2020 Annual Report to The School Community

THE EDUCATION STATE

School Name: Strathfieldsaye Primary School (1211)

Strathfieldsaye Primary School

- 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 2020 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 25 March 2021 at 08:12 PM by Cindi Bruechert (Principal)

The 2020 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 25 March 2021 at 08:42 PM by Darren Flett (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

At Strathfieldsaye PS, our vision is to empower everyone to learn and grow in an inclusive community. Our values of caring, optimism, respect and excellence drive our actions, behaviour, and attitudes – they are the 'core' of who we are. They help us to be our very best.

Our intention over the 2020-2024 Strategic Plan period is to enable all students to experience improved learning growth and achievement in Literacy; to develop whole-school approaches to activating student leadership, voice, and agency in learning; and to enhance student wellbeing through a focus on positive relationships, student resilience, and individual efficacy. This will be achieved through the implementation of effective teaching practices and through the development of strong partnerships across the school community.

Our student enrollment at the beginning of 2020 was 547 students and our workforce composition of 53 staff was made up of 2 Principal class (Principal and Assistant Principal), 2 Leading Teacher class (Leading Teacher and Learning Specialist), 34 Teaching class (26 x Classroom Teacher 2 and 8 x Classroom Teacher 1), 4 Teaching Support staff, 6 Integration Aides, 1 Canteen Manager, 1 IT Support staff (1 DET employee), 2 Maintenance staff and 1 Chaplain.

Strathfieldsaye Primary School is situated in the suburb of Strathfieldsaye on the eastern outskirts of the City of Greater Bendigo in Central Victoria. In 2020, our School Family Occupation Index was 0.3261 and our School Family Occupation and Education Index was 0.2906. 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 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 School Wide Positive Behaviour Support Program and Respectful Relationships Initiatives and our multi-aged Group Action Projects.

Our 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. 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 to community action and social awareness.

Implementation of the High Impact Teaching Strategies ensures 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 2020, Strathfieldsaye Primary School focussed on the implementation of Key Improvement Strategies (KIS) and associated actions related to the following Framework for Improving Student Outcomes (FISO) dimensions:

Building practice excellence
• Key Improvement Strategy: Develop teacher knowledge and skills to embed evidence-based instructional practices
• Action: To consistently implement the agreed Instructional Literacy models.

Parents and carers as partners
• Key Improvement Strategy: Engage parents and carers as partners in learning
• Action: To identify the impact and use of technologies when engaging parents and carers as partners in learning.

Strathfieldsaye Primary School successfully navigated the challenges of remote learning through the following actions:
• developing of whole school operational processes, in line with the DET Operational Guidelines
• maintaining a strong focus on student and teacher health and wellbeing.
• using data gathered in school-based remote learning surveys to assist families in need
• documenting communication processes
• preparing and implementing high-quality explicit teaching and professional learning sessions using the Microsoft Teams platform and other online resources
• elevating consistency with distributed remote learning curriculum documentation
• evaluating the curriculum delivery and assessment processes of teaching teams and supports provided to students
• maintaining an online On-site Attendance Register, daily attendance sheets, and on-site supervision rosters
• evaluating the DET Learning from Home survey data and implementing related improvement strategies

Despite a very challenging year, Strathfieldsaye Primary School is proud of its achievements in 2020. Our school community faced the loss of a valued team member and a student; a school review; several transitions in and out of remote learning; significant changes to our leadership team; and all the other day to day challenges, but we still met our identified targets and, most importantly, we ensured that our students were welcomed, listened to, supported, extended, challenged and cared for every day.

Achievement

Our Achievement Highlights
• Using the PLC inquiry and peer observation processes to regularly observe, monitor, and provide feedback on teacher practice in Literacy.
• Revising and modifying the SPS instructional models for Reading and Writing and the whole school planning templates associated with these models.
• Auditing current practice and beliefs of best practice of literacy teaching through the use of learning walks and school-based surveys.

Consistent implementation of the reading instructional model was demonstrated through the following achievements…

Students
• Student writing samples showed that students understand the structure of the literacy lessons and have been guided through this process by their teachers
• The combined percentage of Years 1 to 6 students at or above the expected levels of achievement measured against Victorian Curriculum [teacher judgment growth] semester 2 to semester 2, showed an increase in Reading from 75% [2019] to 85% [2020]; and Writing from 70% [2019] to 76% [2020]

Teachers
• Participation in several Reading Worksop Model Professional Learning sessions enabled teachers to collaboratively develop planning documentation that reflected the school's revised Workshop Model
• PLC teams elevated their focus on how changes in teacher practice impact student learning outcomes
• PLC teams used the FISO improvement cycle as a basis to effectively link professional learning and instructional planning to the learning needs of students.
• Data presented during PLC meetings demonstrated the positive impact that changes of practice related to the consistent implementation of the Reading Workshop Model had on student outcomes
• Teachers worked in department groups to complete an audit of the school literacy programs and then identified the programs and strategies they would use school-wide in 2021

Leaders
• Multiple sources of evidence were used to track instructional model implementation
• The Learning Specialist regularly invited teachers to observe his classes
• The Learning Specialist developed his peer coaching skills through participation in the Bastow Learning Specialist Growth Coaching Initiative

Future Directions
• PLC teams will continue using the FISO improvement cycle to ensure quality teacher practice across all classrooms resulting in improved student outcomes.
• Teachers will complete regular audits of planning consistency both within and across all year levels.
• Leaders will continue to use the peer observation processes to observe, monitor, and provide feedback on the implementation of the Reading and Writing Workshop Models.
• Leaders will provide regular feedback on the planning consistency both within and across all year levels.

Engagement

Our Engagement Highlights
• Using technology to engage and inform parents in their students' learning and providing video evidence of learning.
• Reflecting on remote learning experiences, using Learning from Home survey data, and determining the positive elements that could be retained to enhance parent engagement.

Increased engagement and involvement of parents and carers as partners in learning was demonstrated through the following achievements...

Students
• Completed the 'Learning from Home' survey
• Create video recordings that demonstrate their learning growth
• Invited their parents and carers to become more involved in their learning

Teachers
• Created video recordings of explicit teaching lessons
• Communicated with parents and carers on a regular basis and maintained records of these communications
• Provided more opportunities for the engagement and involvement of parents and carers as partners in learning
• Presented evidence of impact information related to parent and carer engagement to PLC and staff meetings

Leaders
• Reflected on remote learning experiences
• Reflected on the data from the 'Learning from Home' surveys

Parents and Carers
• Completed the 'Learning from Home' survey
• Completed the Parent Opinion survey
• Increased engagement and involvement as partners in student learning during the remote learning periods

What the Parent Opinion Survey results showed...
• Whilst we were able to make progress with improving student voice and agency in learning, remote learning impacted our ability to meet our targets.
• Based on the Parent Opinion Survey we surpassed our 2020 target of 73% for 'Student motivation and support' with an outcome of 74%.
• However, we did not meet our target for 'Student agency and voice'. Our target was 83% but our outcome was 67%. This is a significant drop from our 2019 outcome of 81%.
• The area which skewed our data negatively was the factor - 'My child is taught organisational skills to help him or her with managing homework and school workload'.
• We feel that the blurring of the lines between homework and school work during remote learning could have contributed to this.

Future Directions
• Review whole school communication processes.
• Ensure teachers continue to provide opportunities for student voice and agency in learning.

Wellbeing

Our Wellbeing Highlights
• Ensuring that there was an increased focus on student and staff wellbeing during and following the remote learning period
• Forming of a dedicated School Improvement Team with a focus on inclusion and student wellbeing
• Attending professional learning addressing the areas of discrimination, disability, and a range of strategies to work with students affected by trauma
• Equipping staff with necessary skills to support families and students with their learning, and to implement strategies to improve students' wellbeing and engagement outcomes
• Providing professional learning to staff that ensured individual education plans were developed using a consistent approach, including the use of SMART goals

The increased focus on student and staff wellbeing was evident through…

Students
• Increased number of individual check-ins with classroom teachers
• Student wellbeing checklists completed
• Elevated capacity to self regulate, monitor, and communicate their readiness to learn
• Increased outcomes in the Attitudes to School Survey - Sense of connectedness and Resilience components

Teachers
• Increased number of individual check-ins with classroom teachers
• Evidence of wellbeing lessons in planning documentation and visible in classroom resources
• Increased outcomes in the School Staff Survey wellbeing components
• Active participation in school-based professional learning discussions related to the Berry St Education Model, School-Wide Positive Behaviour Support, and Respectful Relationships

Leaders
• Increased number of individual check-ins with staff
• Evidence of wellbeing professional learning discussions in meeting minutes
• Parent Opinion Survey and School Staff Survey data reviewed and related actions documented
• Attendance data and data collected through Compass chronicles reviewed and related actions documented

Future Directions
• Enable all staff to participate in the Berry St Education Model and implement trauma-informed practices across the school
• Develop, document, and implement an agreed student wellbeing framework including BESM, SWPBS, and Respectful Relationships

Financial performance and position

Strathfieldsaye Primary School maintained a sound financial position throughout 2020. The Strathfieldsaye Primary School Financial Performance Summary outlines that the school ended 2020 with an operating reserve of $210,365. The 2020-2024 School Strategic Plan, along with the 2020 Annual Implementation Plan, provided a framework for school council allocation of funds to support school programs and priorities.

The schools operating reserve included the following carried forward commitments related to the 2021 school year - $95,843 2021 Funds Received in Advance; $31,955 School-Based Programs; $83,165 Beneficiary / Memorial Accounts; and $37,000 Capital - Buildings and Grounds Funds. State Government equity funding of $54,558 was received in 2020 and was used to employ an additional Education Support staff member to enhance student engagement and well-being.

In Term 2, School Council engaged a landscape architect, using locally raised funds, to liaise with the Strathfieldsaye PS community and designs a concept plan for an inclusive natural play space at the rear of the school. Funds from a $50,000 bequest and a $10,000 grant have been set aside for the future development of this playspace. A grant application for $500,000 was submitted to the VSBA Minor Capital Works Fund to cover the cost of this new playspace but it proved unsuccessful. The school will continue to apply for additional funding to support the development of this much-needed play space.

The school was successful in receiving a $25,000 grant from the School Shade Grant Program in Term 4 2020. These funds will be put towards the cost of a new verandah around the Junior Unit. This shade structure will be erected at the end of Term 1 2021.

School Council approval was gained for the 2020 Lapathon fundraiser to be conducted using the MyCause online fundraising platform in Term 4 2020. $14,336 was raised as a result of this fundraiser and this money has been carried over into the 2021 cash budget. These funds will be used to purchase four new basketball hoops for the undercover basketball court area. Unfortunately due to COVID 19 restrictions, the school was unable to hold any other fundraising events in 2020.

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 Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 547 students were enrolled at this school in 2020, 265 female and 282 male.

NDP percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
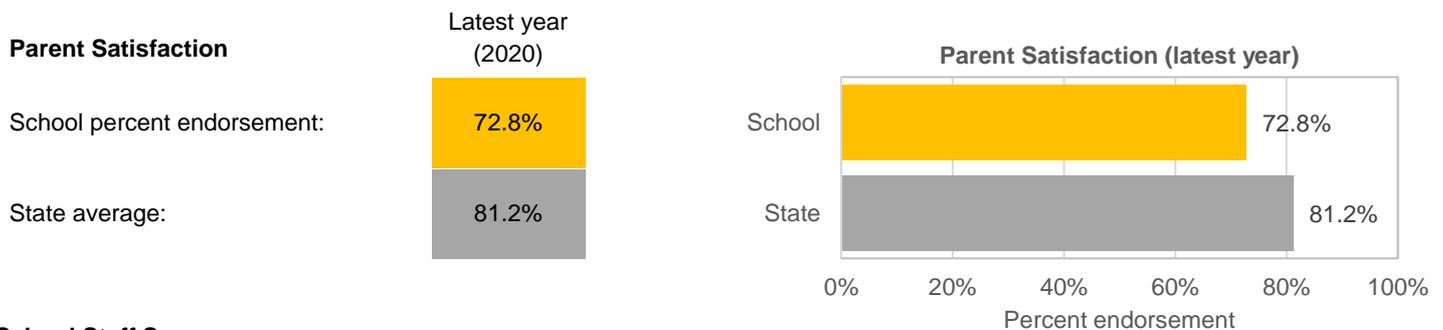
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
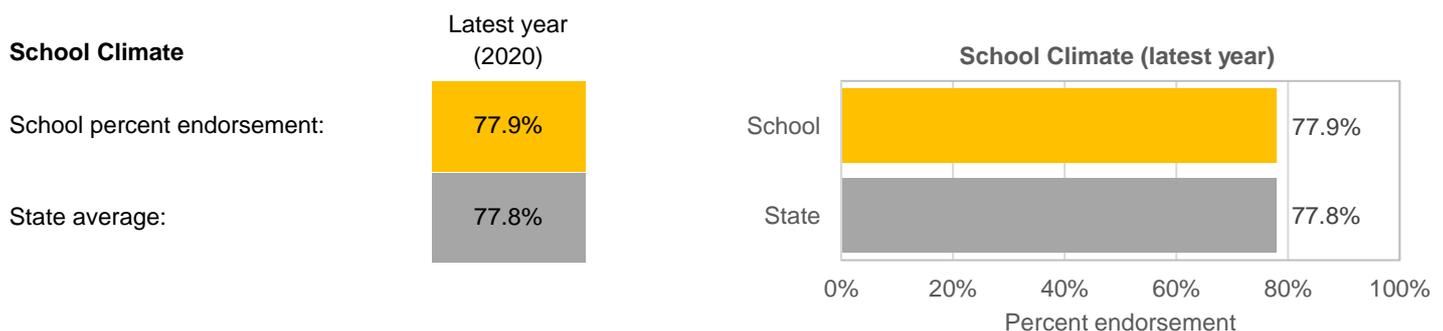
Parent Satisfaction	Latest year (2020)
School percent endorsement:	72.8%
State average:	81.2%

Parent Satisfaction (latest year)

School 72.8%
State 81.2%

Percent endorsement

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	Latest year (2020)
School percent endorsement:	77.9%
State average:	77.8%

School Climate (latest year)

School 77.9%
State 77.8%

Percent endorsement

ACHIEVEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	90.0%
Similar Schools average:	89.3%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	90.0%
Similar Schools	89.3%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
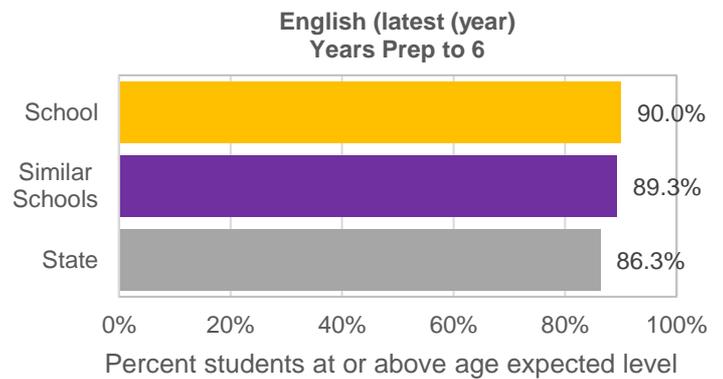
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	86.3%
Similar Schools average:	88.7%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	86.3%
Similar Schools	88.7%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
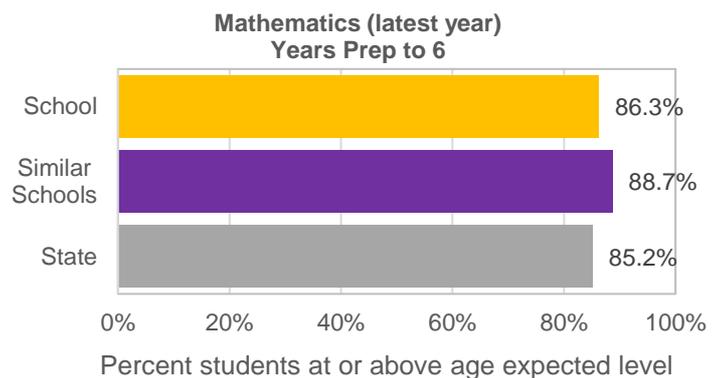
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).
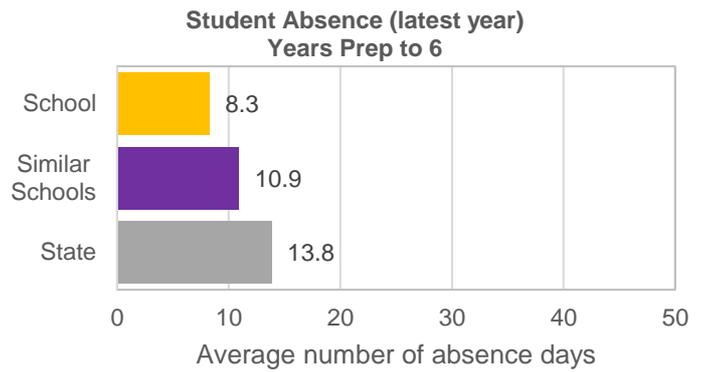
NAPLAN tests were not conducted in 2020.

ENGAGEMENT

Key: ***'Similar Schools'** are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	8.3	11.9
Similar Schools average:	10.9	14.0
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	8.3
Similar Schools	10.9
State	13.8

Average number of absence days

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	94%	96%	96%	95%	96%	96%

WELLBEING

*Key:* ***'Similar Schools'** are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	79.0%	75.1%
Similar Schools average:	NDP	81.8%
State average:	79.2%	81.0%
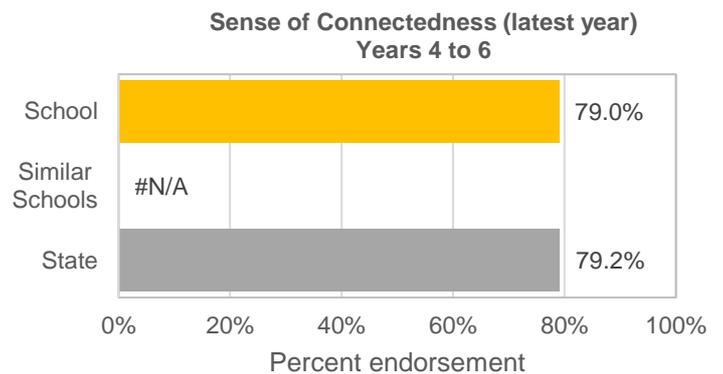
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

	Percent endorsement
School	79.0%
Similar Schools	#N/A
State	79.2%

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	81.7%	82.5%
Similar Schools average:	NDP	82.5%
State average:	78.0%	80.4%
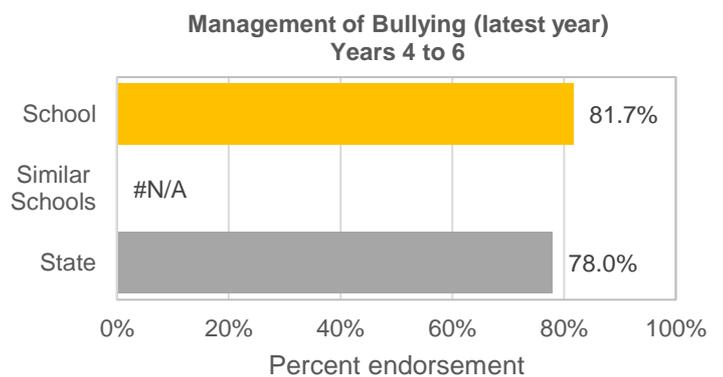
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

	Percent endorsement
School	81.7%
Similar Schools	#N/A
State	78.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$4,099,424
Government Provided DET Grants	$697,979
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	$47,525
Locally Raised Funds	$272,667
Capital Grants	NDA
Total Operating Revenue	**$5,117,595**

Equity [1]	Actual
Equity (Social Disadvantage)	$54,558
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$54,558**

Expenditure	Actual
Student Resource Package [2]	$4,089,829
Adjustments	NDA
Books & Publications	$257
Camps/Excursions/Activities	$19,396
Communication Costs	$3,546
Consumables	$116,134
Miscellaneous Expense [3]	$5,117
Professional Development	$3,282
Equipment/Maintenance/Hire	$102,245
Property Services	$140,767
Salaries & Allowances [4]	$308,159
Support Services	$29,136
Trading & Fundraising	$43,672
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$45,690
Total Operating Expenditure	**$4,907,231**
Net Operating Surplus/-Deficit	**$210,364**
Asset Acquisitions	**$6,250**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

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

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$172,174
Official Account	$126,908
Other Accounts	NDA
Total Funds Available	**$299,082**

Financial Commitments	Actual
Operating Reserve	$128,748
Other Recurrent Expenditure	NDA
Provision Accounts	$4,923
Funds Received in Advance	$95,843
School Based Programs	$31,956
Beneficiary/Memorial Accounts	$83,166
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	$37,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$381,636**

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.