

2019 Annual Report to The School Community



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).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 17 March 2020 at 05:11 PM by Cindi Bruechert (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 March 2020 at 02:38 PM by Darren Flett (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 2019 was 541 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 0.35 in 2019 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 2019, Strathfieldsaye Primary School focussed on the implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) dimensions of:

- Building practice excellence
- Setting expectations and promoting inclusion
- Empowering students and building school pride

The Key Improvement Strategies implemented throughout the year provided staff, students and community members with opportunities to:

- 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.
- Elevate the contribution of authentic student voice as a key element in personalised learning.
- Review the school's behaviour management policy and processes and build staff understanding of the School Wide Positive Behaviour Support (SWPBS) initiative.
- Continue to improve student connectedness through the elevation of student voice.

Achievement

Highlights

Professional Learning Communities (PLCs) have continued in Term 3 and 4, using the Improvement Cycle model for monitoring student learning and growth. Discussions have occurred clarifying best practice and as a result, have been adjusted where necessary. PLC Leaders completed a self- assessment of PLCs using the PLC Maturity Matrix indicating we believe to be working at an Emerging status.

Explicit systems for Peer observation and Coaching have continued in Semester 2. The teaching staff has had the opportunity to observe and provide feedback on teaching, with support and input from leaders. Professional Learning on effective instructional practice has occurred leading to the creation of a Writing, Reading and Mathematics Instructional models which have been embedded as a consistent practice with the support of classroom observations and coaching.

In the area of Writing, The Australian Criterion Scales are being used as a preferred alternative to creating Essential Learnings. We feel the Criterion Scales are being used effectively and work in a similar way as Essential Learnings would be. Teachers have been using these when assessing Common Assessment Tasks (Cold Writes). Analysis of teacher judgements and NAPLAN assessments has indicated a greater consistency of levels (A- E) with our teacher judgement and NAPLAN following the implementation of these Criterion Scales.

In the area of Mathematics, Essential Learning Maps have been discussed with students in some classrooms in order for students to track personalised learning. In junior year levels, checklists created from Learning Maps are used in conferences. In senior year levels, students track their learning and future goals using Learning Maps that they have unpacked during discussions of Learning Intentions and Success Criteria. The 2019 Student Performance Report also indicates that in % of students meeting or above benchmark growth in Numeracy (Years 3 to 5) has increased significantly with a 6.7% over 3 years following the establishment and consistent use of the instructional model and Essential Learnings.

One of our key areas of work this semester has been our year 3-6 participation in the Learning Place pilot, used as an alternative to the HITS survey. The school provided professional learning for all staff during our Term 3 Curriculum Day in order to build teacher practice around this resource and the associated HITS (Setting Goals and Feedback) which allows teachers to easily create and deliver lessons with clear goals, receive cognitive feedback from students and reflect on their impact in a collaborative manner.

Essential Learning Maps have been discussed with students in some classrooms in order for students to track personalised learning. In junior year levels, checklists created from Learning Maps are used in conferences. In senior year levels, students track their learning and future goals using Learning Maps that they have unpacked during discussions of Learning Intentions and Success Criteria.

Student engagement data indicates (as evidenced in the Student Attitude to School Survey results) that student voice and agency has increased from 60% to 70% from 2018 to 2019 following the further implementation of Learning Maps and the consistent use of student voice surveys. The Student Performance Report also indicates that in 2019 student's % of positive endorsement in Stimulated Learning (Years 5-6) has increased significantly with a 6.9% increase over 3 years.

Future Direction

Working with Learning Place Pilot, providing feedback and developing a 'junior friendly' survey. Further implementation and consistent use of Essential Learning Maps with students, assisting students to negotiate future learning goals and track personalised learning. This will require further coaching and classroom observations with teachers who have successfully implemented.

Engagement

Highlights

A dedicated SWPBS leader was allocated to drive the SWPBS framework and communicate with the regional coach. The development of the Expected Behaviour Matrix has allowed for more consistent language across the school. The first behaviour blitz in term 3 involved students learning to move around the school safely. Walking and running areas were targeted with the aim of reducing student injury. The second blitz in term 4 focused on safe play with students taught about what safe play looks like as well as the addition of 'safe strategies' in football etc.

Analysis of Compass data has shown that more green cards were given out in Term 3 after the SWPBS coordinator gave each grade a break down of their green card allocation.

Yard duty areas were rezoned to ensure greater surveillance and staff meeting discussion was directed towards developing and improving active supervision skills. This was in response to the NCSS Priority for Improvement data: physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns and (c) inappropriate access to and exit from school grounds.

Yard plans have been developed around red card incidents and associated areas - helping to ensure more effective supervision of individual students.

Future Direction

As we develop 'behaviour blitzes' for a range of areas across the school, school-wide expected behaviours will continue to be taught and be applied to non-classroom settings. The status of student behaviour and management practices will be evaluated quarterly from SWPBS data.

Wellbeing

Highlights

An analysis of the Student Attitudes to School Survey shows targets exceeded for 2019, with the ATTS target for classroom behaviour (67) achieving a score of 79% and student safety (88) scoring 84%. This may be attributed to more consistent language across the school in relation to expected behaviours through the SWPBS framework. Student voice contributed to the development of the expected behaviour matrix and 'Come and Have Your Say Day' gave students an opportunity to voice concerns and contribute ideas for whole school improvement. Data from the 2019 Parent Opinion Survey also exceeded set targets.

The student planned and led Values Day focussed on the key attributes of our school values. The Be You team led classroom sessions that emphasized the importance of these values for every student who attends Strathfieldsaye Primary School.

Students played a key role in the design of toilet doors - selecting affirmations that they felt were important for all students in the school to help maintain a positive mindset. All students participated in a range of activities on the National Day Against Bullying and had the opportunity to make a promise to stand against bullying in all its forms.

The new Learning Places survey superseded the original HITS survey document that had been developed with the intention of teachers receiving feedback on their teaching. The Learning Places survey was implemented across the school in years 3-6 with student voice being a main focus of the data. The survey has allowed teachers to reflect on the student feedback and adjust their delivery and lesson content where necessary. The SATS showed an increase in the scores of 60% in 2018 to 70% in 2019.

Future Direction

As we transition to a new year it will be important that the Be You Student Wellbeing Team continue to have opportunities to harness student voice and contribute to whole-school planning, working alongside the Junior School Council when possible.

In 2020, it will be important that students have greater opportunity to provide feedback on survey data in small groups, particularly the SATS survey as data has continued to show that male students in grades 4-6 generally score lower than females.

Financial performance and position

Strathfieldsaye Primary School maintained a sound financial position throughout 2019. The Strathfieldsaye Primary School Financial Performance Summary outlines that the school ended 2019 with an operating reserve of \$60,949. The 2017-2020 School Strategic Plan, along with the 2019 Annual Implementation Plan, continues to provide a framework for school council allocation of funds to support school programs and priorities.

The schools operating reserve and financial commitment include a \$50,000 bequest and a \$10,000 grant which has been set aside for the future development of a natural play space at the rear of the school. State Government equity funding of \$45,876 was received in 2019 and was utilized to employ an Education Support staff member to enhance student engagement and well-being. Throughout 2019, School Council approval was gained to use the \$32,000 raised by the school community at the 2019 Community Fair to purchase new modular furniture and sit-stand desks for the Gr 5-6 Common Area and the \$9,000 raised at the 2019 Lapathon to purchase a classroom set of Samsung Galaxy Tablets which will be used by students to enhance their skills during their Performing Arts and Visual Arts classes over the coming years.

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.




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

Enrolment Profile

A total of 541 students were enrolled at this school in 2019, 257 female and 284 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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Below </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Above ●</p> <p>Above ●</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>Below ●</p> <p>Above ●</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	94 %	94 %	95 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	94 %	94 %	95 %	94 %										

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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below ●</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>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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,932,638	High Yield Investment Account	\$41,499
Government Provided DET Grants	\$519,546	Official Account	\$19,447
Government Grants Commonwealth	\$6,400	Total Funds Available	\$60,946
Revenue Other	\$30,973		
Locally Raised Funds	\$450,456		
Total Operating Revenue	\$4,940,014		
Equity¹			
Equity (Social Disadvantage)	\$45,876		
Equity Total	\$45,876		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,880,111	Operating Reserve	\$60,946
Books & Publications	\$2,547	Provision Accounts	\$4,923
Communication Costs	\$3,671	Beneficiary/Memorial Accounts	\$60,000
Consumables	\$121,512	Total Financial Commitments	\$125,869
Miscellaneous Expense ³	\$192,228		
Professional Development	\$17,265		
Property and Equipment Services	\$265,678		
Salaries & Allowances ⁴	\$339,755		
Trading & Fundraising	\$55,498		
Utilities	\$47,193		
Total Operating Expenditure	\$4,925,457		
Net Operating Surplus/-Deficit	\$14,557		
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 20 March 2020 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)

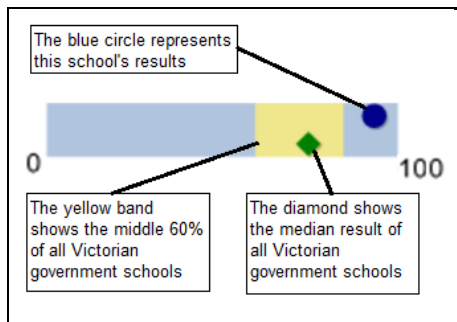
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').