

# 2019 Annual Report to The School Community



**School Name: Strathmerton Primary School (2790)**



- 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 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 24 March 2020 at 08:49 AM by Geoffrey Weppner (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 11 June 2020 at 10:55 AM by Gregory Brooks (School Council President)

## About Our School

### School context

Strathmerton Primary's vision is to develop students that embrace learning and become valuable members of and contributors to their communities and beyond. Our values of Support One Another, Try Your Best, Act Safely and Respect (Strathy Stars) are enacted through the School Wide Positive Behaviour Strategy, with the expectations for each of those values being reinforced in the classroom and the playground. Our purpose is to set high expectations for all learners, to provide excellence in teaching and learning, to promote community engagement and to maintain a positive climate for learning.

Strathmerton Primary has an enrolment of 116 students who come from the township and the nearby areas of Yarroweyah and Bearii. This enrolment enables us to run six classrooms from Foundation to Year 6 and a staffing profile of a Principal, seven full-time teachers, three part-time teaching staff and four Education Support staff (which includes a full-time office manager). Specialist classes are provided in Library, Art, Music and Physical Education/Sport and we run additional sporting activities utilising Sporting Schools funding. We have no students who are funded through the PSD system, but we provide additional support to those children with specific needs through the provision of Reading Recovery, Literacy Intervention, Speech Therapy and teacher aides. The school's Student Family Occupation and Education index (SFOE) is rated at Low, which means many of our students are potentially 'at risk'. We endeavour to provide the students with a number of additional experiences through excursions and incursions and a comprehensive camps program. The school belongs to the Moira Network of schools who combine resources to provide all students with a variety of sporting and cultural events each year. The school enjoys great support from the parent body, who are given regular opportunities to engage in school activities. Our School Council is committed to contributing to the governance of the school and we have an active Parents and Friends Association who coordinate fund-raising activities throughout the year to support school programs.

### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) areas that we focused on in 2019's AIP were: 1. Building Practice Excellence, by increasing teacher capacity to deliver a whole-school instructional model in literacy and numeracy through professional learning, teacher observation, effective use of feedback and collaboration. 2. Empowering Students and Building School Pride, by developing students as independent learners through the application of a consistent approach to student goal setting, student self-assessment and constructive feedback. We also provided a safe and supportive school environment through the continued, consistent implementation of SWPBS across the school. 3. Community Engagement in Learning to strengthen relationships with the parent community by increasing the opportunities for parents to participate in school activities such as information sessions, school assemblies, teacher/student conferences, learning expos, parents as helpers and invitations to attend all special events. Parent Opinion Survey results show an endorsement 81.6% for General Satisfaction, which is down on the rating for 2018. However the School Staff Survey has a very positive endorsement of 92.4% for School Climate. Results from the student Attitudes to School survey show a drop compared with last year's scores for the variables - Sense of Connectedness and Managing Bullying, which is disappointing, as a great deal of time and effort was put into presenting bullying programs, as well as the continued implementation of our School Wide Positive Behaviour Strategy.

### Achievement

Our 2019 AIP goals related to improving student outcomes in literacy and numeracy, to develop the self-efficacy of all students and to improve the level of parents' general satisfaction with the school. Improved student outcomes in literacy and numeracy were addressed by implementing a common instructional model across the school, with the introduction of the Readers' Workshop. Staff professional learning was focused on building collective capacity to deliver the model effectively. To build the self-efficacy of students we focused on the introduction of formative assessment tasks to enable students to monitor their progress against their learning goals and to recognise the next steps in their learning. We also aimed to increase the level of parent engagement with the school, to build a strong home-school partnership. We had a number of activities during the year to which parents were invited, with highlights being their attendance at our annual school production and their involvement in our Quest Expos, held at the end of each term.

Student achievement data varies between Teacher Judgement and NAPLAN results. Teacher Judgement showed that 92.5% of students were at or above the expected standard in English, with 91.9% adjudged to be at or above in Mathematics. NAPLAN results for Year 3 show 46.2% of students in the top three bands for Reading and 30.8% in the top three bands for Numeracy. The Year 5 results showed 46.2% of students in the top three bands in Reading and 23.1% in the top three bands in Numeracy. The Reading results for both Year 3 and Year 5 this year, are above our four-year average, whereas the Numeracy result is below the four-year average. NAPLAN Learning Gain results show that the majority of our students made 'medium gain', with very few students making 'high gain'. Our aim in 2020 is to lift the number of students performing in the top bands in both Reading and Writing, by continuing to build teacher capacity to deliver the Reading and Writing Workshop model. In Numeracy we intend to implement a common instructional model to provide consistency across the school. As a staff, we felt that the transition to the on-line NAPLAN testing platform may also have had an impact on the student results.

## Engagement

Our 2019 FISO focus - Empowering Students and Building School Pride (Positive Climate for Learning). In this area of student engagement our key improvement strategies were: (a) to build teacher capacity to effectively utilise formative assessment tasks and to provide effective feedback to students, (b) to strengthen the efficacy of the School Wide Positive Behaviour Strategy, by ensuring that common expectations and language is used across the school, and (c) to continue with Quests (a thinking-based curriculum) across the school, to integrate key learning areas and to increase the level of engagement the students have in their own learning.

All teachers now include formative assessment tasks in each term's Scope and Sequence planners in Literacy, Numeracy and the Quest theme, so that students are given regular feedback on their performance towards achieving individual goals. This has definitely had an impact on student engagement. However, despite this, the level of student endorsement on the Attitudes To School survey for the variable: 'Sense of Connectedness' was at 77.1%, which was below our three-year average of 83.3%. However other variables in the Attitudes to School survey were very positive: 'Sense of Inclusion'- 89%, 'Differentiated Learning Challenge'- 91% and 'Effective teaching Time'- 90%. SWPBS expectations in the classroom and playground environment were reviewed to see if they still met our current needs and a recording system was developed to record minor and major misbehaviours so that we could identify areas and students which required additional attention.

Having a common Quest theme across the school had a positive effect on student engagement, as we were able to plan incursions and excursions for the whole school to 'front load' their learning and to create a high level of interest. At the end of each theme we held a 'Quest Expo' to which all parents and family were invited, so the students could share the wonderful work they had created.

Additionally, to support student engagement, we employed two support staff who provided additional assistance to identified students and we engaged the services of a speech therapist to work with students who had either receptive or expressive language difficulties.

Our student absences were slightly above our four-year average, but a little lower than the State median. Analysis of absence patterns indicate that the majority of students were regular attenders, with just a small number of students who had more than 20 days absence in the year. We contact parents of those children who are absent without explanation and we regularly remind our school community of the importance of attendance in the school newsletter. Also to maintain a focus on attendance we present Attendance Awards (for 100% attendance) at our end-of-term assembly and we use the 'Traffic Light' graphic to indicate individual student attendance data in the mid-year and final year student reports,

## Wellbeing

Disappointingly, our 2019 student Attitude to School survey results for the wellbeing variables: 'Sense of Connectedness' and 'Management of Bullying' are below both the State median and our own three-year average. This is despite having a special focus on bullying with a number of activities organised during the year. We had an incursion titled 'Let's Stamp Out Bullying' which acted out strategies for students to use; Bully Zero did a number of workshops with students about bullying strategies as well as managing online cyber-bullying and they also conducted a parent information session around on-line bullying. Also we had a whole-school focus on kindness we called 'Kind July', where students were encouraged to recognise other students, teachers or parents who had done something kind for them. This was then extended to become a weekly recognition at assembly we called Random Act of Kindness (RAK)

awards. Again SWPBS is the vehicle we consistently apply to encourage students to support one another and to show respect. Both the Leading Teacher and I managed student welfare concerns that are outside the scope of the classroom teacher. This entails organising Student Support Group meetings for students with special learning needs, or who have an ATSI background or are in Out of Home Care and liaising with outside agencies. We also utilised the services of the SSSO personnel from Regional Office to assist with students who had issues around social/emotional development or behaviour management.

### **Financial performance and position**

Overall, the school's financial position indicates that we have a surplus of approximately \$200 000. We employed six classroom teachers in a deliberate attempt to keep our classroom numbers low and to provide the best learning environment for all our students. In addition, we also had a Leading Teacher (Welfare/PE Sport), an Art teacher (0.2 EFT), a Library Teacher (0.2 EFT) and a Literacy Intervention teacher (0.6 EFT). This increased staffing profile means, that in reality, we used all of that surplus. The Equity Funding component of the budget, which was a significant amount, was effectively utilised to fund the employment of two student support staff, the engagement of the Speech Therapist (one day a fortnight) and the implementation of the Literacy Intervention program.




**For more detailed information regarding our school please visit our website at**  
[www.strathmertonps.vic.gov.au](http://www.strathmertonps.vic.gov.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 116 students were enrolled at this school in 2019, 55 female and 61 male.

4 percent were EAL (English as an Additional Language) students and 4 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><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>Key:</b> 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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>Below </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><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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>54%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>46%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>75%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>69%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>62%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	54%	15%	Numeracy	38%	46%	15%	Writing	17%	75%	8%	Spelling	23%	69%	8%	Grammar and Punctuation	23%	62%	15%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>91 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	91 %	91 %	93 %	94 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	91 %	91 %	93 %	94 %	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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below <span style="color: blue; font-size: 2em;">●</span></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>Below <span style="color: blue; font-size: 2em;">●</span></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,311,245	High Yield Investment Account	\$133,189
Government Provided DET Grants	\$324,696	Official Account	\$6,626
Government Grants Commonwealth	\$1,700	<b>Total Funds Available</b>	<b>\$139,814</b>
Revenue Other	\$41,850		
Locally Raised Funds	\$107,610		
<b>Total Operating Revenue</b>	<b>\$1,787,101</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$114,160		
<b>Equity Total</b>	<b>\$114,160</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,132,042	Operating Reserve	\$66,518
Books & Publications	\$1,042	School Based Programs	\$2,000
Communication Costs	\$3,299	Funds for Committees/Shared Arrangements	\$38,000
Consumables	\$24,935	Asset/Equipment Replacement < 12 months	\$2,000
Miscellaneous Expense <sup>3</sup>	\$69,270	Capital - Buildings/Grounds < 12 months	\$7,705
Professional Development	\$6,036	<b>Total Financial Commitments</b>	<b>\$116,223</b>
Property and Equipment Services	\$105,228		
Salaries & Allowances <sup>4</sup>	\$193,590		
Trading & Fundraising	\$28,388		
Utilities	\$19,044		
<b>Total Operating Expenditure</b>	<b>\$1,582,875</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$204,226</b>		
<b>Asset Acquisitions</b>	<b>\$0</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 26 February 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)

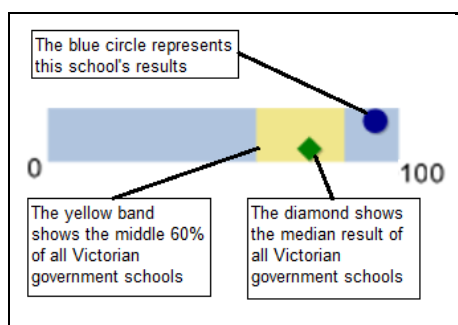
### Engagement

- 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).

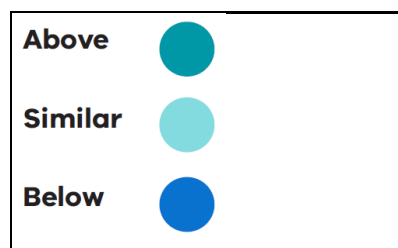


## What does *School Comparison* refer to?

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').