

2015 Annual Report to the School Community

Strathmore Primary School

School Number: 4612



Strathmore

PRIMARY SCHOOL No.4612

Strive to Achieve

Name of School Principal: Debbie Starpins

Name of School Council President: Heidi Fitzpatrick

Date of Endorsement: Tuesday 26th April 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Strathmore Primary School is located in a suburban street to the north-west of Melbourne and has a proud history and a reputation for providing a quality education. The school is located in the South Western Victoria Region and the school is a member of the Moonee Valley network of schools. The school has a range of buildings with active and passive outdoor spaces. School facilities include an administration block and staffroom, twenty classrooms, well-equipped specialist areas, a multi-purpose hall and a library. All spaces are heated and air-conditioned. The school has benefited from the Building the Education Revolution Program in the form of a library and six open learning spaces. The grounds are well established with attractive native gardens that will be further enhanced by the new building works expected to start soon. There is an extensive range of play areas for students including three adventure playgrounds, all covered with shade cloth. Other areas include a large oval, basketball and netball courts, bat tennis courts, sandpits, passive play areas and cricket nets. The socio-economic profile of the school is high and the proportion of students with English as a second language is mid/high compared to the state. The enrolment is currently 485 students. The school attracts students from both our local community and the wider community as a result of our reputation as being a high-performing school. Strathmore Primary School aims to fully develop each young person academically, socially, emotionally and physically so they are well-adjusted students who perform to the very best of their ability in all areas. We believe this can be best achieved in a happy, caring, safe and stimulating environment with the mutual commitment, support and cooperation of teachers, parents, students and the wider school community. A culture of collegiality and professionalism is developing at Strathmore Primary. Professional Learning Teams have been established at all levels with recent changes strengthening the teaching and learning programs. Staff are further developing in the use of evidence and data to inform planning for student learning. Teachers have raised expectations of student learning and continue to target the students who require additional learning support and extension. Through acquisition of additional and latest ICT equipment and training we are well equipped to embrace learning through high quality teaching and tools for students to reach their potential. The school is establishing School Wide Positive Behaviour Support (PBS) as a means to improve consistency of behaviour management and acknowledgement across the school. The school has 26.4 equivalent full time staff, including a principal and assistant principal, a leading teacher and 6.5 equivalent full time non-teaching staff. Specialist programs include art, physical education, Italian and music and performing arts.

Achievement

Strathmore Primary School is achieving results in student learning that are similar to or above the results of other Victorian schools as well as school with a similar socio-economic profile. This can be seen in the school's results for the number of students who achieved a C or above in English and Mathematics based on teacher assessments using AusVELS when compared to the state and similar schools, in which Strathmore performed significantly higher in comparison. This reflects the targeted approach of the school to implement Professional Learning Teams in order to continually improve the school's capacity to deliver a differentiated learning program that targets the needs of all learners and ensure that students are being both supported and extended and meeting the requirements of the Essential Learning curriculum. This priority has been supported by professional learning and coaching, which demonstrates the use of the school's resources to improve student outcomes. Year 3 and Year 5 NAPLAN results for 2015 demonstrate that the school performed above the state median in English and Mathematics, with 4-year averages that also demonstrate that the school has consistently performed well over time. The school has continued to set itself targets in relation to Learning Gain as measured by NAPLAN from Year 3 to Year 5 and the results from 2015 indicate that the majority of students are achieving medium or high growth. The school will continue to target this area for improvement in the future.

Engagement

Student Engagement data shows that Strathmore Primary School is achieving, on average, 93% attendance of all students, which is similar to schools with students of like backgrounds and characteristics to our school. The school proactively monitors and manages student absence rates. The school has a comprehensive camping and excursions program that develops social skills, leadership, teamwork and independence as well as promoting a healthy lifestyle in a fun and engaging way. Incursions and excursions compliment the learning curriculum and inspire students to be curious and inquisitive learners. The current strategic plan has a focus on student voice; this will promote confidence and ownership of learning. Goal setting and high quality feedback are key components of engaging students in their own learning and these practices are embedded in the work of the teachers at Strathmore Primary School. At Strathmore Primary School we ensure learning is purposeful and enjoyable and is differentiated to cater for all levels and learning styles. We believe that learning is a collaborative process that goes beyond the classroom and should develop a child's ability to think creatively, critically and strategically. We provide a safe and welcoming environment with a focus on valuing each child and providing inclusive activities. ICT is an innovative tool used in student learning activities. A trial of a 'Bring Your Own Device' program was completed in 2015 in the 5/6 area with the program being formalised in 2016 and a trial planned to be run in the 3/4 area in 2016.

Wellbeing

Student Wellbeing data indicates that Strathmore Primary School has achieved similar results to that of similar schools with regards to Connectedness to School. Our students demonstrate a connection to school consistent with the median band across the state. With regards to Student Perceptions of Safety, the school has achieved a result that is similar to that of similar schools and is above the state average both in 2015 and as measured over a four-year average. This complements school-based data that indicates a low incidence of student distress, as measured in the annual wellbeing survey. Additionally, data tracking from yard duty and classrooms demonstrates a decrease in recorded behavioural incidents. In 2015 the school began the implementation of the School Wide Positive Behaviour Framework, the early stages of which has supported an already existing positive climate. The PBS work will continue in 2016 and beyond. Additionally, in 2015, the school made improvements to its student leadership program, with students having greater input into Assembly as well as expanded leadership roles with greater responsibility in areas such as sport, environment and School Captains. This work has continued on into the early stages of 2016.

Productivity

Strathmore Primary School has continued to prioritise resources to provide ongoing learning opportunities for teachers to develop the skills, knowledge and dispositions necessary to teach to higher professional standards. This enables the school to continue as an effective and high-performing learning community. Professional Development opportunities were provided for teachers and school leaders to study the research on learning, pedagogy and assessment, particularly in relation to Professional Learning Teams, School Wide Positive Behaviour Support and ICT. Teacher understandings of current teaching and learning practices have been enhanced through the use of PLTs and all teachers received coaching on this aspect in 2015. Additionally, a PBS team was established and supported with professional learning to enable this framework to be initiated at the school. The school has prioritised resources that have been strategically targeted to support student learning. A vertical leadership team has been established consisting of the Principal, Assistant Principal, Leading Teacher and Teaching and Learning Leaders at each team level.

For more detailed information regarding our school please visit our website at
<http://www.strathmoreps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 471 students were enrolled at this school in 2015, 210 female and 261 male. There were 14% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>39%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>57%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>49%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>55%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	39%	26%	Numeracy	30%	50%	20%	Writing	25%	57%	18%	Spelling	26%	49%	25%	Grammar and Punctuation	29%	55%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>94 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	92 %	93 %	93 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	92 %	93 %	93 %	92 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

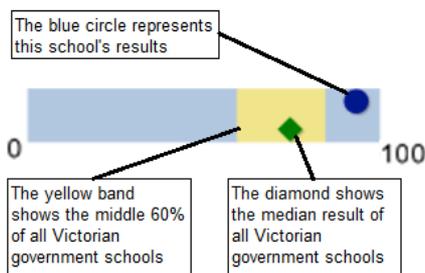
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

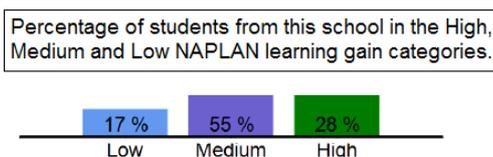
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

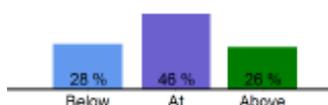


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$3,021,580
Government Provided DET Grants	\$321,002
Government Grants Commonwealth	\$7,745
Revenue Other	\$14,361
Locally Raised Funds	\$373,636
Total Operating Revenue	\$3,738,324

Funds Available	Actual
High Yield Investment Account	\$717
Official Account	\$5,395
Other Accounts	\$118,827
Total Funds Available	\$124,938

Expenditure	
Student Resource Package	\$2,970,336
Books & Publications	\$22,441
Communication Costs	\$4,348
Consumables	\$43,369
Miscellaneous Expense	\$303,280
Professional Development	\$26,152
Property and Equipment Services	\$185,013
Salaries & Allowances	\$86,508
Trading & Fundraising	\$98,419
Travel & Subsistence	\$50
Utilities	\$22,307

Financial Commitments	
Operating Reserve	\$70,835
Maintenance - Buildings/Grounds incl SMS<12 months	\$3,405
Beneficiary/Memorial Accounts	\$7,490
School Based Programs	\$35,340
Other recurrent expenditure	\$7,679
Capital - Buildings/Grounds incl SMS>12 months	\$190
Total Financial Commitments	\$124,938

Total Operating Expenditure **\$3,762,222**

Net Operating Surplus/-Deficit **(\$23,898)**

Asset Acquisitions **\$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

The result for 2015 is a surplus of \$23,898. Junior School Council fund raising is in surplus. The school's local fundraising once again returned excellent results and the school would like to acknowledge the work of the Parents Club. The finance committee met monthly to prepare school budgets and approve spending throughout the year. Additional funds were distributed amongst programs within the school including the employment of a coach for Professional Learning Teams.