological understanding.

The approach is reinforced through **guided practice, digital reading platforms, and take-home reading**, ensuring consistent skill development across school and home environments.

Numeracy

VLPs - the ones to be done are in the scope and sequence		Maths Teaching P-6	
Frequency	Maths Focus	Timing	What it looks like
50 min x 3 *Prep and Year 1 flexibility to adjust frequency of big ideas/non number focus as required*	Big Ideas Focus (Number, Algebra)	5 min	Daily Review Review of learning
		5 min	Activation of prior knowledge Helping students connect what they already know (from experiences, previous lessons, or background knowledge) to new learning. (We do)
		25 min	Explicit Teaching/Guided Practice/Monitor Learning Teacher modelling new skills including learning intention and success criteria that is targeted to students due to data collected in pre testing and anecdotally (I do, we do, you do) - Teacher explains, models, checks for understanding, guided practice with scaffolding (gradual release) Independent Practice/Monitor Learning NO NOT EVERY LESSON WILL REACH INDEPENDENT PRACTICE The 2 and The 3 supports
		10 min	Reflect/Re-teach Teacher to use questions to check for understanding and re-teach concepts as required (I do, We do) May include exit ticket (You do)
50 min x 2 *Prep and Year 1 flexibility to adjust frequency of big ideas/non number focus as required*	Non Number Focus (Measurement, Space, Statistics, Probability)	5 min	Daily Review Review of learning
		5 min	Activation of prior knowledge Helping students connect what they already know (from experiences, previous lessons, or background knowledge) to new learning. (We do)
		25 min	Explicit Teaching/Guided Practice/Monitor Learning Teacher modelling new skills including learning intention and success criteria that is targeted to students due to data collected in pre testing and anecdotally (I do, we do, you do) Independent Practice/Monitor Learning NO NOT EVERY LESSON WILL REACH INDEPENDENT PRACTICE Differentiation of tasks Students completing work independently and with a teacher group. This time will also include a check in by the teacher and more students brought in and out of teacher group as required (We do, We do)
		10 min	Reflect/Re-teach Teacher to use questioning to check for understanding and re-teach concepts as required (I do, We do) May include exit ticket (You do)

* Lesson Plan structure may also be reflective of a Problem Solving Session (see below)*



Numeracy teaching focuses on building **strong foundational number sense through explicit teaching and hands-on learning.**

A key priority is developing students' ability to **subitise**, alongside counting collections accurately using one-to-one correspondence. Students learn that the **final number counted represents the total (cardinality)** and are encouraged to re-count to check their thinking.

Instruction incorporates the use of **mathematical language** (e.g. more, less, equal to) and extends into broader concepts including **patterns, shape, measurement and comparison.**

Learning is highly **interactive and play-based**, with games and practical activities used to consolidate understanding and build confidence. Real-world and collaborative experiences, often supported by peer learning (e.g. buddies), help students apply mathematical thinking in meaningful contexts.

Connected



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At Ashburton Primary School, Connected Learning is centred on **inquiry into real-world concepts**, helping students understand themselves, others, and the communities they belong to.

Students explore big ideas such as **“What is a community?”** and **“How do we contribute?”**, building their understanding through rich, authentic experiences. These include **incursions and visits from community members** (e.g. police and firefighters), which bring learning to life and help students see the roles people play in keeping communities safe, connected, and supportive.

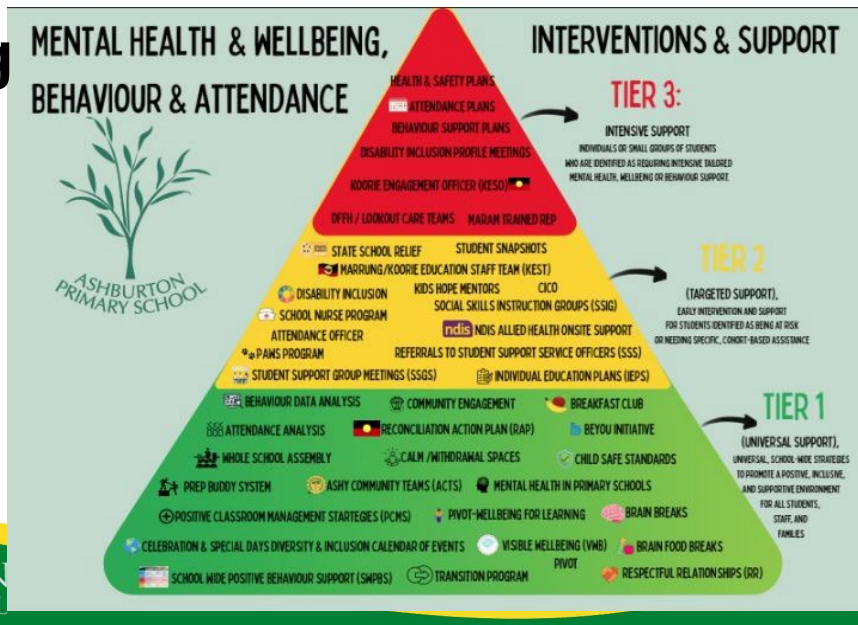
Learning is intentionally designed to develop **social and emotional skills**, with a focus on relationships, empathy, respectful behaviour, and understanding personal space. Students are encouraged to **actively contribute to their classroom and school community**, applying their learning through everyday actions.

This inquiry approach is **hands-on, discussion-based, and reflective**, often culminating in shared projects or presentations that allow students to demonstrate their understanding in meaningful ways.

Wellbeing at APS



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Tier 1: Universal Support (for all students)

A strong foundation focused on **prevention, consistency, and positive school culture**:

- Whole-school approaches to **positive behaviour, inclusion, and respect**
- Explicit teaching of expectations and social skills
- Programs that promote **belonging, engagement, and wellbeing**
- Classroom strategies, assemblies, student leadership, and community-building initiatives

🎯 **Goal:** Create a safe, inclusive environment where all students can thrive

Tier 2: Targeted Support (for some students)

Additional support for students needing more guidance:

- 🙌 **Goal:** Address emerging needs early and prevent escalation

Tier 3: Intensive Support (for individual students)

Highly personalised support for students with complex needs:

- **Individualised plans** (e.g. IEPs, Behaviour Support Plans, Safety Plans)
- Involvement of specialists and external agencies
- Regular monitoring and tailored interventions

🎯 **Goal:** Provide coordinated, intensive support to ensure safety, engagement, and success







What is SWPBS?

School Wide Positive Behaviour Support (SWPBS) is a school-wide framework for developing and explicitly teaching appropriate and positive behaviours and responding to inappropriate behaviours. SWPBS comprises of a broad range of systemic and individualised strategies for achieving important student social and learning outcomes, while also preventing problem behaviour among students. Student behaviour data is recorded, analysed and used for decision making.

After receiving GOLD accreditation for the last 3

Ashburton Primary School Expectation Behaviour Matrix

				
Be Respectful Respecting self and others, school and community property.	<ul style="list-style-type: none"> I respect people's personal space. I am honest. I use manners. I accept adult decisions. I express my opinion without arguing and understand that people are entitled to their own opinion. I am a powerful upstander. I use positive language and body language. I keep our school and the learning space clean and tidy. I recognise and value the diversity of my peers and respect and appreciate that everyone is unique. 	<ul style="list-style-type: none"> I participate in class and cooperate in group work. I allow teachers to teach and students learn. I ask to use other's property and I share. I raise my hand when I wish to speak. 	<ul style="list-style-type: none"> I play fairly and kindly. I play in the correct areas. I am a good sport. 	<ul style="list-style-type: none"> I use toilets and taps responsibly. I move quietly between classes. I respect other people's privacy.
Be Safe Being safe in everything we do around the school and online.	<ul style="list-style-type: none"> I use equipment properly. I eat my own food. I report problems to teachers. I interact with people safely and know that fighting is not allowed (including play fighting). I move safely around the school. I keep my hands and feet to myself. 	<ul style="list-style-type: none"> I use technology as a learning tool. I stay in the learning space. I am safe and respectful online. 	<ul style="list-style-type: none"> I play by the school rules. I stay in-bounds. I play with sticks and stones safely. I wear my school hat when I am supposed to. 	<ul style="list-style-type: none"> I let teachers know if there is an issue. I take care of my personal hygiene and I wash my hands.
Be a Learner Being curious, having high standards, striving to do our best, and allowing others the opportunity to learn.	<ul style="list-style-type: none"> I try my best and have a go. I ask for help. I accept feedback. I handle situations with resilience. I am in the right place at the right time. I recognise and regulate my emotions appropriately. 	<ul style="list-style-type: none"> I am on time, organised and ready for learning. I show pride in my work. I understand my learning needs and am able to explain my goals. I manage my distractions and stay on task. 	<ul style="list-style-type: none"> I try to understand how someone else is feeling. 	<ul style="list-style-type: none"> I only go to the toilets and the taps when I need to.

Teaching of Positive Behaviour

Each week in Term 1 and then at regular intervals throughout the year, one of the positive behaviours on the Expected Behaviour Matrix is explicitly taught in all classrooms and settings across the school.

Acknowledgement of Positive Behaviours

Students displaying these positive behaviours are verbally acknowledged, being related back to the core expectation. At this time, the student is also given a Dojo point to add to one of the Whole School Reward boxes. At assembly, students who received a token are asked to stand and are thanked for demonstrating the expected behaviour and contributing to a whole school reward.

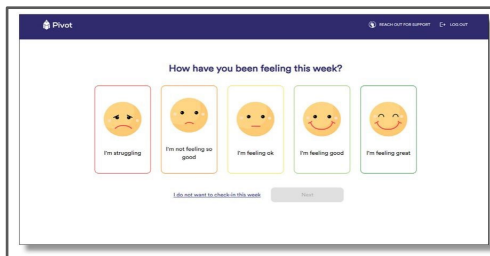
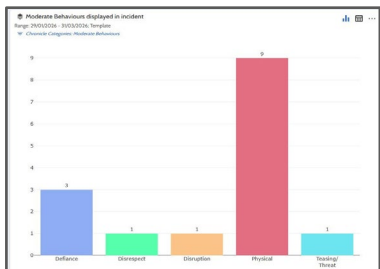
Whole School Reward

When one of the Whole School Rewards reaches the set amount of points, that whole school reward (voted by the students) is carried out.

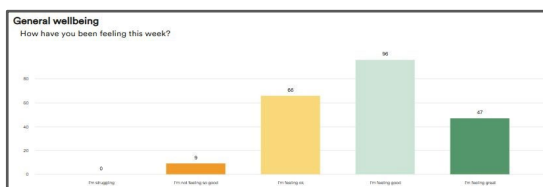
Individual Reward

Students who receive a certain amount of tokens/points/stickers/stamps will also receive individual rewards that have been tailored more specifically to appeal to individual students in each year level/class.

DATA



SWPBS Team Problem Solving Action Plan					
Year Level _____					
Date Period _____					
Date	Precise Problem Statement Based on Review of Data (What, When, Where, Who, Why)	Solution Actions (eg. Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Implementation and Evaluation		
			Who?	By when?	Effectiveness
			Goal with Timeline	Feasibility of Action	<input type="checkbox"/> Not started <input type="checkbox"/> Started <input type="checkbox"/> Partial <input type="checkbox"/> Done



Staff regularly review behaviour data and look for repeated patterns of behaviour. By identifying the behaviour, staff can explicitly re-teach the expected behaviour to the cohort. This year we have also introduced PIVOT - a platform for us to regularly monitor student wellbeing through

Diversity & Inclusion

- Inclusive Curriculum and
- Cultural Representation
- Accessible
- Staff Training
- Targeted
- Family
- Positive School Culture

regular surveys.

Ashburton Primary School fosters an inclusive environment through a **whole-school commitment to diversity, equity, and belonging**. This is reflected in an **inclusive curriculum and pedagogy**, celebration of **cultural and neurodiversity**, and the promotion of **student voice and representation**. The school ensures **accessible facilities**, ongoing **staff professional learning**, and **targeted supports** for students with additional needs. Strong **family partnerships** and community engagement further strengthen inclusion.



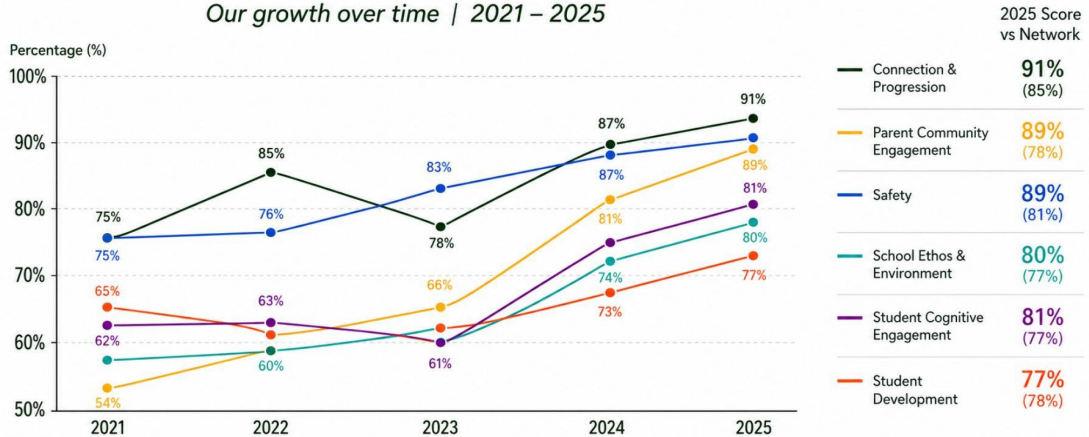
The PA will aim to support APS in three very important ways:

1. By strengthening the APS community spirit and engagement through the organising of parent and community functions and social events
2. By providing services to support the running of the school
3. By raising funds to supplement the school budget.



Parent Opinion Surveys

Our growth over time | 2021 – 2025



Ashburton Primary School has shown strong and sustained growth in Parent Opinion Survey results from 2021 to 2025, with all areas improving significantly. The most notable gains are in **Connection and Progression (91%)** and **Parent Community Engagement (89%)**, reflecting the strength of relationships and communication across the school. **Safety (89%)** and **School Ethos and Environment (80%)** also remain high, highlighting a positive and supportive school culture. Overall, Ashy is performing above network levels in most areas, demonstrating continued improvement and strong community confidence in the school.



New Junior Playground



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Improving learning spaces



 PRIMARY SCHOOL



Oval refresh



Art Show



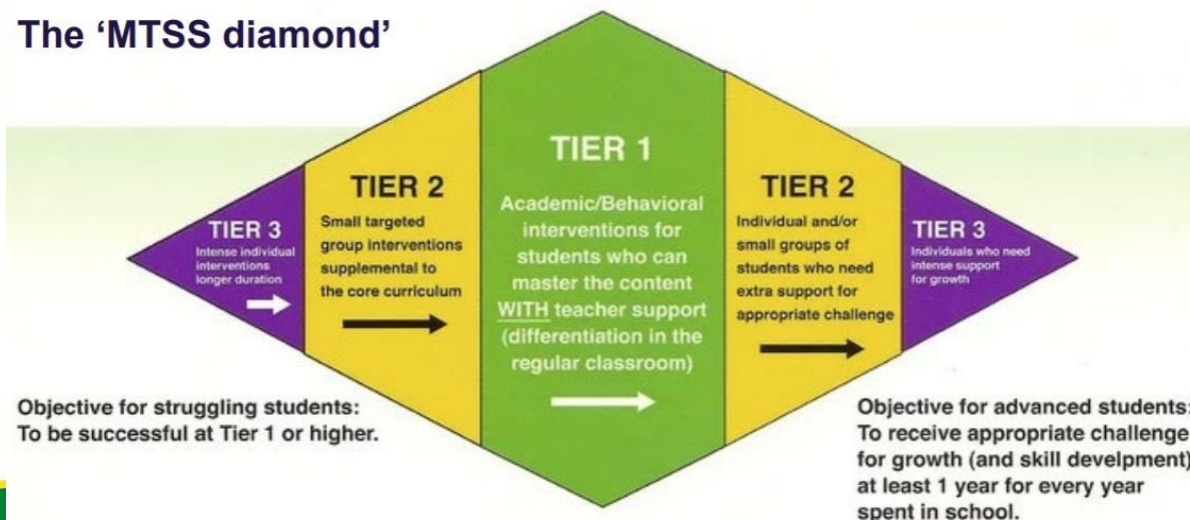
Inclusion



Choir

Supports

The 'MTSS diamond'



Ashburton Primary School uses a **Multi-Tiered System of Supports (MTSS)** to ensure all students are appropriately challenged and supported.

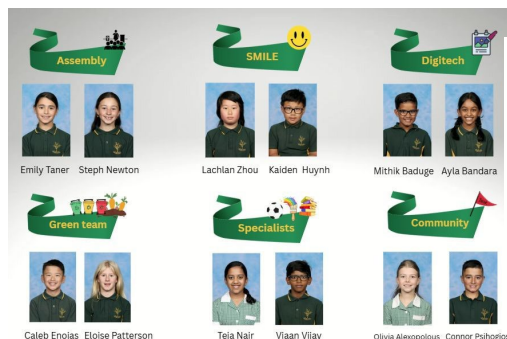
At the core, **Tier 1** provides high-quality classroom teaching with strong **differentiation**, ensuring most students can successfully access the curriculum.

For students needing additional support, **Tier 2** offers **early intervention** through targeted small group programs that reinforce key skills and prevent gaps from widening.

For those requiring more intensive support, **Tier 3** provides individualised interventions to address specific learning needs. This can extend to Individual Learning and Education Plans, as well as more formalised supports such as Disability and Inclusion funding.

Importantly, this model also extends to **high-ability learners**, with targeted opportunities such as **VHAP, Maths Olympiad, Maths Talent Quest, and Maths Games**, ensuring students are continually stretched and engaged.

Student Leadership



Our student leadership program looks to provide opportunities for leadership and responsibility for more students. Last year we introduced Ashy Community Teams - ACTs. ACTs are built around all our Year 6 students being leaders - they are all members of one of the 6 ACT teams such as the Assembly Team, Digitech Team, Community Team, Green Team, Specialist Team or SMILE Team.

Each team is led by two elected students who stay all year round, while each term the teams are mixed up so that more students can have opportunities. In Term 1 a student may be running assembly, the next they could be leading a school tour, and then the next designing posters to promote a school event.

In addition, students in Years 3 to 6 can also be elected to form our Junior School Council, a group who advocate for the student group on how we can improve not only the school, but also the world.

Year 5 and 6 Camps

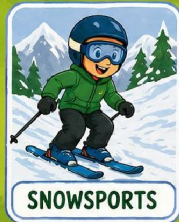


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Camps are such a powerful learning experience for our students.. Our camp program begins in Year 5 with a 3 day/2 night experience at Camp Manyung in Mount Eliza. Highlights include the giant swing, beach walk and the most delicious food you have ever had!

In Year 6 we head off past Ballarat to Raglan for a 4 day/3 night program including canoeing, night walking and hut building. Being away from home is a massive step for many of our students (and their parents!) but it helps to build resilience, self reliance and confidence

SPORTING OPPORTUNITIES FROM YEAR 3



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As well as our sessions of Physical Education and PMP, students at Ashburton also have many opportunities open up as they move through the school. Our senior students compete with local schools in a summer and winter program of team sports, experiencing travelling to other schools to play and in turn hosting them.

From Year 3, students compete in a range of activities including swimming, cross country, and track and field through internal House Competitions. If successful, they can move onto the next level of competition - the district level. Continued success can lead all the way to the national level where students represent Victoria.

Beyond traditional primary school sports, students with specific skills in sports can also enter the State School Victoria system which is a pathway to success. This year we have a student representing us in diving, and another in skiing. In years past it's wonderful to be able to offer a wide range of sporting endeavours for our students to both develop and to achieve success in.





At Ashburton Primary School we aim to provide your child with the movement skills necessary for participation in physical activity. This includes promoting maximum participation, as well as understanding and appreciating the role that physical activity plays in the health of the individual and ultimately the community.

The PE curriculum focuses on the Fundamental Movement Skills, which are the 'building blocks' for more complicated sport and movement related actions. These skills are catch, run, vertical jump, overhand throw, ball bounce, leap, dodge, kick, forehand strike and two-handed strike. Other areas covered include aquatics, gymnastics, sports skills, basic movement, outdoor adventure, games ball handling, fitness education and athletics.

At the junior level, Prep - 2, emphasis is placed on the learning of basic movement patterns, which we build upon as your child progresses through their primary school years. These include activities that will develop catching, throwing, jumping, kicking, punting, dodging and striking. Minor and social games are also included at this level to encourage sharing and cooperation with others.

During grades 3-4 children are taught a broad range of transitional lead up motor skills required for modified team games. These skills are practised individually and then incorporated into game situations. As your child enters grade 5-6 these skills are refined, and game tactics are also emphasised.



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ARTSHOW

**Visual
ARTS**

At Ashburton PS we aim to foster:

Creativity, risk-taking, problem-solving and imagination

Sequential development of skills and processes

Exposure to the art of different cultures and prominent artists of the world, both traditional and contemporary.

Exploration and manipulation of a variety of mediums

Expression of feelings, ideas and emotions

An ability to make aesthetic judgments about pieces of art by responding to their own work, peers' work and that of recognised artists.

Students attend a regular, weekly 50 minute lesson. While some lessons will only require one session, others might run over several lessons and culminate in a major piece of work.

Performing ARTS



Our Performing Arts program comprises of four main components: Music, Drama, Dance and Media Arts. Through making and responding, students learn in 4 interrelated strands: Exploring, Developing Practices, Creating and Presenting.

In Drama, students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. As artists, students create drama works that communicate story, action and meaning. As audiences, students develop an appreciation of the art form and consider how the works of others may influence their own practice.

In Media Arts, students use images, sound, text, interactive elements and technologies to explore, produce and interpret stories about people, ideas and the world around them. They explore the diverse cultural, social and organisational influences on media practices, and they draw on this understanding when producing and responding to media arts works.

In Music, students listen to, compose and perform music from a diverse range of styles, cultures, traditions and contexts. They create, organise, manipulate and share sounds in time and space. Students critically analyse their own music making and music works of others, developing an appreciation for the art form. Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement and experiences.



JAPANESE LOTE

All students at Ashburton Primary School attend a 50-minute Japanese session once a week. Learning Japanese broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. Japanese lessons take place in the Japanese room.

The 4 interrelated aims of the Japanese curriculum are to develop knowledge, understanding and skills to ensure students:

- communicate in Japanese
- understand the relationship between language and culture
- develop intercultural capabilities understand themselves as communicators.



Perceptual Motor Program PMP

Our Perceptual Motor Program (PMP) is a fun, active learning experience designed to support the development of essential movement and coordination skills in our early years students.

Through a series of engaging, play-based activities, students rotate through different stations that focus on:

- Balance and coordination
- Gross motor skills (running, jumping, climbing)
- Fine motor development
- Spatial awareness and body control



Science Technology Engineering Maths

STEM

Our STEM program (Science, Technology, Engineering and Mathematics) provides students with exciting, hands-on opportunities to explore, design, and problem-solve.

Through engaging projects and challenges, students:

- Investigate scientific concepts through experiments and inquiry
- Design and build solutions using creative thinking and engineering skills
- Use digital technologies to create, code, and explore new ideas
- Apply mathematical thinking in real-world contexts

Technology

Technology is a powerful tool in learning but it is still just one tool in our pedagogical approach.

In Prep to Year 3 our students have access to shared banks of iPads

Currently in Years 4-6 students are invited to join our 1-1 iPad program where students bring in iPads from home and we set them up with network access and school apps. This program is being phased out over the next three years



Transition timeline





Prep Storytimes

2.45pm-3.15pm

Fri May 8th

Tue May 26th

Fri June 19th



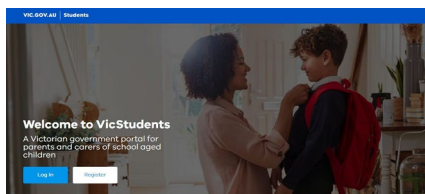
Prep Storytime is a open session for you and your child to visit the Prep classroom. With students on the mat and parents at the back of the room, it offers a low-stakes opportunity for you and your child to get use to the prep classroom. During the session, your child may listen to a story or do an activity. It's the perfect session to start your transition journey.

In November we conduct three transition sessions of around a hour each. During that time, while your child is interacting with others and engaging with a Prep teacher, we will take you through the details of school life you need to know.

Then on December 8th, we conduct a whole school transition day where your 2027 Prep child will meet their 2027 teacher, classmates and classroom.

New Enrolment System for Victorian Government Schools

- Enrolment is now online and digital.
- Open from **Monday 20 April 2026**
- Close by **Friday 31 July 2026**



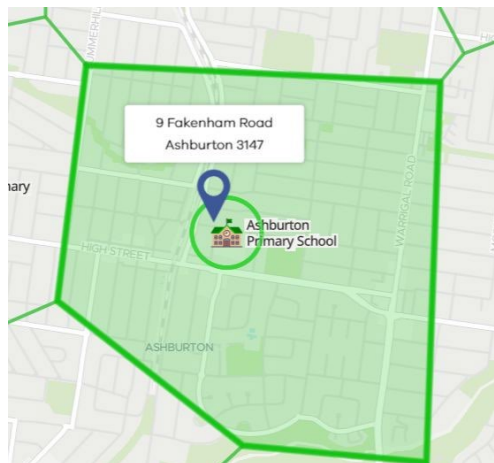
Enrolment Frequently Asked Questions

If I'm living in the Boundary Zone am I guaranteed a spot?

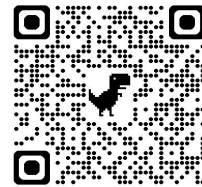
Yes, if you are living in the Boundary Zone, you are guaranteed enrolment.

Visit www.findmyschool.vic.gov.au to check your designated local school.

- If living outside the school zone, if places available then we will accept places in order of next closest address to the zone.



Our website is where we share whole school events, upcoming dates, pictures and stories from the classrooms and specialist areas.



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Thank you for attending.
We look forward to you joining us at Ashburton Primary School in 2027.