2020 Annual Report to The School Community

School Name: Strathmore Primary School (4612)

Strathmore
PRIMARY SCHOOL No.4612

- 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 29 March 2021 at 06:18 PM by Peter Olm (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 30 March 2021 at 04:04 PM by Heidi Fitzpatrick (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

School Vision
Strathmore Primary School is an inclusive learning community that inspires its members to explore, create and be lifelong learners. We continually grow in our learning through a stimulating and challenging curriculum that enables the development of high-level thinking, independence, resilience, responsibility, interpersonal understanding, trust and respect. Our learning environment enables positive and productive interaction where resources and spaces and utilised effectively.

School Values
Strathmore Primary School values high expectations in relation to Student Achievement, Engagement and Wellbeing. The school implements a differentiated curriculum that provides challenges and supports to ensure learning growth of all students. A School-Wide Positive Behaviour Support (PBS) Framework embeds the values of Respect, Learning and Safety to create a positive climate for high achievement and engagement in learning and positive student wellbeing. Within the framework and the school's Values Education program, values of resilience, responsibility and inclusiveness are embedded in the learning community.

School Bio
Established in 1944, Strathmore Primary School is located in 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-two classrooms, purpose-built specialist areas for visual arts and music, a basketball stadium and a library. All spaces are heated and air-conditioned. The grounds are well established with attractive native gardens and a range of play areas for students including an adventure playground 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 majority of the school's learning spaces are conducive to the implementation of flexible learning communities and this initiative is linked to the implementation of Professional Learning Communities as a school priority. The proportion of students with English as a second language is mid/high compared to the state. 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 a BYOD program from Years 3 to 6 we are well equipped to embrace learning through high quality teaching and tools for students to reach their potential. The school implements a School Wide Positive Behaviour Support Framework (PBS) as a means to improve consistency of behaviour management and acknowledgement across the school.

Framework for Improving Student Outcomes (FISO)

In 2020, the school identified the following FISO dimensions as annual goals in 2020:
* Excellence in Teaching and Learning - "Building Practice Excellence" and "Curriculum Planning and Assessment"
* Positive Climate for Learning - "Intellection Engagement and Self-Awareness" and "Setting Expectations and Promoting Inclusion"

In addressing these goals, the formalisation of Professional Learning Teams (PLTS) enabled teachers to work collaboratively to review and develop their practice. Key implementation strategies included:

* Embedding the school's inquiry improvement cycle was the central work of PLTs and as a key part of the documentation of professional learning and practice improvement. Key works of the improvement cycle include refining the instructional practices and model of the reading and mathematics blocks and the implementation of the pedagogical model (including task design to increase the degree/extent to which students are required to engage in critical and creative thinking). This also included further development and refining of implementation of HITS, school instructional models and implementation of Literacy and Numeracy toolkits.

* Focus on identifying the needs of individuals and groups of students and the differentiation within task design in relation to the degree of challenge to optimise student learning growth (linked to the approach of the school's pedagogical model) - including mapping of rich tasks and units to a guaranteed and viable curriculum demonstrating differentiation.

* Developing a common understanding of how student voice and agency can manifest in the school in relation to students experiencing engagement and attachment to their learning as a key aspect of staff professional learning and practice improvement, linked with the implementation of the inquiry improvement cycle. The school engaged in professional learning with Russ Quaglia around Student Voice and Agency. PLTs also investigated ways in which student feedback (and feedback to students) could play a key role in enhancing student voice and agency.

* Documented whole-school assessment strategies are used and develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning.

* Teacher teams responding to the student data analysis by adapting their pedagogical practice and refining assessment and curriculum delivery. Team planning and professional learning time prioritised assessment data analysis. Teachers evaluated the effectiveness of their practice, trialed new practices, monitored student learning and sought feedback from colleagues and students to gauge the impact of changed practices.

Remote and Flexible Learning 2020

The year of 2020 was impacted by the onset of remote and flexible learning for two extended periods of time. During the period of remote and flexible learning all employees contributed to the development and delivery of effective teaching, learning and health and wellbeing programs and the efficient operations of their school/s, consistent with their professional responsibilities. The school developed and delivered a program of learning from home as required by Coronavirus (COVID-19) response conditions, supplemented where necessary by on-site provision. When the period of remote and flexible learning concluded, the school successfully transitioned back to full onsite provision of teaching, learning and support, adjusting programs as appropriate to reflect learnings from the period of remote and flexible learning. All staff contributed, consistent with their professional responsibilities, to the effective development, delivery and deployment of resources, including human, financial, equity funding, physical, learning and health and wellbeing. This included the resources that enable the delivery of flexible and remote learning as required, with a particular focus on ensuring that disadvantaged and vulnerable students fully participated in either flexible and remote learning or on-site provision. All employees participated in collaborative professional relationships, identifying and sharing good practices, including in flexible and remote learning and on-site provision.

Achievement

Working in Professional Learning Teams there was a focus on increasing data literacy of teachers to deeply understand the learning needs of individuals and groups of students within their cohort. Teachers further established processes for implementing learning goals for each student in relation to reading and numeracy as well as processes for enhancing feedback (teacher to students, student to teacher, student to student, teacher to teacher) as a key part of the learning process. Data and evidence informed planning for a differentiated teaching and learning practice using guided and independent reading. Teachers planned with precise use of data and students had learning goals in reading and numeracy. PLTs identified current level of student learning as well as growth points for reading. Staff developed a data wall for reading for 2020 with a focus on consistency of teacher judgements, as informed by reliable evidence, with a goal of continually identifying key needs within cohorts and tracking growth. This was supported by the implementation of the Fountas and Pinnell "Systems of Strategic Action" and "Literacy Continuum" for curriculum development. To provide targeted support, the school implemented specific literacy intervention programs, targeting students of most need in reading, including Fountas and Pinnell Levelled Literacy Intervention and the MultiLit programs "MiniLit" and "MacqLit" (groups run by a teacher and an ES in addition to resourcing). Work began on developing and implementing strategies for the setting of student learning goals incorporating student voice and learning agency. Students who attracted PSD funding demonstrated progress against individualised learning goals that were implemented in individual education plans as discussed at regular student support group meetings throughout the

year.

Remote and Flexible Learning 2020
The learning program focused on the learning areas of literacy, numeracy and health and physical education while maintaining student learning in the other key learning areas through and inquiry-learning approach. The school's data demonstrates achievement of 85% of students who were at or above expected level for both English and Mathematics. The school maintained its implementation of a rigorous assessment schedule to ensure that assessment of student learning was accurate and provided clear information about any gaps that arose as a result of the impact of remote and flexible learning.

Engagement

Strathmore Primary School demonstrated student attendance rates that were higher than similar school and state averages, with all year levels ranging from 93% to 96% attendance rates. The school's student absence rate was below that of state and similar school levels. The school implemented a dedicated approach towards improving student attendance and the accurate maintenance of attendance records. The school contact families of extended or regular absentees to communicate around the importance of improved attendance and to set up attendance plans to successfully support increased attendance.

Remote and Flexible Learning 2020
The school implemented an asynchronous model of teaching and learning in response to feedback from parents that this approach was most conducive to the needs and circumstances of families. The model included daily live Webex sessions along with "takeaway tasks" that students would then work on at their own pace. Further "Feedback" live sessions were held over Webex each day, where students had the ability to check in with their teachers in order to give or receive feedback and ask questions. The approach was highly conducive to strong attendance and enabled teachers to connect with students on a daily basis.

Wellbeing

Strathmore Primary School achieved a positive endorsement rating above similar school and state averages for the measure of sense of connectedness. The positive endorsement rating for management of bullying was above that of similar schools and very close to that of the state.

Remote and Flexible Learning 2020
The school implemented a program of student health and wellbeing support with classroom teachers being supported in this capacity by school leadership. Additional student support group meetings and contacts with parents and students were made in order to support connectedness to school. The school observed that student engagement and positive behaviour was high upon the resumption to on-site learning, indicating that the school's efforts in supporting connectedness were successful.

Financial performance and position

Strathmore Primary School maintained a very sound financial position throughout 2020. The School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for the allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus. This surplus occurred as a result of sound workforce planning and management of expenses in relation to staffing. Additionally, whilst there were some unanticipated costs that arose during the year, such as extra provision of supplies to support a COVID Safe environment, certain costs were reduced in 2020 as a result of remote and flexible learning, such as consumable learning items. The school expended its equity funding on resources targeted towards enhancing engagement in learning and connectedness to school for students who were identified as attracting equity funding for the school.

**For more detailed information regarding our school please visit our website at
https://strathmoreps.vic.edu.au/**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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 451 students were enrolled at this school in 2020, 219 female and 232 male.

19 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.
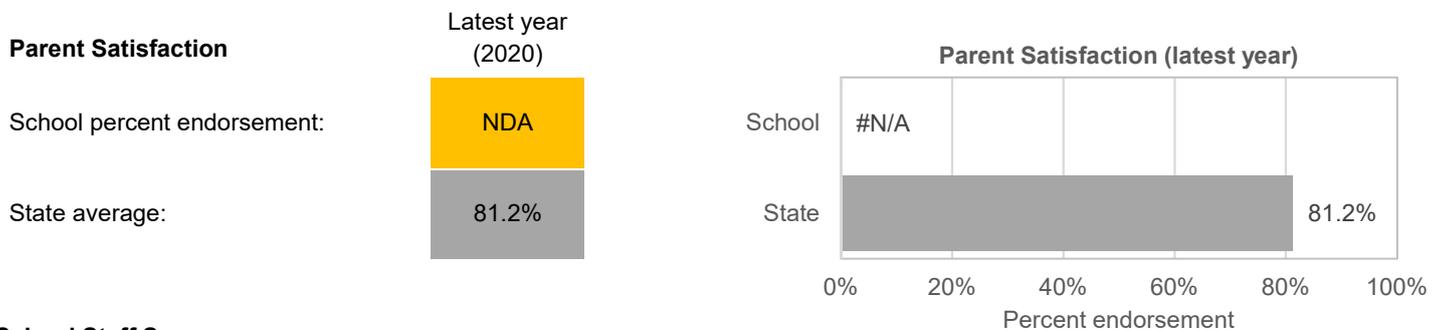
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
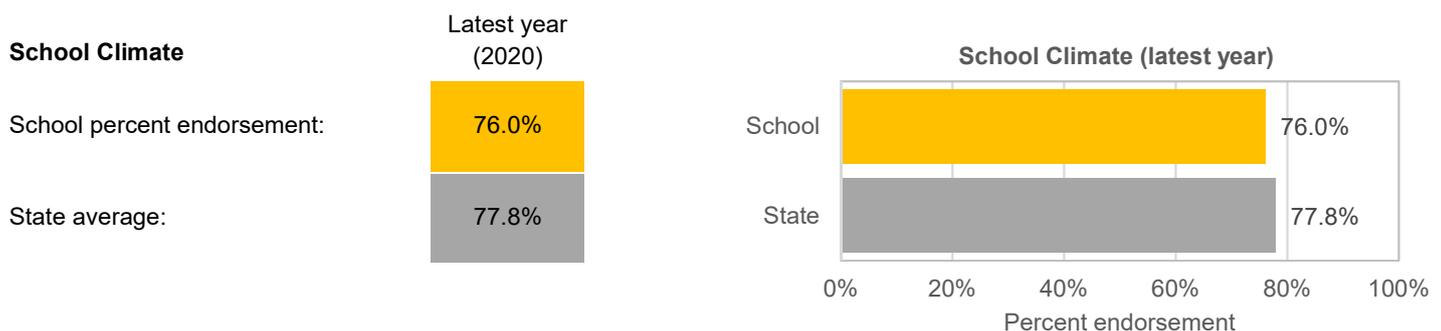
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)

	Percent endorsement
School	#N/A
State	81.2%

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:	76.0%
State average:	77.8%

School Climate (latest year)

	Percent endorsement
School	76.0%
State	77.8%

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:	85.6%
Similar Schools average:	91.9%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	85.6%
Similar Schools	91.9%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
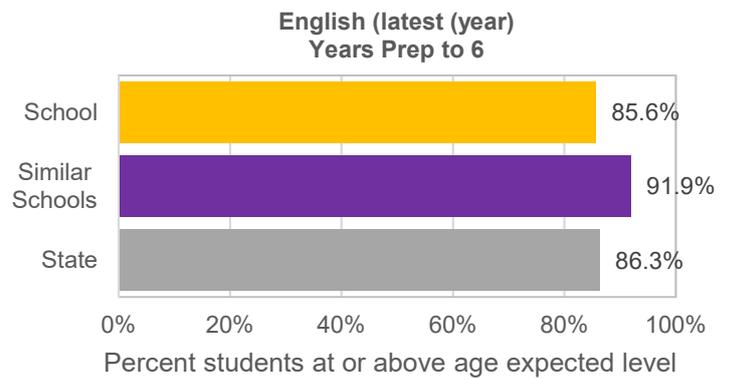
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	85.6%
Similar Schools average:	91.6%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	85.6%
Similar Schools	91.6%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
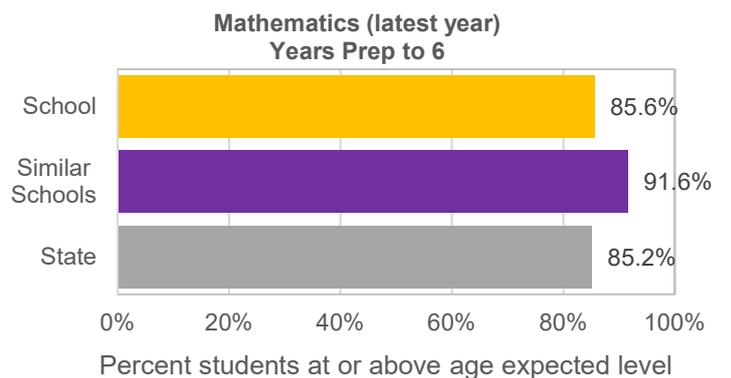
NAPLAN

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).
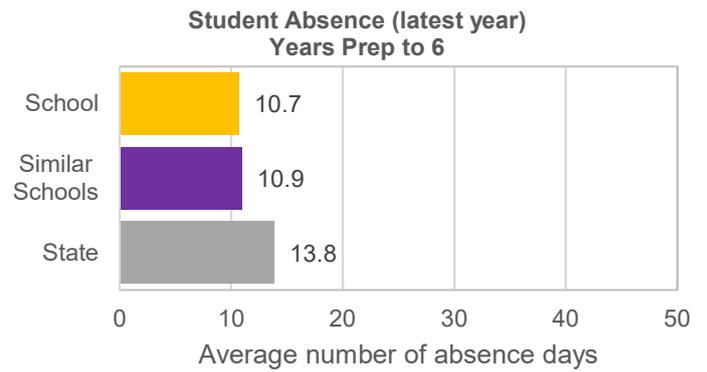
NAPLAN tests were not conducted in 2020.

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:	10.7	15.0
Similar Schools average:	10.9	13.3
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	10.7
Similar Schools	10.9
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):	96%	95%	94%	93%	95%	94%	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).

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:	79.6%	79.6%
Similar Schools average:	78.3%	80.2%
State average:	79.2%	81.0%
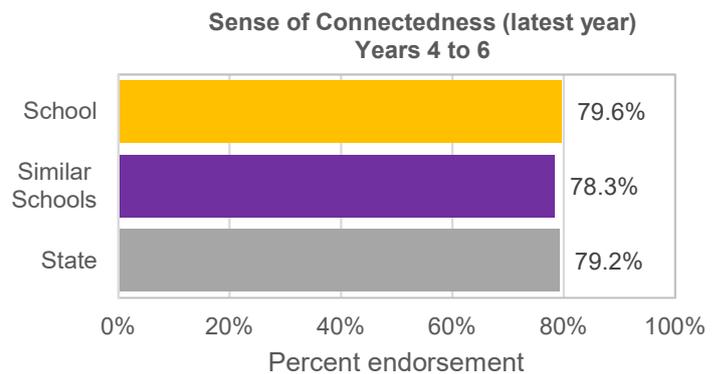
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

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:	77.9%	76.8%
Similar Schools average:	77.3%	79.9%
State average:	78.0%	80.4%
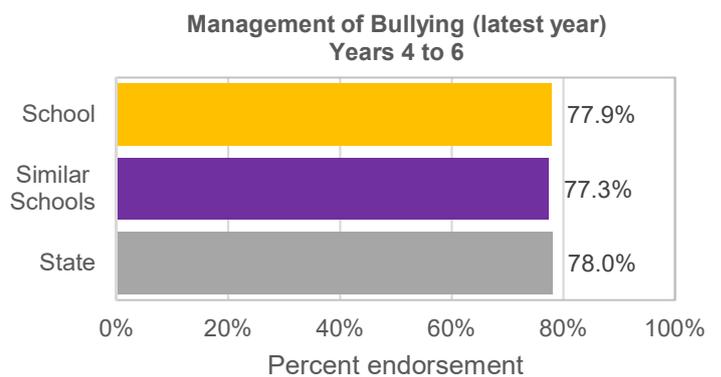
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$3,732,879
Government Provided DET Grants	$382,020
Government Grants Commonwealth	$10,810
Government Grants State	$158
Revenue Other	$5,211
Locally Raised Funds	$219,260
Capital Grants	NDA
Total Operating Revenue	**$4,350,337**

Equity [1]	Actual
Equity (Social Disadvantage)	$22,906
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$22,906**

Expenditure	Actual
Student Resource Package [2]	$3,709,141
Adjustments	NDA
Books & Publications	$2,313
Camps/Excursions/Activities	$12,035
Communication Costs	$8,843
Consumables	$104,237
Miscellaneous Expense [3]	$14,410
Professional Development	$12,298
Equipment/Maintenance/Hire	$53,451
Property Services	$37,769
Salaries & Allowances [4]	$38,653
Support Services	$99,269
Trading & Fundraising	$6,140
Motor Vehicle Expenses	$55
Travel & Subsistence	NDA
Utilities	$34,876
Total Operating Expenditure	**$4,133,491**
Net Operating Surplus/-Deficit	**$216,846**
Asset Acquisitions	**$5,181**

(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	$257,348
Official Account	$15,513
Other Accounts	$23,779
Total Funds Available	**$296,639**

Financial Commitments	Actual
Operating Reserve	$67,993
Other Recurrent Expenditure	$4,789
Provision Accounts	NDA
Funds Received in Advance	$10,000
School Based Programs	$111,876
Beneficiary/Memorial Accounts	$7,635
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	$9,405
Maintenance - Buildings/Grounds < 12 months	$56,069
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$267,768**

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.