2020 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).
- 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 19 March 2021 at 08:46 AM by Geoffrey Weppner (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 01 April 2021 at 12:41 PM by Gregory Brooks (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

Strathmerton Primary's vision is to prepare young people to be active, engaged and responsible citizens of the local and global community.We aim to prepare students to contend with a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to deliver best practice approaches in teaching and learning, in a purposeful environment, and we also seek to develop independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. This is underpinned by our school values: Support Each Other, Try Your Best, Act Safely and Respect (The Strathy STARS).

The school has five classrooms operating, each of which is a composite class. In addition to the Principal, five full-time classroom teachers and a full-time office manager, we have a full-time Leading Teacher who provides PE/Sport sessions, runs intervention classes and provides welfare support. Specialist classes are provided in Art (0.2 EFT Art Teacher), LOTE/Library (0.4 EFT teacher). Music (with a teacher released 0.2 EFT to take classes during terms two and three) and Literacy Intervention (0.6 EFT teacher). Additional classroom support is provided by two Education Support staff (0.4 and 0.76 EFT respectively). Reading Recovery sessions are also conducted for an hour each day by releasing the Foundation classroom teacher.

The school's population has remained relatively steady during 2020, with a total enrolment of 100. Our student population comes mainly from the Strathmerton township, with other students being bused in from the surrounding areas of Yarroweyah and Bearii. The school's overall Socio Economic profile is in the High range, as determined by the Student Family Occupation and Education index (SFOE), so our allocated Equity funding is directed to providing additional support to our most vulnerable students through aide support, speech therapy and literacy intervention.

The long periods of COVID-19 lockdown, with students undertaking remote and flexible learning, certainly proved challenging for our students, staff and parents/carers. The staff at Strathmerton Primary worked collaboratively to develop a model of curriculum delivery for all students to access at home. All students were provided access to a laptop computer and the teachers presented lessons every day, that were a combination of asynchronous and synchronous learning. Student workpacks were delivered to our more remote families at the beginning of each week and collected for correction at the end of the week by utilising the school buses as a pick up service. Feedback from families was very positive, as they appreciated the sterling effort put in by staff to provide continuous education in these trying circumstances.

Framework for Improving Student Outcomes (FISO)

The FISO dimensions that we focused on in 2020 were - Excellence in Teaching and Learning (through Building Practice Excellence and Curriculum Planning and Assessment), Positive Climate for Learning (Empowering Students and Building School Pride) and Community Engagement in Learning (Building Communities). The 2020 annual goals were: Goal 1 - To improve student learning outcomes in Literacy and Numeracy, Goal 2 - To improve the self-efficacy of all students, and Goal 3 - To improve the level of parents' general satisfaction with the school.

Progress against the goals.

Goal 1. Our Key Improvement Strategy (KIS) was to build teacher capacity to implement the agreed instructional model in Literacy and Numeracy across the school, with the specific actions being to effectively implement the Readers' and Writers' Workshop model through professional learning, peer observation and learning walks. The long periods of Remote/Flexible learning had a major impact on achieving our expected outcomes. We were limited as to the amount of professional learning we were able to undertake, and peer observations and learning walks were not possible.However, in Term Four, with all staff back at school, we were able to deliver weekly PLT's on Writing strategies.

Goal 2. Our KIS 1 was to build teacher capacity to effectively utilise formative assessment tasks and to provide effective feedback to students. KIS 2 was to continue with Quests (thinking based integrated studies units) across the school to integrate key learning areas and to increase the level of engagement the students have in their own learning. Again, the difficulties posed by the long periods of remote/flexible learning made the achievement of this goal difficult, although teaching staff were able to provide individual feedback to students through the correction of their remote/flexible learning packs each week.

Goal 3. KIS 1 was to build the home and school partnership so that parents/carers understand and contribute to the education of their children. An unexpected outcome of the periods of remote/flexible learning was that contact between staff and parents/carers was greatly increased, and the parents had a much greater understanding of the work their children were undertaking. The Parent Opinion Survey indicated 100% approval of their General Satisfaction with the school. So in a way, a positive came out of a negative. Our challenge is to keep our parents as engaged as they were in 2020, as we hopefully commence a more 'normal' 2021.

Achievement

The student achievement targets, as stated in the 2020 AIP, related to Relative Growth and Learning Gain in NAPLAN performance, which of course couldn't be considered, with no NAPLAN taking place. Therefore, Teacher Judgement was the achievement measure utilised in the school's Performance Summary. That summary indicates that Teacher Judgement in both English and Mathematics, for the percentage of students working at, or above expected level, from Years Prep to 6, was slightly better than both the State and Similar School's average. Bearing in mind the difficulties experienced during the year, these are very good results, and a testimony to the quality of instruction provided by teaching staff, and the diligence of parents/carers during the remote/flexible learning periods. There is no doubt that some of our children thrived in the remote/flexible learning period, as the mode of online lesson delivery, and the ability for them to pace their day, suited their learning style. However, some students found it really difficult to engage with this mode of online lesson delivery and they actually made very little progress, which we will need to address in 2021.

Engagement

We have a belief that student engagement is increased when they have a clear understanding of their learning; what they have achieved, and what they need to learn next. Our AIP goal in 2020 was to improve the self-efficacy of all students. Our intention was to build teacher capacity to effectively utilise formative assessment tasks and to provide effective feedback to students (KIS 1), to strengthen the efficacy of the School Wide Positive Behaviour Strategy by ensuring that common expectations and language is used across the school (KIS 2) and to continue with Quests across the school to integrate key learning areas and to increase the level of engagement the students have in their own learning (KIS 3). The measure we used to determine our level of success was the Student Attitudes to School Survey (AToSS) and our attendance data. The factors in the AToSS related to engagement were Sense of Connectedness and Management of Bullying. The percentage of positive endorsement for the Sense of Connectedness variable was down (at 75.1%) compared to our four-year average (81.2%), no doubt due to the long periods of lockdown and the sense of isolation that many students may have felt. The Management of Bullying variable was at 75.7%, compared to the four-year average of 78.6%, which is a slight drop, but difficult to compare due to the unusual circumstances of 2020. When we look at the average number of student absence days for 2020 at 11.9 days, it is better than our four-year average (15.3 days), but with the periods of lockdown, with children at home, it's difficult to place too much credence in those figures. Overall, student attendance is very good, with just a small percentage of students who are absent for significant periods of time. Part of the Business Manager's role is to contact parents every day if their child is absent, and they haven't provided us with a reason.

Wellbeing

We had no specific goal related to Welfare in the 2020 AIP, but student well-being is always an on-going priority, brought into even sharper focus in 2020, by the long periods of remote/flexible learning. In normal circumstances, when we see students and parents/carers at school every day, it's far easier to identify students who may have well-being concerns, be they emotional, social or physical, and far easier to connect with service providers to support the needs of those students. None of that was possible during the home learning periods, so we had to rely on other means to keep in contact with students/families to check on well-being. We provided every student with a laptop that needed one, and in some cases purchased internet access for our more vulnerable families. Teachers used the Zoom or Google Classrooms platforms to meet with their class 'virtually' twice every week for a chat and 'check-in', to maintain the students' sense of connectedness. Leadership and staff regularly contacted families, where students had 'dropped off the radar', to offer support. In addition, for our more remote families, we used the school bus service to deliver workpacks to our students every Monday morning and to collect them again every Thursday afternoon. We also dropped off groceries to families, utilising the Breakfast Club supplies provided by Foodbank. We kept the school open during the lockdown periods to cater for those students whose parents were considered essential workers. However,

as the period of remote/flexible learning continued, we invited the parents/carers of our more vulnerable students to send their children along as well, so that we could support their learning in a more structured environment. During the periods that students were back at school, we closely imonitored the well-being of those individuals who we had concerns for, to see how they were re-integrating into school life. I believe as a staff, we did a gret job of providing for both the educational and well-being needs of all our students, and that opinion was certainly endorsed by our parent/carer body who gave a 100% endorsement for General Satisfaction in the 2020 Parent Opinion Survey..

Financial performance and position

During 2020 we maintained a healthy cash surplus to offset a credit deficit caused by an over-staffing situation. Whilst we are working towards rationalising our staffing profile to reduce this deficit, eventually we will need to reimburse the Department for the outstanding amount of the deficit, and that cash surplus will enable us to accomplish this. We utilised the Equity funding line in the SRP (Social Disadvantage) to budget for the employment of two student support staff, the engagement of a Speech Therapist (one day a fortnight) and the implementation of the Literacy Intervention program (funding the employment of a teacher 0.6EFT as well as the purchase of the Fountas and Pinnell Literacy Intervention Kit). Fundraising by the Parents and Friends Association was certainly curtailed by the disrupted year, but they provided funds to enable us to purchase additional reading resources across the school.

**For more detailed information regarding our school please visit our website at
www.strathmertonps.vic.gov.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   99 students were enrolled at this school in 2020,   52 female and   47 male.

NDP percent of students had English as an additional language and NDP 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.
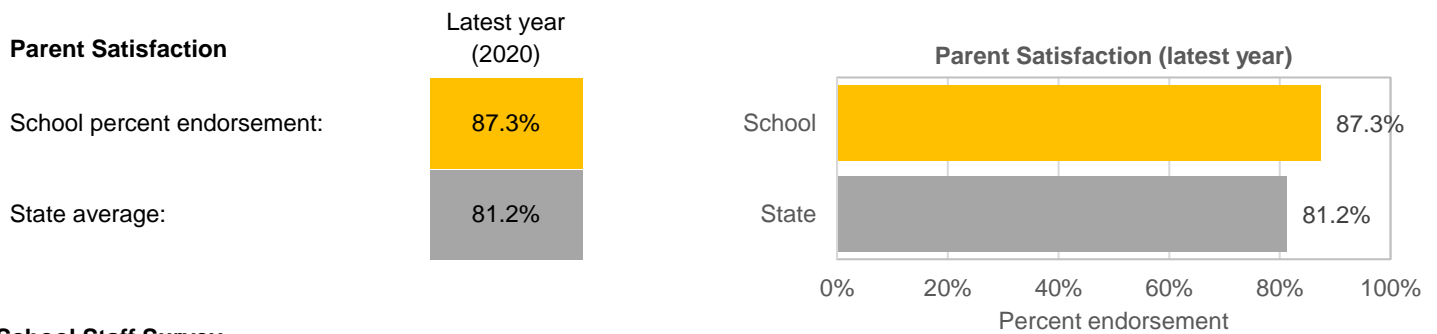
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.
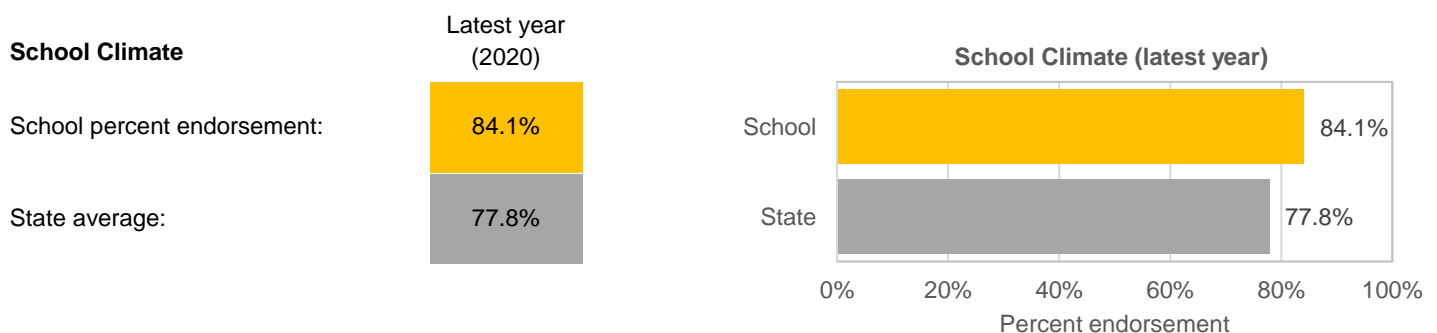
Parent Satisfaction	Latest year (2020)
School percent endorsement:	87.3%
State average:	81.2%

Parent Satisfaction (latest year)

School 87.3%
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:	84.1%
State average:	77.8%

School Climate (latest year)

School 84.1%
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)

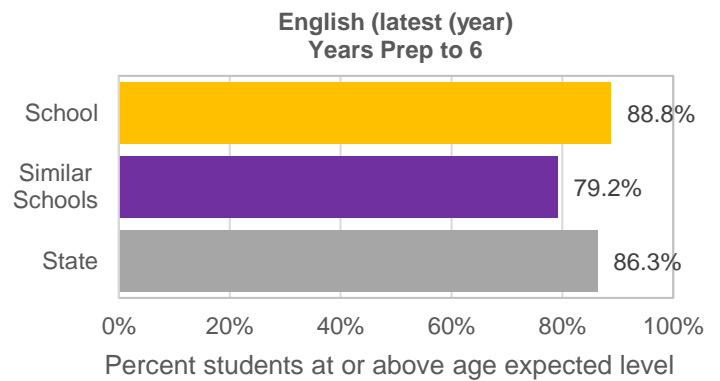School percent of students at or above age expected standards: **88.8%**

Similar Schools average: **79.2%**

State average: **86.3%**

**English (latest (year)
Years Prep to 6**

School 88.8%

Similar Schools 79.2%

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: **89.8%**

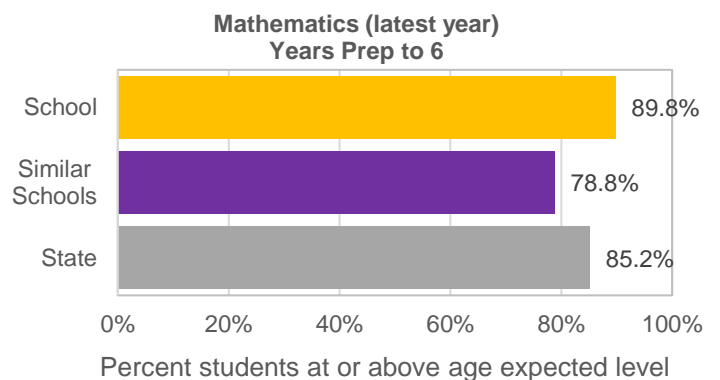Similar Schools average: **78.8%**

State average: **85.2%**

**Mathematics (latest year)
Years Prep to 6**

School 89.8%

Similar Schools 78.8%

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).

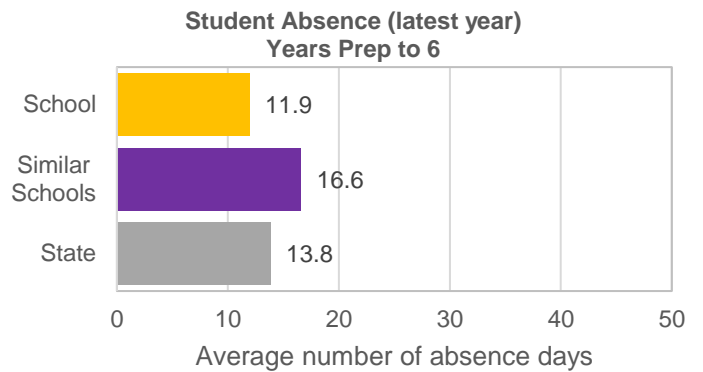NAPLAN tests were not conducted in 2020.

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:	11.9	15.3
Similar Schools average:	16.6	16.4
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	11.9
Similar Schools	16.6
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):	95%	95%	93%	94%	91%	94%	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:	75.1%	81.2%
Similar Schools average:	76.2%	78.5%
State average:	79.2%	81.0%
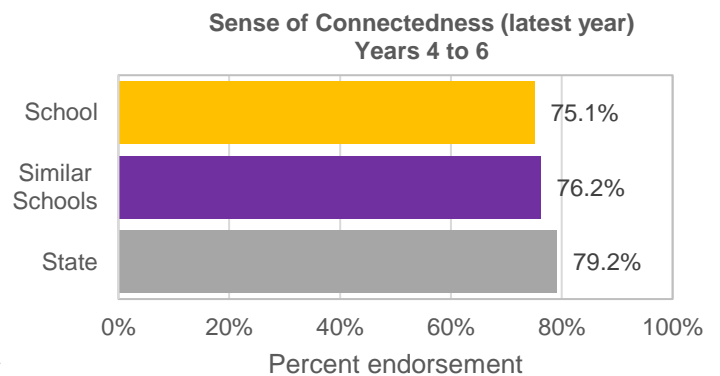
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

	Percent
School	75.1%
Similar Schools	76.2%
State	79.2%

0%   20%   40%   60%   80%   100%
Percent endorsement

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.

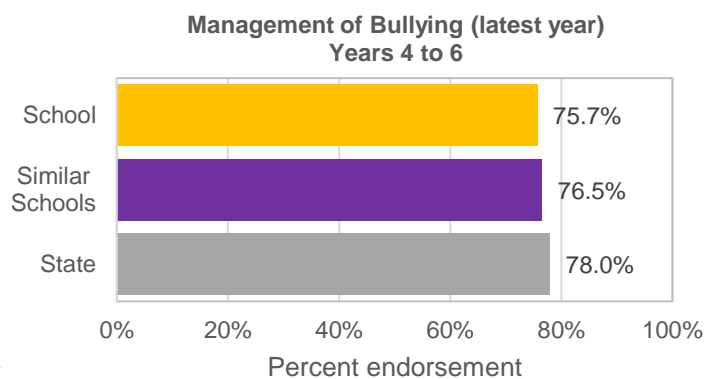| **Management of Bullying Years 4 to 6**	Latest year (2020)	4-year average
School percent endorsement:	75.7%	78.6%
Similar Schools average:	76.5%	79.3%
State average:	78.0%	80.4%

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
School	75.7%
Similar Schools	76.5%
State	78.0%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$1,123,890
Government Provided DET Grants	$376,941
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	$12,367
Locally Raised Funds	$68,752
Capital Grants	NDA
Total Operating Revenue	**$1,581,949**

Equity [1]	Actual
Equity (Social Disadvantage)	$129,791
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$129,791**

Expenditure	Actual
Student Resource Package [2]	$1,096,385
Adjustments	NDA
Books & Publications	$1,287
Camps/Excursions/Activities	$32,145
Communication Costs	$3,682
Consumables	$29,605
Miscellaneous Expense [3]	$5,611
Professional Development	$2,235
Equipment/Maintenance/Hire	$12,937
Property Services	$101,151
Salaries & Allowances [4]	$103,465
Support Services	$6,726
Trading & Fundraising	$19,632
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$15,312
Total Operating Expenditure	**$1,430,174**
Net Operating Surplus/-Deficit	**$151,775**
Asset Acquisitions	**NDA**

(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	$254,952
Official Account	$6,930
Other Accounts	NDA
Total Funds Available	**$261,882**

Financial Commitments	Actual
Operating Reserve	$44,649
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$20,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$65,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$40,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$70,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$239,649**

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.