

# 2019 Annual Report to The School Community based on 2018 Achievements



**School Name: Strathfieldsaye Primary School (1211)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2018 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 05 March 2019 at 09:13 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 2018 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 27 March 2019 at 12:40 PM by John Fletcher  
(School Council President)

## About Our School

### School context

Strathfieldsaye Primary School is situated in the suburb of Strathfieldsaye on the eastern outskirts of the City of Greater Bendigo in Central Victoria. Our student enrollment at the beginning of 2018 was 535 students and our workforce composition of 52 staff was made up of 2 Principal class (Principal and Assistant Principal), 2 Leading Teacher class (Leading Teacher and Learning Specialist), 32 Teaching class (22 x Classroom Teacher 2 and 10 x Classroom Teacher 1), 4 Teaching Support staff, 6 Integration Aides, 1 Canteen Manager, 2 IT Support staff (1 DET employee and 1 Local Payroll employee), 2 Maintenance staff and 1 Chaplain. Our School Family Occupation and Education Index was 0.3224 in 2018 and 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 a close working relationship between the school and its families ensures the best social, physical, emotional and academic outcomes for every student. The well-being of each student is enhanced through our Be You (previously Kids Matter) and Respectful Relationships Initiatives and our multi-aged Group Action Projects.

The school's Strategic Plan and its vision and values are aligned with the Victorian Curriculum and the Department of Education and Training's High Impact Teaching Strategies (HITS). The learning areas and capabilities that are promoted throughout the school curriculum guide the development of student learning experiences, curriculum documentation, and effective assessment and reporting practices. They assist students in building individual ownership of their learning; and help them develop a strong commitment around community action and social awareness. Implementation of the High Impact Teaching Strategies ensure consistent and effective teacher practice throughout the school, in a context of high expectations with a focus on personalised learning objectives and success criteria. The school is ultimately committed to providing a calm, orderly and inclusive learning environment and an innovative and engaging curriculum that offers the best learning experiences for all students.

### Framework for Improving Student Outcomes (FISO)

Throughout 2018, our school completed each of our identified FISO Key Improvement Strategies. We elevated our 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.

All staff participated in a number of professional learning sessions and modelled teaching sessions facilitated by Mathematics consultant, Michael Ymer. Eight of our team leaders participated in the extensive Professional Learning Community (PLC) training and then implemented these strategies through the work of their PLC teams.

We ensured an appropriate focus on the Victorian Curriculum Critical and Creative Thinking capability and the Personal and Social Capability. Through a focus on evidence based literature, such as 'The Art and Science of Teaching' by Marzano, our Leading Teachers provided professional development and guidance around the development of the proficiency scales linked with the critical and creative thinking capability and the personal and social capability.

Students in all year levels began to authentically use proficiency scales and learning maps, and the evidence demonstrated increased student motivation and agency related to the critical and creative thinking capability in particular. An audit of curriculum indicated that the personal and social capability was being explicitly taught and was evident in planning, through initiatives such as Respectful Relationships, School Wide Positive Behaviour Support (SWBPS) and the Be You program (previously known as Kids Matter).

We continued to improve student connectedness through student voice and agency. We ensured the development of an holistic approach to student well-being, which included an emphasis on collaborative family and community partnerships. Members of the leadership team attended the SWPBS training and shared strategies with staff during the Curriculum Day in Term 4. Steps were taken to make improvements to our behaviour charts and the explicit teaching of positive behaviours throughout the school as a result of this training. The nominated staff member who facilitated and monitored the Respectful Relationships program created a staff survey, inquiring about the support required to enable all staff to consistently deliver Respectful Relationships. This resulted in the consistent inclusion of the program in weekly teaching and learning programs.

Following a detailed consultation process with our local Aboriginal and Torres Strait Islander (ATSI) community, the Barring-Connection to Country proposal was finalised and submitted to the National and State governments for funding consideration. Based around the delivery of cultural education and in line with the Marrung Aboriginal Education Plan, if successful this proposal will provide valuable learning opportunities for Strathfieldsaye PS students and for students across the Greater Bendigo Network.

### **Achievement**

To progress our student achievement goals and outcomes throughout 2018, we:

- Initiated the use of a dedicated 40 minute data driven planning time each week, allowing our year level Professional Learning Community teams to work together on improving student outcomes
- Elevated our practice associated with school wide use of data to inform planning and personalised learning
- Developed teacher capacity in the delivery of an effective Mathematics curriculum through participation in professional learning sessions led by Mathematics consultant, Michael Ymer
- Implemented the Mathematics Essential Learnings and Learning Maps in an authentic way, supporting personalised learning, goal setting and student agency
- Reported significant student growth as a result of this intensive professional learning focus on Mathematics
- Ensured all teachers maintained an appropriate focus on explicit teaching of the Critical and Creative Thinking Capability.

### **Engagement**

To ensure our student engagement goals and outcomes were achieved throughout 2018, we:

- Continued to improve student connectedness through student voice and we ensured the development of an holistic approach to student well-being
- Participated in the School Wide Positive Behaviour Support training and shared strategies with staff during the Curriculum Day in Term 4
- Nominated a staff member to facilitate and monitor the Respectful Relationships initiative across the school
- Created a staff survey to identify the supports required to enable all staff to consistently deliver the Respectful Relationships initiative in their weekly teaching and learning programs.
- Ensured all teachers maintained an appropriate focus on explicit teaching of the Personal and Social Capability.
- Developed closer links to our Indigenous community through the refinement of the Barring - Connection to Country Proposal and through regular consultation with the broader ATSI community.

### **Wellbeing**

To achieve our student wellbeing goals and outcomes throughout 2018, we

- Continued to use Child Safe Standards and the NWVR Inclusion Tool to audit our inclusion practices. The results of which demonstrate that inclusion has been embedded across the school
- Promoted inclusion and connection among students in the yard through targeted initiatives such as Be You (previously known as Kids Matter)

- Developed closer ties with indigenous children and their families were built via the Connection to Country Proposal and implementation of the Marrung Education Plan.
- Witnessed a positive increase in the leadership capabilities of our Grade 5/6 students due to their leadership of GAP and other initiatives.
- Increased our ability to cater for the needs of our Out of Home Care children through participation in the Lookout Training and through our partnering agreement.
- Reviewed our Individual Education Plan processes and refined our protocols around the implementation of these plans.

### **Financial performance and position**

The Strathfieldsaye Primary School Financial Performance Summary outlines that the school ended 2018 with a net operating surplus of \$47,313. The schools operating reserve and financial commitment includes a \$50,000 bequest and a \$10,000 grant which has been set aside for the future development of a new play space at the rear of the school. State Government equity funding of \$40,168 was received in 2018 and was utilized to employ an Education Support staff member to enhance student engagement and well-being.

At the end of 2018, School Council approval was gained to use the \$43,000 raised by the school community at the 2018 Strathfieldsaye Twilight Fair and the 2018 Lapathon to purchase new Interactive TVs for the 26 classrooms / learning spaces across the school. This investment will assist teachers in their delivery of a high quality curriculum to meet the individual needs of all students.

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.

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 534 students were enrolled at this school in 2018, 247 female and 287 male.

ND were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>62%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>45%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>38%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>39%</td> <td>41%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	47%	33%	Numeracy	16%	62%	22%	Writing	28%	45%	27%	Spelling	34%	38%	28%	Grammar and Punctuation	39%	41%	20%	<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 Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>            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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 999"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	93 %	93 %	93 %	93 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	93 %	93 %	93 %	93 %										

### 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><b>Students Attitudes to School - Sense of Connectedness</b></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>● Similar</p> <p>○ Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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>● Similar</p> <p>● Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,756,044	High Yield Investment Account	\$60,900
Government Provided DET Grants	\$489,792	Official Account	\$32,722
Revenue Other	\$130,515	<b>Total Funds Available</b>	<b>\$93,622</b>
Locally Raised Funds	\$463,096		
<b>Total Operating Revenue</b>	<b>\$4,839,447</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$40,168		
<b>Equity Total</b>	<b>\$40,168</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,725,511	Operating Reserve	\$33,622
Books & Publications	\$3,593	Provision Accounts	\$4,923
Communication Costs	\$4,405	Beneficiary/Memorial Accounts	\$60,000
Consumables	\$95,819	<b>Total Financial Commitments</b>	<b>\$98,545</b>
Miscellaneous Expense <sup>3</sup>	\$178,143		
Professional Development	\$20,254		
Property and Equipment Services	\$262,342		
Salaries & Allowances <sup>4</sup>	\$391,472		
Trading & Fundraising	\$69,617		
Travel & Subsistence	\$500		
Utilities	\$40,477		
<b>Total Operating Expenditure</b>	<b>\$4,792,135</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$47,313</b>		
<b>Asset Acquisitions</b>	<b>\$46,667</b>		

(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 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

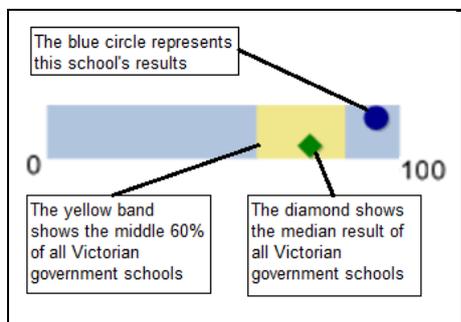
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

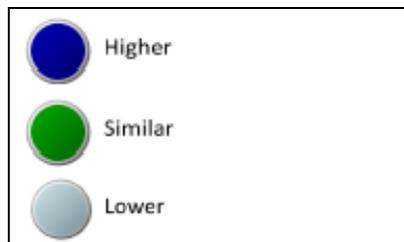


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').