

2017 Annual Report to the School Community



School Name: Strathfieldsaye Primary School

School Number: 1211



- 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 Regulation 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 2017 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 01 June 2018 at 01:18 PM by Cindi Bruechert (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 25 June 2018 at 11:57 AM by John Fletcher (School Council President)



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 535 students. The families of our students reflect the diversity of the socio-economic profile of our local community. Our school values of caring, optimism, respect, and excellence 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, the Strathfieldsaye Teacher Model and the Department of Education and Training High Impact Teaching Strategies (HITS). 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 and the HITS ensure consistency of effective teacher practice throughout the school, in a context of high expectations and a focus on personalised learning objectives and success criteria. The school is committed to ensuring a calm, orderly and inclusive learning environment where an innovative, engaging curriculum offers the best options and experiences for individual learning growth.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes focus key improvement strategies achieved throughout 2017 included:

Excellence in Teaching and Learning

- Continue to embed the Strathfieldsaye Primary School (SPS) Teaching Model and the Learner Profile tools in the daily practice of teachers and students
- Elevate practice associated with school wide use of data to inform planning, and to support personalised learning across all curriculum areas, with a particular focus on Mathematics, and the Writing language mode

Professional Leadership

- Develop the capabilities of leadership teams in using evidence and proven coaching and feedback methods

Positive Climate for Learning

- Review the behaviour management policy and processes and build staff understanding of trauma informed practice
- Support teachers and students in the development of the essential knowledge, skills and attributes that underpin responsible behaviour, and support a positive learning environment
- Continue to improve student connectedness through student voice, and the implementation of the Group Action Project (GAP).

Community Engagement in Learning

- Ensure the development of a holistic approach to student wellbeing, which includes an emphasis on collaborative family and community partnerships, through the implementation of the Kids Matter and Respectful Relationship Initiatives.

Achievement – Excellence in Teaching and Learning

Throughout 2017, we achieved the following:

- We implemented a common spelling program (Words Their Way) throughout the school and the testing has shown significant outcome improvements.
- Trialling the Literacy planner enabled teachers to practice the gradual release of responsibility explicit teaching model.
- Learning walks provided an insight into how literacy is taught throughout the school.
- The Writing Professional Learning session reinforced the importance of modelled writing and elevated teacher confidence in the teaching of writing.
- Our student writing outcomes increased, and students were more engaged in their writing activities and had an increased desire to share their work.
- We analysed whole school writing data including NAPLAN and teacher judgement data. We have researched, introduced and implemented writing strategies and programs across the school. We have reflected on our current moderation practices and refined this practice to increase consistency and accuracy. Our learning specialist has implemented observational walks, as well as individual coaching to improve our instructional practice.
- We developed teacher capacity in the implementation of Words Their Way program. Many teachers have reported high student growth as a result of the effective implementation of this program.
- We embedded the Learner Profile in our planning, and reported on student progress against the profile twice throughout the year.

Engagement – Setting Expectations and Promoting Inclusion

Throughout 2017, we achieved the following:

- We ensured the effectively running of the GAP program. Lessons were well organised and planned in advance to ensure success.
- The Kids Matter open day was very successful and enable high levels of parent engagement.
- Junior sports day students were grouped in their GAP groups for activities and this was very successful, especially with the older students running the events. There was a good parent turn out and a positive vibe amongst parents.
- Kids Matter Component 2, session 1 and 2 was completed by staff. Departments are organising how to incorporate their SEL learning into their 2018 planners.
- We have made closer links to our Indigenous community through professional development, our visits to Mandurang South, and the implementation of Marrung Aboriginal policy.

Wellbeing – Parents and Carers as Partners

Throughout 2017, we achieved the following:

- We used the NWVR Inclusion Tool to audit our inclusion practices. The results of which demonstrate that inclusion has been embedded across the school
- The Kids Matter Action Team helped to promote inclusion and connection amongst students in the yard through targeted initiatives
- Closer ties with indigenous children and their families were built via the Connection to Country Proposal and implementation of the Marrung Education Plan.
- We witnessed a positive increase in the leadership capabilities of our Grade 5/6 students due to their leadership of GAP and other initiatives.
- We increased our ability to cater for the needs of our OOH children has through participation in the Lookout Training and through our partnering agreement.
- We reviewed our IEP processes and refined our protocols around the implementation of these plans.

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 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	
<p>Enrolment Profile</p> <p>A total of 510 students were enrolled at this school in 2017, 242 female and 268 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 2 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



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:

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



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:

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> Lower</p>



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: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>58%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>45%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>53%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>46%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>46%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	58%	20%	Numeracy	34%	45%	21%	Writing	32%	53%	15%	Spelling	24%	46%	31%	Grammar and Punctuation	22%	46%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>91 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	91 %	94 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	91 %	94 %	91 %										



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: ◆

Wellbeing	Student Outcomes	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: 2017</p>	<p>○ Lower</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: 2017</p>	<p>● Similar</p>

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)

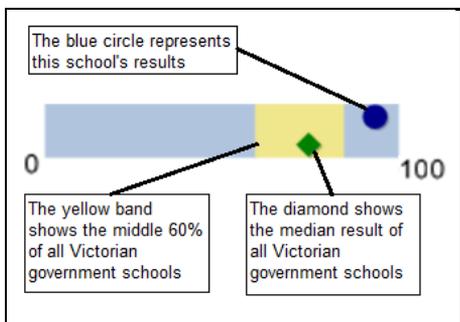
Engagement

- 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).

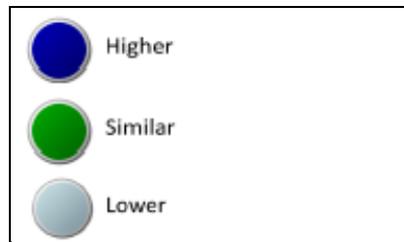


What does *School Comparison* refer to?

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 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

The Strathfieldsaye Primary School Financial Performance Summary outlines that the school ended 2017 with a net operating surplus of \$59,062. The schools operating reserve and financial commitment includes a \$50,000 bequest which has been set aside for the future development of a new playspace at the rear of the school. State Government equity funding of \$39,767 was received in 2017 and was utilized to employ an Education Support staff member to enhance student engagement and wellbeing.

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.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,453,932	High Yield Investment Account	\$141,980
Government Provided DET Grants	\$554,727	Official Account	\$38,789
Revenue Other	\$23,379	Other Accounts	\$0
Locally Raised Funds	\$465,831	Total Funds Available	\$180,768
Total Operating Revenue	\$4,497,869		
Equity¹			
Equity (Social Disadvantage)	\$39,767		
Equity Total	\$39,767		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,416,353	Operating Reserve	\$153,878
Books & Publications	\$939	Capital - Buildings/Grounds incl SMS<12 months	\$26,890
Communication Costs	\$5,132	Total Financial Commitments	\$180,768
Consumables	\$88,230		
Miscellaneous Expense ³	\$179,262		
Professional Development	\$14,620		
Property and Equipment Services	\$274,103		
Salaries & Allowances ⁴	\$329,240		
Trading & Fundraising	\$70,869		
Travel & Subsistence	\$25		
Utilities	\$60,034		
Total Operating Expenditure	\$4,438,807		
Net Operating Surplus	\$59,062		
Asset Acquisitions	\$0		

(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 05 March 2018 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.