

2016 Annual Report to the School Community



School Name: Strathfieldsaye Primary School

School Number: 1211



Strathfieldsaye Primary School



Name of School Principal:	Cindi Bruechert
Name of School Council President:	Jennifer Hurrell
Date of Endorsement:	21.03.17

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Strathfieldsaye Primary School is situated on the eastern outskirts of the City of Greater Bendigo in Central Victoria. Our current enrolment of around 500 students is expected to rise over the next few years as housing developments in the area continue to expand. The families of our students reflect the diversity of the socio-economic profile of our local community.

Our school values underpin the work, relationships and directions of our school and they reflect our aspirations for our students. We believe that school and home working together achieves the best social, physical, emotional and academic outcomes for every student. The wellbeing of each student is enhanced through our Kids Matter and Respectful Relationships Initiatives and our Group Action Projects.

The school's vision and values are reflected in teaching and learning which is aligned with the Strathfieldsaye Learner Profile and the Strathfieldsaye Teacher Model. The Learner Profile guides the development of student learning experiences, curriculum documentation, and effective assessment and reporting practices. It assists students in building individual ownership of their learning; and helps them develop a strong commitment around community action and social awareness. The Strathfieldsaye Teacher Model ensures consistency of effective teacher practice throughout the school, in a context of high expectations.

The school is committed to sustainability and to ensuring a calm, orderly and inclusive learning environment where an innovative, engaging curriculum offers the best options and experiences for individual learning growth. This includes more personalised learning objectives and success criteria.

Framework for Improving Student Outcomes (FISO)

In 2016, the school was in the final year of the 2012-2016 School Strategic Plan which had a focus on the individual learner, distributed instructional leadership and connected citizens. Over the last four years, teachers have designed a teaching framework and learner profile with accompanying rubrics. The school has implemented Fountas and Pinnell, Daily 5 and Café as Literacy frameworks.

Throughout 2016, the school community participated in a detailed School Review process and during Term 4 our new 2017-2020 School Strategic Plan was developed.

The following FISO initiatives formed the basis of our work in 2016

- | | |
|---|---|
| Building practice excellence | <ul style="list-style-type: none"> • Teaching and Learning Coaching focused on the Learner Profile • Increased Rigour of Teacher Observations |
| Curriculum planning and assessment | <ul style="list-style-type: none"> • Implementation of Curriculum aligned with the Learner Profile • Audit of Curriculum against the Victorian Curriculum • Assessment against the Learner Profile |
| Setting expectations and promoting inclusion | <ul style="list-style-type: none"> • Completion of Peer Review Process |

Achievement

The Student Learning component of the Government School Performance Summary (GSPS) shows that in 2016, Strathfieldsaye Primary School students achieved NAPLAN results that were similar to those achieved in like schools on adjusted school performance in all areas. The learning gain of students from Year 3 to Year 5 was disappointing. Significant focus will need to be made on decreasing the percentage of students in the low gain category, especially in Writing.

All Program for Students with a Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.

Key strategies to support continual improvement include:

- Participation in a 'Coaching for Leadership Teams' Program and implementation of a school improvement initiative
- Provision of recognised intervention programs for students at risk, and for whole school priority areas, including Writing.
- Teachers developing the ability to articulate and implement exemplary Literacy and Numeracy practice across the school.
- Use of data to track student learning and to influence and inform teaching practice.

Curriculum Framework implemented in 2016

- Vic Early Years Learning & Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

The school has worked hard to improve the engagement of students in their learning, through the continued implementation of effective teaching approaches across the school. The provision of supportive, engaging and productive learning environments has helped facilitate this process.

Parent - teacher partnerships have been strengthened to ensure the effective monitoring and follow up of behavior management and student absences. Attendance rates improved in 2016, and were similar to like schools. Further improvement of student attendance practices will continue to be a priority.

Key strategies to support continual improvement include

- Supporting consistent approaches in student engagement and behaviour management strategies, through the implementation of the Kids Matter and Respectful Relationships Initiatives
- Introduction of our new School Values and our Behaviour Matrix
- School –wide use of the strategies from the *Every Day Counts* initiative

Wellbeing

Shared values and a strong commitment by all staff to ensure the safety and wellbeing of our students has supported the achievement of our Student Wellbeing goals over the last year.

The Student Attitude to School Survey results show that our Connectedness to School and Perceptions of Safety results were similar to like schools. For continued success in this area, the embedding and maintaining of a culture of respect and responsibility will remain a priority

Key strategies to support continual improvement include:

- Further promotion of our Kids Matter and Respectful Relationships initiatives
- The continued use of programs that promote positive behaviours, social competencies and resilience.
- Explicit promotion of school values and behaviour matrix across the school community.
- Enhancement of the student leadership program

For more detailed information regarding our school please visit our website at
www.strathps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 471 students were enrolled at this school in 2016, 230 female and 241 male. There were 1% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>55%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>53%</td> <td>37%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>57%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>49%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	46%	21%	Numeracy	36%	55%	9%	Writing	53%	37%	10%	Spelling	31%	57%	11%	Grammar and Punctuation	33%	49%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	91 %	94 %	93 %	91 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	91 %	94 %	93 %	91 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

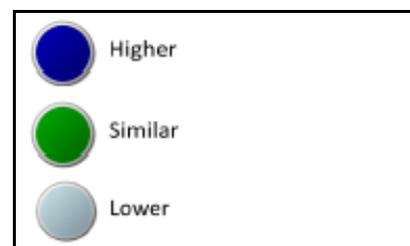
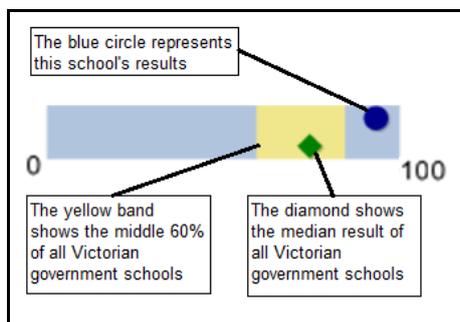
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

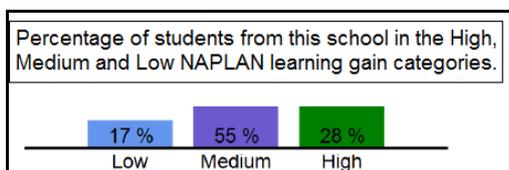
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

The Finance Committee of the School Council monitored all the school's financial matters and reported regularly to School Council. The financial situation of the school was managed effectively and allowed the school to provide funding and resources for programs, which ensured that our school's physical resources were adequately maintained and that our teaching and learning priorities were supported. The school had a net operating deficit of \$33,448 at the end of 2016, which was primarily due to a significant increase in unfunded enrolments throughout the year – 35 students.

The Strathfieldsaye Primary School Twilight Family Fair and Lapathon were our biggest fundraisers for the year, contributing over \$33,000 to our fundraising efforts, which will go towards the development of a new playground area at the rear of the school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,113,612
Government Provided DET Grants	\$374,495
Government Grants Commonwealth	\$3,200
Government Grants State	\$4,300
Revenue Other	\$57,833
Locally Raised Funds	\$466,902
Total Operating Revenue	\$4,020,343

Expenditure	
Student Resource Package	\$3,033,076
Books & Publications	\$5,284
Communication Costs	\$5,854
Consumables	\$89,196
Miscellaneous Expense	\$155,811
Professional Development	\$12,032
Property and Equipment Services	\$223,405
Salaries & Allowances	\$284,040
Trading & Fundraising	\$193,207
Utilities	\$51,887
Total Operating Expenditure	\$4,053,791

Net Operating Surplus/-Deficit	(\$33,448)
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$70,363
Official Account	\$18,863
Other Accounts	\$41,012
Total Funds Available	\$130,238

Financial Commitments	
Operating Reserve	\$130,238
Total Financial Commitments	\$130,238

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Miscellaneous Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.