

2021 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 2021 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 10 March 2022 at 03:05 PM by Geoffrey Weppner (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 15 March 2022 at 01:31 PM by Lisa Bramich (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Strathmerton Primary recognises that education is a fundamental right, so our vision is to ensure that all students experience high quality teaching and learning, that prepares them to be active, engaged and responsible citizens of the local and global community.

Further, we believe that students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture to support them.

Our school values the rights of all students to learn in an environment that is safe, supportive, respectful and inclusive. To that end, we promote a school-wide positive behaviour approach that focuses on the key values of Support one another, Try your best, Act safely and Respect (our 'Strathy STARS'). These common values form the basis for determining the rights, responsibilities and expectations for all students, staff and parents/carers at the school.

The school has five classrooms operating, each of which is a composite class. In addition to the Principal, five full-time classroom teachers (one of whom is our Learning Specialist) and a full-time office manager, we have a full-time Leading Teacher who is our Primary Maths and Science Specialist (PMSS) for 0.5 EFT, as well delivering PE/Sport sessions and providing welfare support. Specialist classes are provided in Art (0.2 EFT Art Teacher), LOTE/Library (0.4 EFT teacher), and Literacy Intervention (0.4 EFT teacher's aide). Additional classroom support is provided by an Education Support staff member (0.76 EFT). Reading Recovery sessions are also conducted for an hour each day by releasing the Foundation classroom teacher. We also appointed a Chaplain, working 10 hours per week through the National Schools Chaplaincy Program.

The school's population has remained relatively steady during 2021, with a total enrolment of 103, four of whom were ATSI and six being in OoHC. 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.

We received the exciting news that we had been allocated \$3.686 million in the State budget, for a complete refurbishment and modernisation of the school, with work to commence in 2022.

Framework for Improving Student Outcomes (FISO)

Early in 2021, the School Review (which had been postponed from 2020) was conducted and the new Strategic Plan (2020-2024) developed. Three goals were created - 1. Improve student outcomes in Literacy, 2. improve student outcomes in Numeracy and 3. Maximise student wellbeing and engagement in their learning.

However, to address the negative effect of the COVID pandemic on students and school communities, the DET created three AIP Priority Goals - Student catch-up and extension, Happy, active and healthy kids and Connected Schools. To further assist in the area of academic catch up and extension the DET instituted a Tutor Learning Initiative that enabled us to utilise existing staff to provide additional assistance to those students that we identified as needing 'catch up' learning support. Also, the school was successful in obtaining funding through the Active Schools program that provided funds to create initiatives that encouraged our student body to be more active. The extended periods of remote and flexible learning certainly had an impact on the degree of progress made towards those goals as outlined in the 2021 AIP, particularly in regard to professional learning for staff. However, during the periods of lockdown, our delivery of remote and flexible learning, through a combination of daily recorded lessons with accompanying workpacks and 'live' Zoom calls, coupled with the supervision of students who were required to be onsite, went very smoothly. We were successful in obtaining funding through the PMSS initiative and engaged a staff member to coordinate a whole-school focus on numeracy teaching and learning, which certainly lifted the profile of mathematics across the school. A new Learning Specialist was also appointed in 2021, who applied her extensive knowledge and skill to coordinating a whole-school approach to the delivery of curriculum and pedagogy, particularly in regard to the documentation of scope and sequence and program planning, and in the creation of an assessment data recording system.

Achievement

The whole-school approach to the delivery of remote/flexible learning during the lockdown periods throughout the year, was a positive response to providing continuous education in these difficult circumstances and something the staff, students and parents can be proud of. The majority of our students engaged well with the online learning provided, and the welfare team kept in contact with our more vulnerable students/families through phone/Zoom calls and emails. Despite the interruptions to their learning throughout the year, the majority of our students continued to make satisfactory progress, with teacher judgement of student achievement showing that 83.7% of students were at or above expected standards in English (P-6), which is slightly above the like schools average and similar to the State average. Teacher judgement in Mathematics was at 77.2%, which was below both the like schools and State average and confirmed our view that the delivery of Mathematics curriculum should have a strong focus in the new Strategic Plan. NAPLAN results for 2021 showed that in Year 3 Reading, the percentage of students in the top three bands was better than our four-year average, and the Year 3 Writing results were above both the like school and State average, indicating that our whole-school focus on the Readers' and Writers' Workshop model is having a positive effect on student performance. However, the Year 5 NAPLAN Reading results were down on our four-year average, as were the Writing results, which is disappointing. NAPLAN Numeracy progress for both Year 3 and Year 5 is slightly better than our four-year average, but below the like school and State average, again reinforcing our view that Mathematics should have a greater curriculum focus in the immediate future.

Engagement

We strongly believe that maintaining a strong sense of connectedness to, and engagement with school was a major factor in promoting student well-being and attendance, in what was a very difficult year. Supporting all the students, whether they were learning at home or being supervised at school was our major focus during the periods of remote/flexible learning. Keeping in contact with our 'at home' students on a daily basis via Zoom certainly helped with that sense of connection. During the remote/flexible learning periods, attendance was monitored by recording those students who participated in the daily Zoom meetings and regularly returned completed work packs. Student absence data at an average of 13.5 absence days in 2021 is below both the 'like schools' and State average absences respectively, which is a pleasing endorsement of the attendance strategies we have in place. Parent satisfaction (Parent Opinion Survey), with an endorsement of 85.1%, was above the State average and the Staff Opinion survey had an endorsement of 89.4%, for 'School Climate', which is well above the State average.

Wellbeing

The periods of remote/flexible learning have had a profound effect on the wellbeing of many of our students. Some students have enjoyed the opportunity to learn 'online', as they could pace their way through the day, but other students struggled without the support of their teacher in the actual classroom setting. Additionally, many students missed the social interaction they previously enjoyed with their peer group, and in some cases actually became depressed. As a result, the most vulnerable students were invited to attend school, to relieve their feelings of isolation. Staff supported their students by conducting daily Zoom meetings, so they could engage with one another, and weekly 'virtual' school assemblies were also conducted via Zoom to enable the whole school to interact. The school bus service was used to deliver and pick up student workpacks for our more remote/vulnerable families, as well as food supplies that were provided by Foodbank through the Breakfast Club program. The Welfare team contacted families where it appeared students were not engaging with the remote/flexible learning, to check why not and to offer support. The Chaplain (engaged through NSCP funding) was also valuable in making contact with our most vulnerable families to offer support. When students were all again onsite for their learning at the resumption of Term Four, it was obvious that many students struggled to rebuild their social connections, resulting in some conflicts. To regain a 'sense of fun', we had a whole school excursion to Echuca, as well as a Year 3-4 camp, a Year 2 sleepover and a P/1/2 excursion.

Finance performance and position

In 2021 we were able to finish the year with a small surplus overall. The SRP budget was supplemented with the addition of Primary Maths and Science Specialist funding, Tutor Learning Initiative funding, Active Schools funding and National Schools Chaplaincy Program funding, all of which enabled us to 'value add' to our programs, especially the Maths curriculum (PMSS), supporting students requiring additional assistance (TLI), our Physical Education/Sport and community recreation programs (Active Schools) and student engagement and wellbeing (NSCP). 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 subsidising the overall cost of camps/excursions/incursions to make it affordable for our more vulnerable students. 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 as well as contribute to physical improvements in the school yard, such as our Strathy Stars walking track around the perimeter of the oval.

For more detailed information regarding our school please visit our website at

www.strathmertonps@education.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 103 students were enrolled at this school in 2021, 53 female and 50 male.

NDP percent of students had English as an additional language and 4 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).

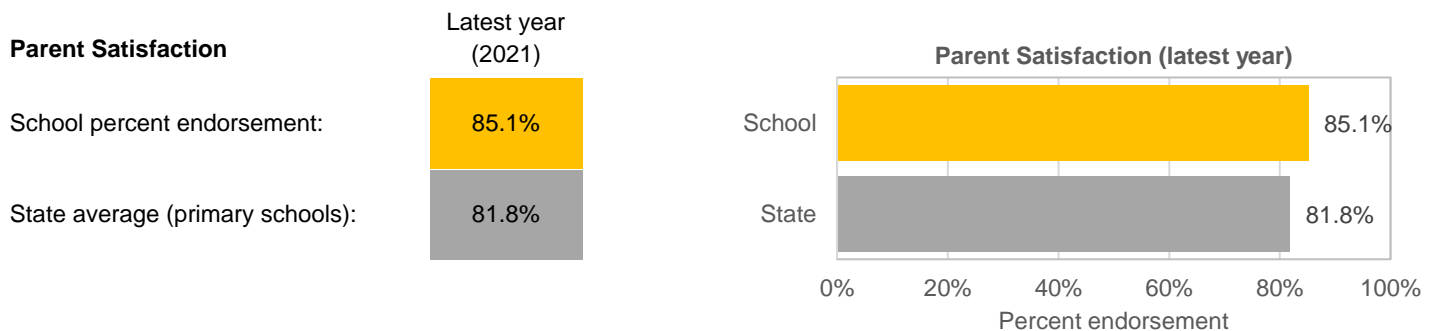
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

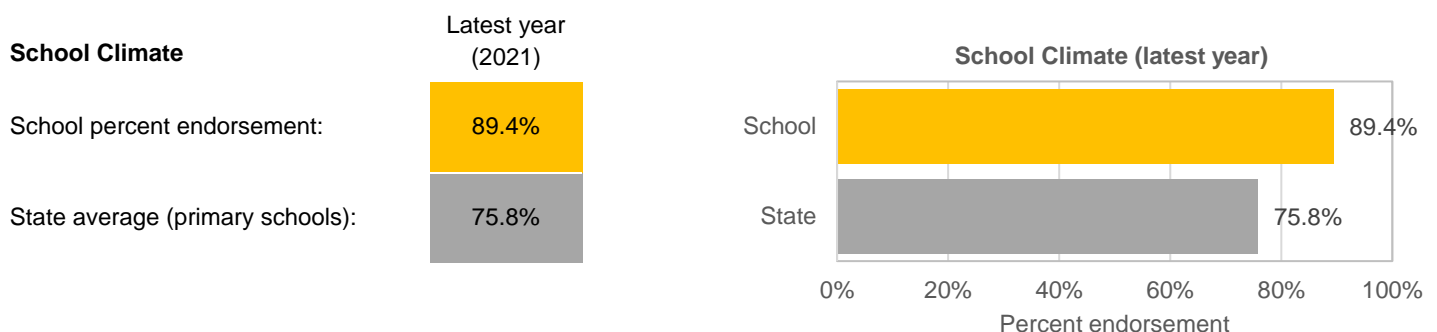


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

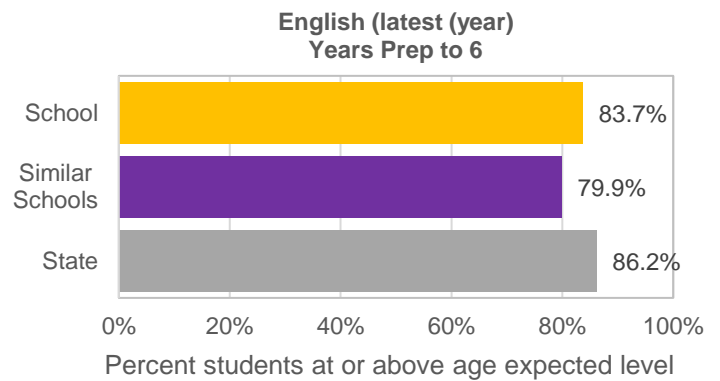
83.7%

Similar Schools average:

79.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

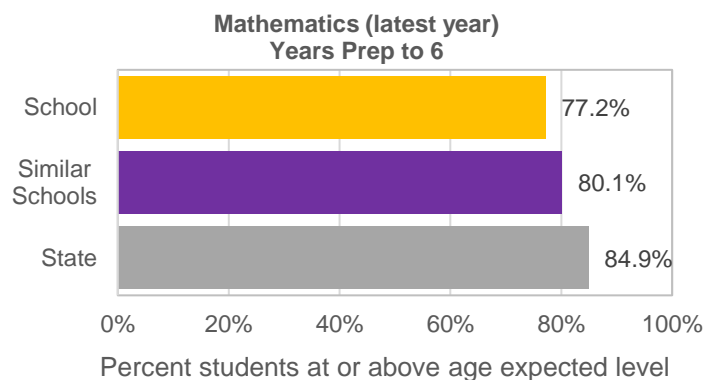
77.2%

Similar Schools average:

80.1%

State average:

84.9%



ACHIEVEMENT (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.

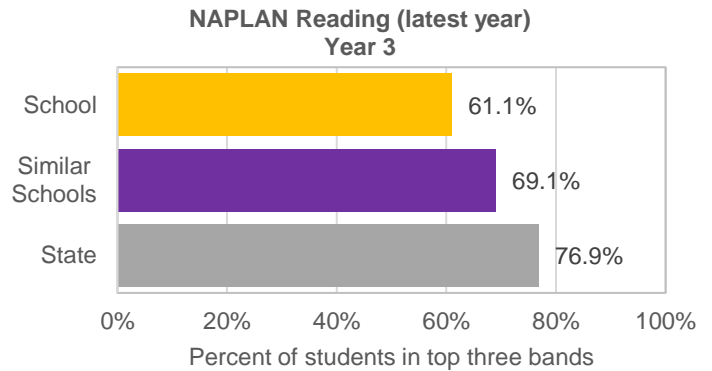
NAPLAN

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 2018, 2019 and 2021 data.

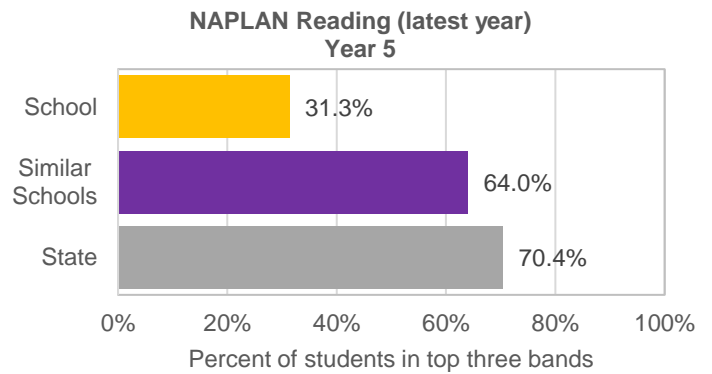
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.1%	52.3%
Similar Schools average:	69.1%	69.0%
State average:	76.9%	76.5%



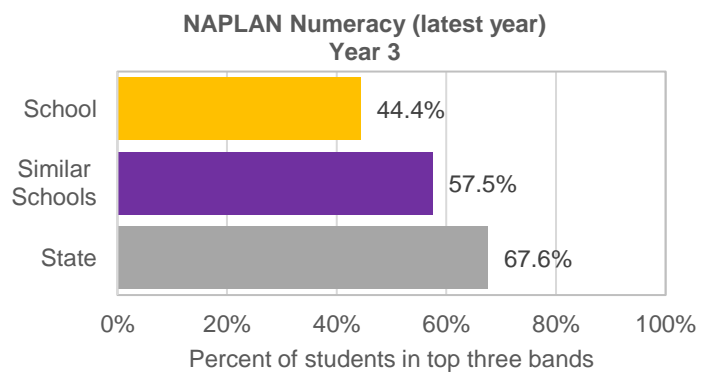
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	31.3%	44.4%
Similar Schools average:	64.0%	58.9%
State average:	70.4%	67.7%



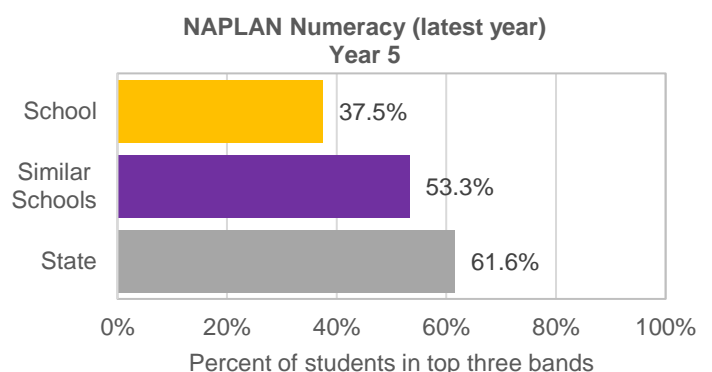
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.4%	42.9%
Similar Schools average:	57.5%	61.7%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.5%	33.3%
Similar Schools average:	53.3%	50.5%
State average:	61.6%	60.0%



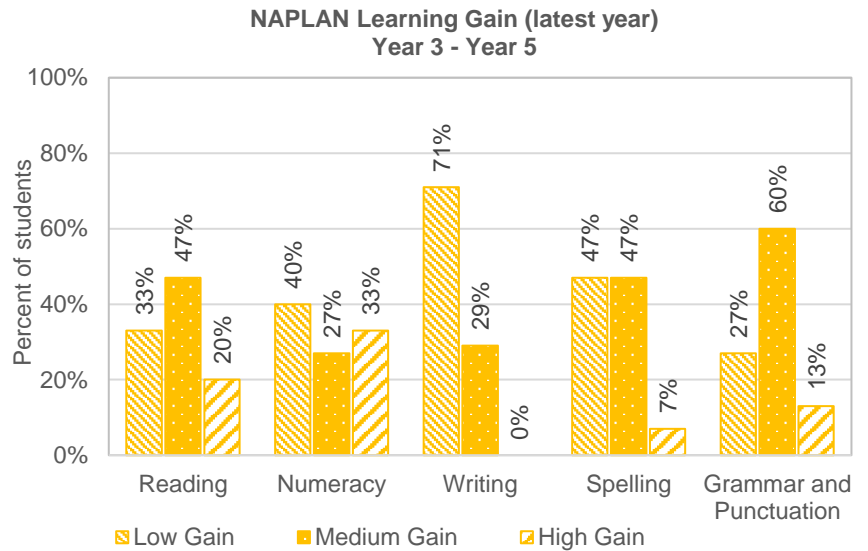
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	47%	20%	21%
Numeracy:	40%	27%	33%	20%
Writing:	71%	29%	0%	16%
Spelling:	47%	47%	7%	18%
Grammar and Punctuation:	27%	60%	13%	16%



ENGAGEMENT

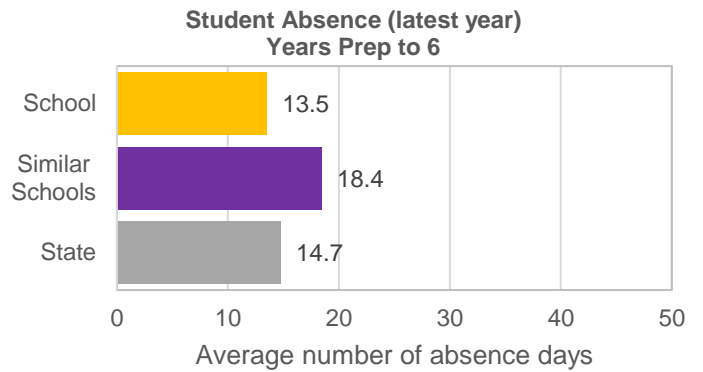
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.5	14.7
Similar Schools average:	18.4	16.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	97%	94%	93%	91%	92%	94%

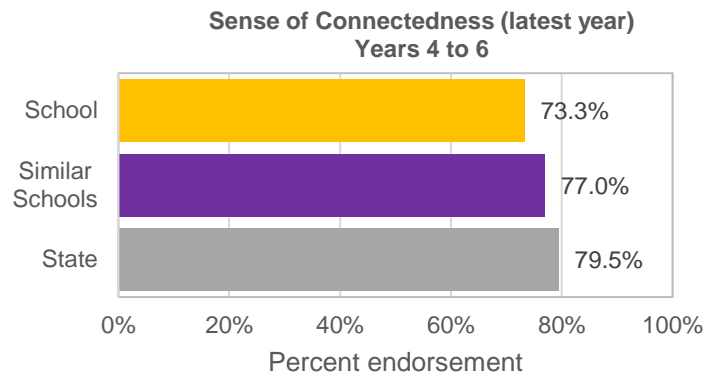
WELLBEING

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 (2021)	4-year average
School percent endorsement:	73.3%	76.8%
Similar Schools average:	77.0%	77.7%
State average:	79.5%	80.4%

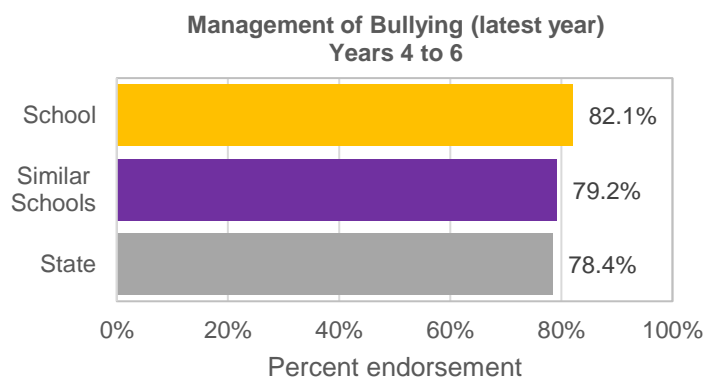


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	82.1%	75.9%
Similar Schools average:	79.2%	79.1%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,133,820
Government Provided DET Grants	\$417,361
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$3,651
Locally Raised Funds	\$61,566
Capital Grants	\$0
Total Operating Revenue	\$1,616,398

Equity ¹	Actual
Equity (Social Disadvantage)	\$125,410
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$125,410

Expenditure	Actual
Student Resource Package ²	\$1,068,641
Adjustments	\$0
Books & Publications	\$1,582
Camps/Excursions/Activities	\$45,976
Communication Costs	\$4,106
Consumables	\$30,290
Miscellaneous Expense ³	\$5,686
Professional Development	\$6,464
Equipment/Maintenance/Hire	\$21,188
Property Services	\$56,226
Salaries & Allowances ⁴	\$152,395
Support Services	\$31,122
Trading & Fundraising	\$12,787
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,657
Total Operating Expenditure	\$1,453,120
Net Operating Surplus/-Deficit	\$163,278
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$359,333
Official Account	\$3,531
Other Accounts	\$0
Total Funds Available	\$362,864

Financial Commitments	Actual
Operating Reserve	\$60,573
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$50,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$143,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$313,573

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.