

2022 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.
- 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.
- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
- This report was attested by the School Principal and the School Council President

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 2022 was 533 students and our workforce composition of 58 staff was made up of 2 Principal class (Principal and Assistant Principal), 3 Leading Teacher class (Leading Teacher and Literacy Learning Specialist and Wellbeing Learning Specialist), 32 Teaching class (26 x Classroom Teacher 2 and 6 x Classroom Teacher 1), 4 Teaching Support staff, 12 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 0.2886 and our School Family Occupation and Education Index was 0.2644. 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 Happy Active Healthy Hour sessions.

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2022, the Strathfieldsaye PS community worked together to achieve our **learning key improvement strategy** to support both those who need extra support and those who thrive to continue to extend their learning. We addressed the following outcomes throughout the year...

Learning Outcomes:

- A total of 103 students from years 1-6 were identified for the 2022 Tutor Learning initiative. Due to planned staff leave for some of our TLI staff, the decision was made to condense the TLI program into a 6 month timeframe. Despite interruptions to the program due to TLI staff being used to support our CRT shortage, a review of the data indicates that 85% of students made at least 6 months growth in 6 months in their focus area and 14% of those students made 12 months growth in 6 months.
Evidence - Vic Curriculum Teacher Judgement, NAPLAN data
- Learning walks focused on “Walking the Walls”. All teaching staff and grade 6 student leaders participated in the learning walk process. Leadership Team members shared the responsibility of releasing teachers and leading the walks. The LS and LT regularly modelled writing sessions in classrooms and supported teachers to build their capacity through coaching cycles. *Evidence* - Observation feedback, Learning walk schedule, Department meeting minutes (feedback link)
- All teaching staff were enrolled in and completed the ‘6 +1 Traits of Writing Online Masterclass’ course. Teams used the PLC inquiry cycle to build their knowledge and capacity to implement the teaching of the writing traits.
Evidence - 6+1 Traits Jamboard, PLC meeting minutes, inquiry documentation, One Note Collaborative space
- Whole school reading and writing moderation sessions took place during term 2 and term 4. Staff developed strategies for differentiation and prioritised time for the assessment and moderation of student work leading to further differentiated learning.
Evidence - Collated writing moderation samples, evidence of differentiation in planning documentation

Outcomes related to 2022 Targets

By the end of 2022, 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, will increase:

- Reading from 80% to Goal 85% Actual 79%
- Writing from 81% to Goal 86% Actual 80%
- Numeracy from 87% to Goal 93% Actual 78%

By the end of 2022, improve the percentage of positive responses on the School Staff Survey for the School Climate module factors:

- Academic emphasis from 69% to Goal 80% Actual 59%
- Collective efficacy from 75% to Goal 80% Actual 60%
- Teacher collaboration from 61% to 74% Goal Actual 48%

Due to budget constraints, we were unable to release teachers for PLC meetings throughout the school day, these meetings needed to take place in an already crowded after school meeting schedule. Feedback from staff was that this negatively impacted our school climate data.

Wellbeing

Throughout 2022, the Strathfieldsaye PS community worked together to achieve our **wellbeing key improvement strategy** to support both those who need extra support and those who thrive to continue to extend their learning. We addressed the following outcomes throughout the year...

Wellbeing Outcomes:

- An Inclusive Education Coordinator was employed to oversee the identification of tier 2 and 3 students and ensured they received support in a timely manner.
Evidence - successful application and ES timetables, initiative funding spreadsheet
- Teachers confidently and accurately identified the wellbeing needs of all their students. This was demonstrated through the implementation of individualised curriculum programs, appropriate classroom adjustments. behaviour plans and yard plans.
Evidence - DI applications and supporting documentation, classroom adjustments.
- Teachers implemented a range of interventions in their classrooms to support student wellbeing and engagement. Evidence- Planning documentation
- Teachers, leaders, and the school community have a common understanding of the whole school approach to supporting student wellbeing and engagement, Examples of this include the Berry Street strategies and the Wellbeing Wednesday communications.
Evidence - Social Media Videos
- Leadership team members and teachers established agreed monitoring processes using Compass chronicle entries.
Evidence - Compass Chronicle entries
- Dogs Connect accreditation process is completed. The core group of staff completed the sideline course and all necessary documentation has been submitted.
Evidence - Accreditation certificate

Outcomes related to 2022 Targets

By the end of 2022, improve the percentage of positive responses on the Student Attitudes to School Survey for the following factors:

- Student voice and agency from 62% to Goal 78% Actual 55%
- Motivation and interest from 70% to Goal 80% Actual 73%
- Sense of connectedness from 76% to Goal 83% Actual 68%

Engagement

Throughout 2022, the Strathfieldsaye PS community worked together to achieve our **engagement key improvement strategy** to support both those who need extra support and those who thrive to continue to extend their learning. We addressed the following outcomes throughout the year...

Engagement Outcomes:

- Staff completed the Berry Street Modules and implemented strategies which supported student engagement and contributed to stronger classroom cultures.
Evidence - Wellbeing Wednesday videos, coaching documentation, planning documentation, classroom displays/resources

- The Happy Active Healthy Hour initiative assisted students to develop stronger relationships with teachers and their peers.
Evidence - AtoSS. Meeting schedule
- Student leadership and voice in wellbeing and mental health was elevated through various initiatives including the Happy Active Healthy Kids Team, the Junior School Council, and the Dogs Connect Team.
Evidence - Student HAAH Survey, accreditation certificate
- Teachers implemented a range of interventions in their classrooms to support student wellbeing and engagement.
Evidence - Planning documentation
- Teachers, leaders, and the school community have a common understanding of the whole school approach to supporting student wellbeing and engagement, Examples of this include the Berry Street strategies and the Wellbeing Wednesday communications.
Evidence - Social Media Videos

Outcomes related to 2022 Targets

By the end of 2022, improve the percentage of positive responses on the Student Attitudes to School Survey for the following factors:

- Student voice and agency from 62% to Goal 78% Actual 55%
- Motivation and interest from 70% to Goal 80% Actual 73%
- Sense of connectedness from 76% to Goal 83% Actual 68%

By the end of 2022, decrease the percentage of students absent for the following factor:

- Students absent for more than 20 days from 14% to Goal 5% Actual 38%

On reflection, we believe that the uncharacteristically high level of student absence due to Covid19 has had a major impact on our academic and wellbeing outcomes. The attached student absence report highlights the significant number of days students have been absent, specifically regarding pandemic and medical reasons.

Other highlights from the school year

At Strathfieldsaye Primary School we provide a number of specialist programs including Visual Arts (Visual and Media), Physical Education, Chinese Language, and Performing Arts (Music and Drama). Students who require more assistance in Literacy are catered for in intensive small group sessions using strategies and resources based on the MultiLit intervention program.

Parental support and involvement is an important priority for the school. We receive excellent support for classroom programs at all levels from parents, School Council, Parents and Friends, and the wider school community. We aim to provide an open friendly atmosphere that welcomes parents and families to the school and treats their concerns seriously.

We strive to support our students to become thoughtful, caring, considerate and compassionate human beings when interacting with others. We also encourage our students to become active citizens within the local community.

Throughout 2022, our students were able to broaden their knowledge and develop their community spirit through participation in the following activities...

- *School Camps* - Wyuna, Roses Gap, Weekaway, Maldon Blue Light.
- *Excursions / Incursions* - the Zone, Bendigo Pottery, Melbourne Zoo, Confectionary Capers, Backflip Against Bullying, The Blurbs, WALA Spirit of Ghana, Tabloid Sports, Mandurang South
- *Sporting Events* - swimming, basketball, football, soccer, cricket, netball, futsal, cross country, athletics,
- *Community Events* - Lapathon, Trivia Night for Grown Ups, Arts Festival, Easter Raffle, Mother's Day Stall, Father's Day Stall, Grandparents or Special Persons Day

Financial performance

Strathfieldsaye Primary School maintained a sound financial position throughout 2022. The Strathfieldsaye Primary School Financial Performance Summary outlines that the school ended 2022 with a surplus of \$166,139. The 2020-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, provided a framework for school council allocation of funds to support school programs and priorities. The school's surplus included the following carried forward commitments related to the 2022 school year - \$200 Other Recurrent Expenditure; \$4923 Provision Accounts; and \$55,000 Capital - Buildings and Grounds Funds.

In Term 2 2021, the school received confirmation that it was successful in gaining a VSBA Inclusive Schools Grant to cover the cost of a new playspace. During the 2022 school year, the school contributed \$75,000 towards this project (\$60,000 from the Beneficiary / Memorial Account and \$15,000 Capital - Buildings and Grounds Funds). Works were delayed due to COVID but are expected to take place during 2023.

State Government equity funding of \$43,147 was received in 2022 and was used to employ an additional Education Support staff member to enhance student engagement and well-being. A total of \$35,000 was raised at the 2021 Lapathon and 2021 Community Fair in Term 4 2021 and this amount carried over into the 2022 cash budget. These funds were used to re-surface the undercover basketball court area during Term 4 2022. The 2022 Lapathon raised \$9112 and these funds were used to purchase equipment and furniture for the new STEM specialist program.

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

<http://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 2.0 (FISO 2.0).

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 533 students were enrolled at this school in 2022, 256 female and 277 male.

1 percent of students had English as an additional language and 1 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).

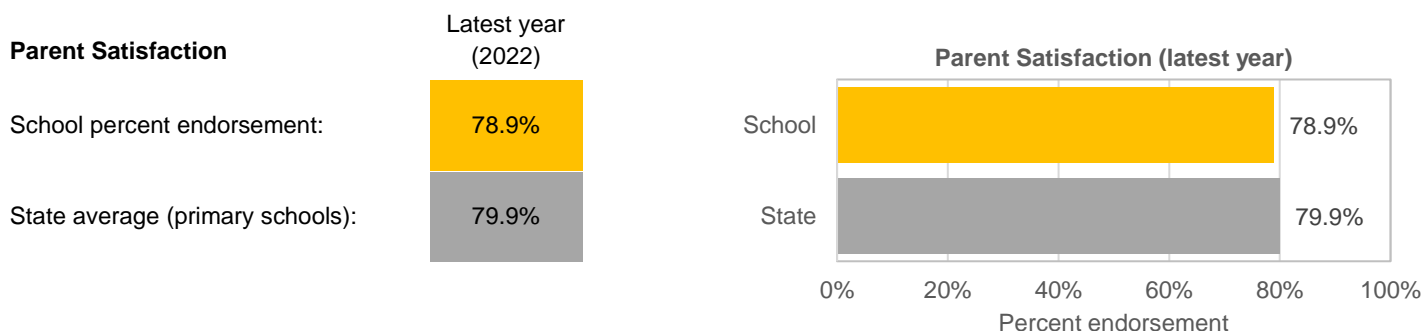
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

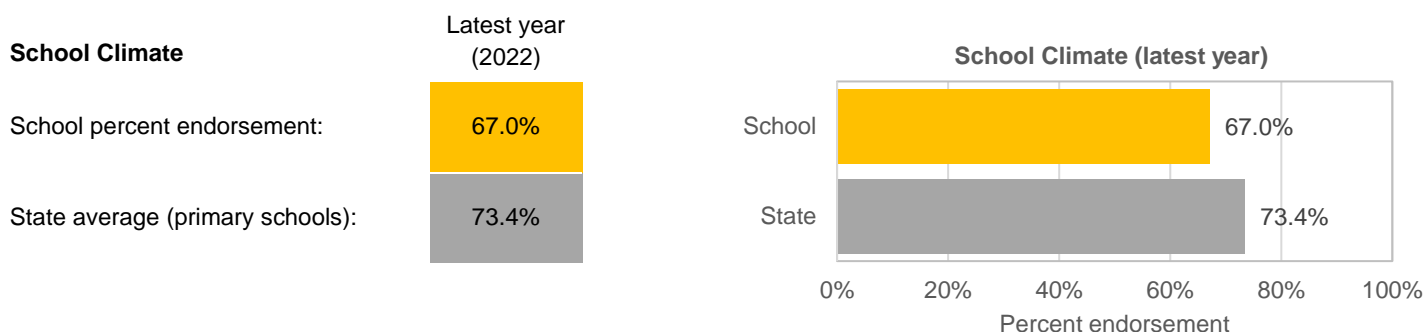


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

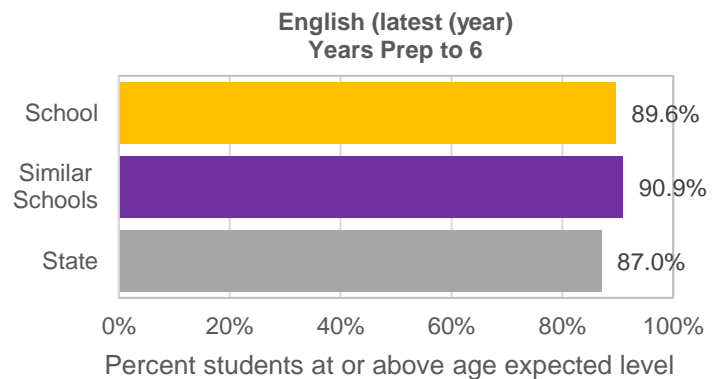
89.6%

Similar Schools average:

90.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

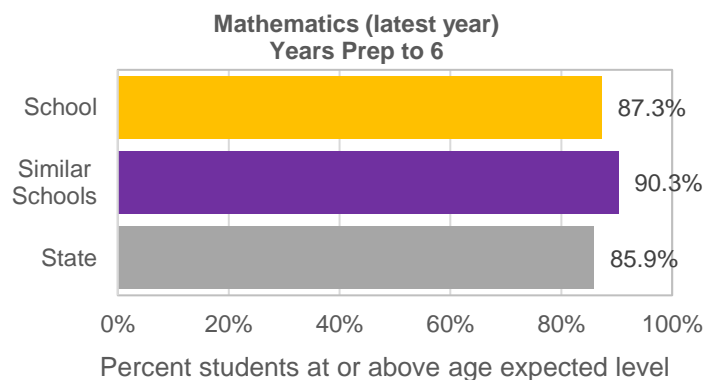
87.3%

Similar Schools average:

90.3%

State average:

85.9%



LEARNING (continued)

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.

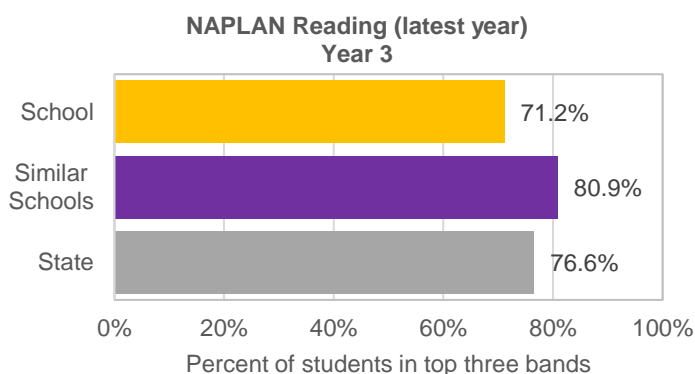
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

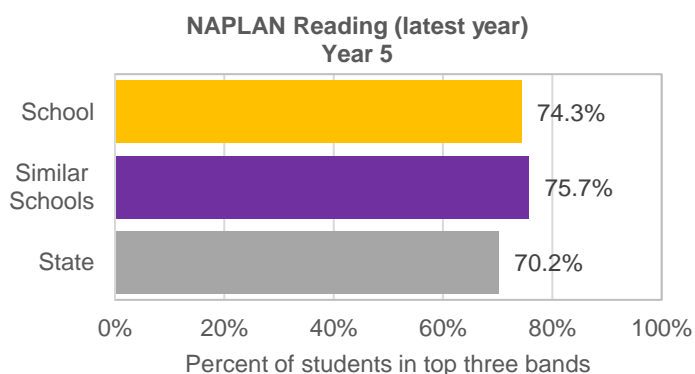
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.2%	84.4%
Similar Schools average:	80.9%	81.8%
State average:	76.6%	76.6%



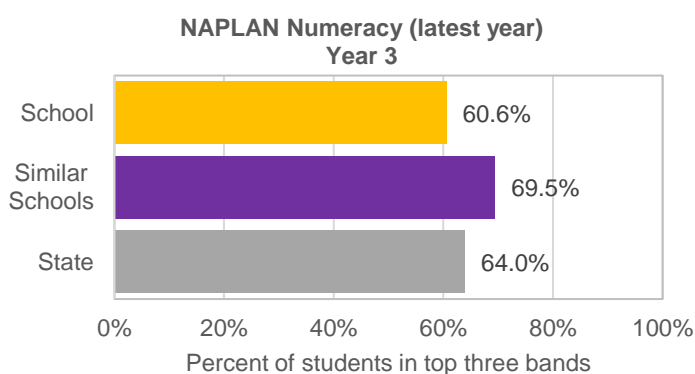
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.3%	72.9%
Similar Schools average:	75.7%	75.6%
State average:	70.2%	69.5%



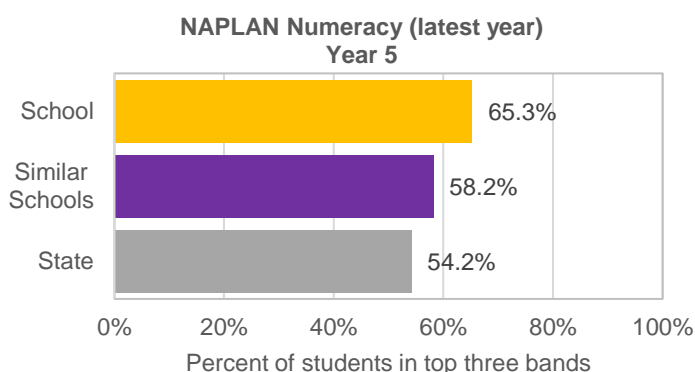
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.6%	71.0%
Similar Schools average:	69.5%	72.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.3%	65.2%
Similar Schools average:	58.2%	63.2%
State average:	54.2%	58.8%



WELLBEING

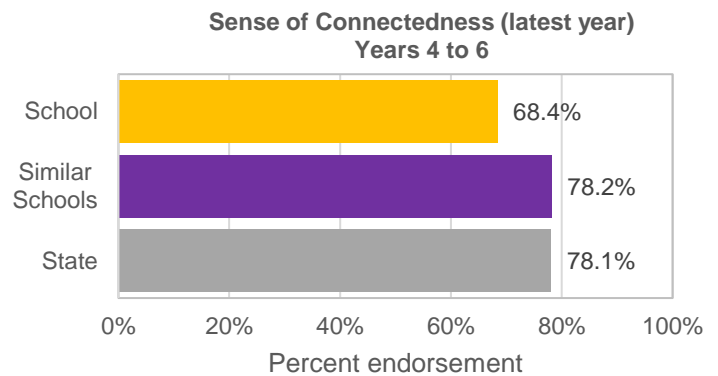
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	68.4%	74.9%
Similar Schools average:	78.2%	80.3%
State average:	78.1%	79.5%

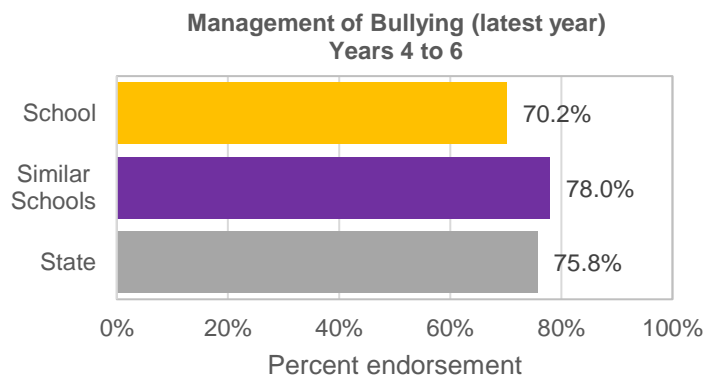


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.2%	79.5%
Similar Schools average:	78.0%	80.7%
State average:	75.8%	78.3%



ENGAGEMENT

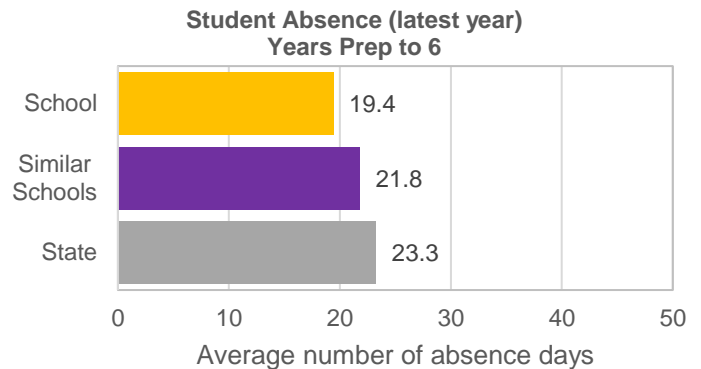
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.4	12.6
Similar Schools average:	21.8	15.4
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	91%	92%	90%	90%	90%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,601,545
Government Provided DET Grants	\$687,044
Government Grants Commonwealth	\$0
Government Grants State	\$3,000
Revenue Other	\$71,678
Locally Raised Funds	\$423,443
Capital Grants	\$0
Total Operating Revenue	\$5,786,709

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,147
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$43,147

Expenditure	Actual
Student Resource Package ²	\$4,582,027
Adjustments	\$0
Books & Publications	\$4,143
Camps/Excursions/Activities	\$116,951
Communication Costs	\$3,721
Consumables	\$111,632
Miscellaneous Expense ³	\$75,977
Professional Development	\$48,585
Equipment/Maintenance/Hire	\$102,099
Property Services	\$184,474
Salaries & Allowances ⁴	\$444,401
Support Services	\$40,493
Trading & Fundraising	\$89,821
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,949
Total Operating Expenditure	\$5,851,274
Net Operating Surplus/-Deficit	(\$64,565)
Asset Acquisitions	\$0

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$93,996
Official Account	\$72,143
Other Accounts	\$0
Total Funds Available	\$166,139

Financial Commitments	Actual
Operating Reserve	\$166,139
Other Recurrent Expenditure	\$200
Provision Accounts	\$4,923
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$55,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$226,262

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.