

# 2022 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year 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 31 March 2023 at 04:47 PM by Peter Olm (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 April 2023 at 07:41 PM by Travis Jones (School Council President)

# How to read the Annual Report

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## 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## 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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## School context

Strathmore Primary School is an inclusive learning community whose members are on an ascending trajectory as lifelong learners and valued members of society. We exhibit the values of Character, Inspiration, Connection and Endeavour and experience these qualities in our learning and interactions. We continually grow as lifelong learners with a sense of voice and agency to achieve goals in our learning and personal development. We have high expectations as we engage with a stimulating and challenging curriculum that enables the development of high-level thinking, independence, resilience, responsibility, interpersonal understanding, care, trust and respect.

Strathmore Primary School's values are **Character, Inspiration, Connection and Endeavour**.

- **Character** - we act respectfully and support each other to develop effective personal characteristics and we appreciate the aspects of each individual that give them a unique personality.
- **Inspiration** - we engage enthusiastically with learning and we challenge each other to think deeply and to be insightful, reflective and creative in our learning.
- **Connection** - we connect with our learning, with each other, with our school community and with our world in ways that are inclusive, purposeful and thoughtful.
- **Endeavour** - we use initiative in our thinking and actions along with a sense of adventure and commitment to lifelong learning.

Our school values apply to all community members in relation to how we expect ourselves to act and interact and the experience that we will all have at Strathmore Primary School.

Strathmore Primary School is located in the north-west suburbs in the Moonee Valley network. The school has 340 student enrolments, with a standalone Foundation year level, followed by composite year levels in Year 1/2, Year 3/4 and Year 5/6. There are five specialist subjects, being; Visual Art, Italian Language, Literature & Library, Music and Physical Education. The school has 18.3 FTE Teacher Class employees (which includes two Learning Specialists and one Leading Teacher), 5.34 FTE Education Support class employees and two Principal Class employees.

Strathmore Primary School's Student Family Occupation and Education Index figure is 0.2, indicating that the number of students who come from backgrounds of social disadvantage is relatively low.

In the School Review conducted in 2021, Strathmore Primary School identified many strengths in student achievement, engagement and wellbeing that were evident from the previous four years of implementation of the Strategic Plan. Challenges and opportunities to further improve in moving forward in the development of a new Strategic Plan were also identified. The key terms of reference that led the fieldwork component of the review were:

- To what extent does the school implement with fidelity a set of agreed instructional practices and frameworks to support student learning growth?
- To what extent does the school use an inquiry improvement cycle to plan and inform teaching and learning to achieve student learning growth?
- To what extent does the school successfully support student agency, and voice?

Strathmore Primary School aims to achieve improved learning growth across the curriculum, for all students, with a focus on literacy and numeracy. The school aims to enhance intellectual engagement and learning agency of students and the promotion of a positive climate for learning and the building of student wellbeing in learning and social contexts. Every student can be engaged in learning, including direct involvement to set goals and improve their achievement. As students develop greater self-awareness and agency in their learning, they are more able to capitalise on strengths, address areas for improvement, make connections in their learning and transfer successful learning strategies. Gains in the achievement of higher-performing students supports the creation of a positive climate for learning that has impact for all students. Effective instructional practice connects teaching to learning gain. When students are engaged in a challenging curriculum through an effective pedagogical model, they are more able to develop critical and creative thinking abilities that are transferable in their learning. As students develop greater resiliency and social awareness, they are more able to use interpersonal skills to maintain respectful relationships that contribute to an inclusive and positive climate for learning.

The Annual Report includes data in relation to School Climate and Parent Satisfaction.

School Climate refers to data from the School Staff Survey. The figure on the Annual Report relates to all staff across the school (including non-teaching Education Support staff) and the result in 2022 demonstrates an improvement of over 5% on the previous year. The year 2022 was the first in the school's current four-year School Strategic Plan (SSP). One target of the SSP is to Increase the percentage of positive endorsement by Principal/Teacher responses (which does not include non-teaching Education Support staff) on School Staff Survey School modules for:

- \* School Climate to 80% (from 68.5% in 2021 and 74% in 2022)
- \* Safety and Wellbeing to 70% (from 59% in 2021 and 63% in 2022)
- \* Teaching and Learning Modules to 80% (from 73% in 2021 and 74.5% in 2022)
- \* Professional Learning to 70% (from 51% in 2021 and 61% in 2022)

These results indicate steady growth across all areas in relation to positive endorsement of teaching staff on the School Staff Survey.

Parent Satisfaction relates to results from the Parent Opinion Survey. In 2022, the school received 40 responses to the survey, compared to 56 from 2021. In both years, the school communicated frequently with families who were randomly selected for the survey about the value of the opportunity to provide feedback to the school. Results from 2021, when there were more respondents were higher than in 2022 when there were fewer respondents. An area that has been identified for future improvement, is in "Parent Participation and Involvement", which, notably was impacted by COVID restrictions.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The NAPLAN data in the report show that the school has performed comfortably above the state average and that of similar schools in relation to the percentage of students in performing in the Top 3 Bands in Year 3 and 5 Reading and Year 3 Numeracy, both in terms of 2022 results and as a four-year average. The school performed comfortably above the state average for Year 5 Numeracy in 2022 and as a four-year average (whilst being slightly behind the same measures when compared to similar schools).

In relation to Teachers Judgements in English and Mathematics, the Annual Report demonstrates that teachers are assessing that close to 85% of students are at or above the expected level in all areas of English (Reading and Viewing, Writing and Speaking and Listening) and Mathematics (Number and Algebra, Measurement and Geometry and Statistics and Probability). The year 2022 was the first in the school's current four-year School Strategic Plan (SSP). One target of the SSP is to increase the percentage of Year F-6 students who achieve at or above the expected level of growth on Victorian Curriculum F-10 levels over the course of a year (measured in December) to 85% or above for:

- Reading and Viewing (from 78% in 2021 and 85% in 2022)
- Writing (from 74% in 2021 and 78% in 2022)
- Number and Algebra from (76% in 2021 and 86% in 2022)

As can be seen by this data, the school made good progress on increasing the rate of growth in learning as measured by teacher judgements in 2022.

### Wellbeing

Data in the Annual Report indicates that students have a strong sense of connectedness to school, with results being above the average for similar schools and the state both for 2022 and as a four-year average. Additionally, data indicates that students at the school give a strong endorsement of the management of bullying (which in itself is at a low rate of occurrence), with results once again being ahead of similar schools and the state for 2022 and closely comparable as a four-year average. The measures of School Connectedness and Management of Bullying are taken from the annual Student Attitudes to School Survey. Other data from this survey in relation to wellbeing indicates strong positive endorsement for Respect for Diversity at 80% and Advocate at School at 87%. In 2022, the school continued its development and implementation of a Positive Behaviour Support Framework Data Wall, which tracks the needs of students in relation to the level of interventions required to support positive wellbeing outcomes for each student. This approach has supported the strong results in the area of student wellbeing.

## Engagement

The Annual Report uses school attendance data as the sole measure of student engagement. Strathmore Primary School's attendance data is better than the state average and close to that of similar schools. In addition to this data, the school also uses other points of data to gain an understanding of levels of student engagement. The Student Attitudes to School Survey indicated a positive endorsement rate of 85% for the areas of Stimulated Learning and Motivation and Interest, 88% for Differentiated Learning Challenge and 90% for Self-Regulation and Goal Setting. Additionally, on the same survey, the school achieved an increase in positive endorsement Student Voice and Agency, going up 5% from 66% in 2021 to 71% in 2022, which is a pleasing trend that builds on growth in previous years in this category that can typically be challenging as an area for school improvement and most notably impacted by remote learning in 2020 and 2021.

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## Other highlights from the school year

The year 2022 saw Strathmore Primary School being able to return to full operations in relation to sporting events, camps, excursions and special events. The previous years of 2020 and 2021 had been significantly impacted COVID and it was not possible to engage in these types of activities as a result. In 2022 the school engaged in even more activities than in years prior to COVID as a strategy to support engagement and wellbeing outcomes for students. One of the major highlights was the school's first camp to Marysville, which involved Year 5/6 students having a day in the snow at the summit of Lake Mountain. The Year 3/4 cohort also returned to the camping program and the Year 2 Sleepover also resumed. The school also implemented two-week intensive swimming tuition programs for Year 1/2 and Year 3/4 students - using the Swimming Education funds that were provided by the Department of Education, this came at no cost to families. The school benefitted from the "Positive Start" initiative run by the government, whereby, the school was able to access various events and excursions free of charge.

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## Financial performance

In 2022, Strathmore Primary School concluded the year with a small operating surplus of just over \$10,000 in relation to the credit side of the budget (funds held by the Department of Education that cover the costs of the workforce). The school's cash budgets (funds held in school bank accounts) had close to \$290,000 in its combined accounts and a balance of \$110,000 in operating reserve.

Strathmore Primary School has a licensing contract with TheirCare for out-of-school-hours care provision before and after school, and on school holidays. The program operates out of a stand-alone portable on the school oval and the program also has access to other areas of the school such as the Stadium and BER. Additionally, the school has licensing contracts with Aberfeldie Jets Basketball Club and Keilor Basketball Association for the use of the Stadium for basketball training and competition. These licensing contracts provide the school with additional revenue streams which support the maintenance (including additional cleaning services) and improvement of facilities used by the school and these partners. In 2021/2022, Strathmore Primary School was successful in receiving a grant for the provision of a shade sail to provide an outdoor learning space which was installed in Term 3 of 2022.

In 2022, the school received funding for the Tutor Learning Initiative (TIL) as part of the School Resource Package (SRP). The funding was used to provide trained staff to run reading intervention programs including MiniLit, MacqLit and Fountas and Pinnell Levelled Literacy Intervention. These programs supported over 80 students over the course of the year to improve their achievement and learning growth in reading - these programs were successful in meeting those goals.

Strathmore Primary School used Equity Funding, as part of the SRP, for programs that supported students from positions of disadvantage. These programs included targeted learning support and lunch-time engagement groups to foster improved sense of connection and social relationships. The school also received funds in the Program for Students with Disabilities (PSD) and utilised these resources to support students in the program, by providing reasonable adjustments in the form of resources and learning support staff. The school used the Student Excellence funding, as part of the SRP, to support the delivery of the Department of Education's Student Excellence Program, including the Victorian High-Ability Program (VHAP) and the Victorian Challenge and Enrichment Series (VCES). These programs provided opportunities to over 60 students at the school in 2022.

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 2.0 (FISO 2.0).

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 359 students were enrolled at this school in 2022, 157 female and 202 male.

17 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).

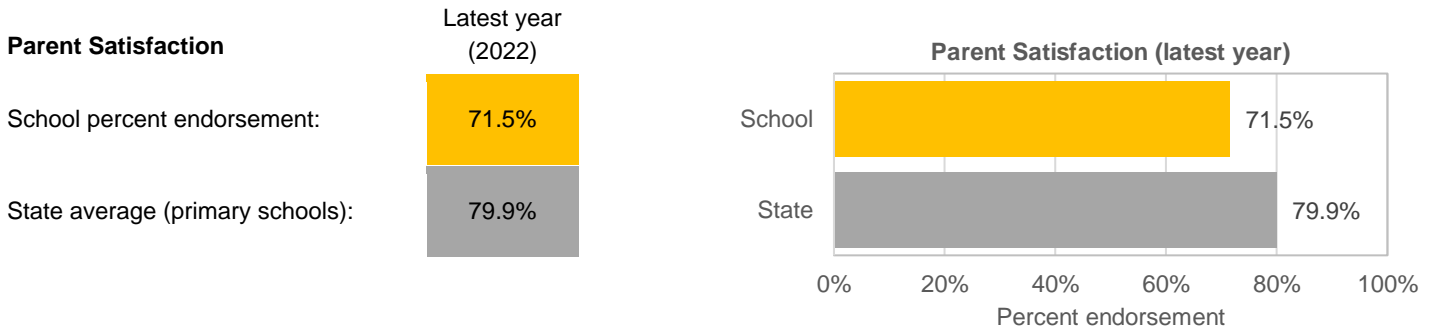
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

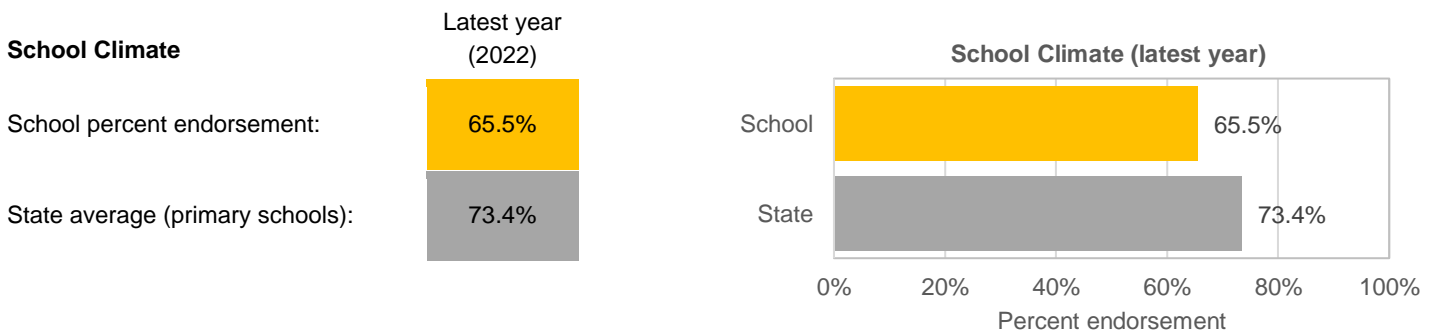


### School Staff Survey

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.





## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

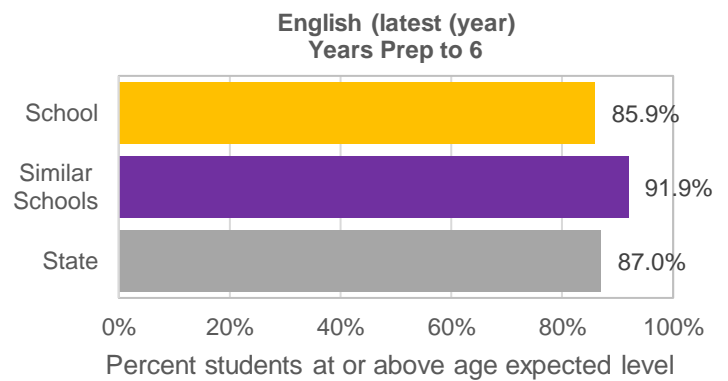
85.9%

Similar Schools average:

91.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

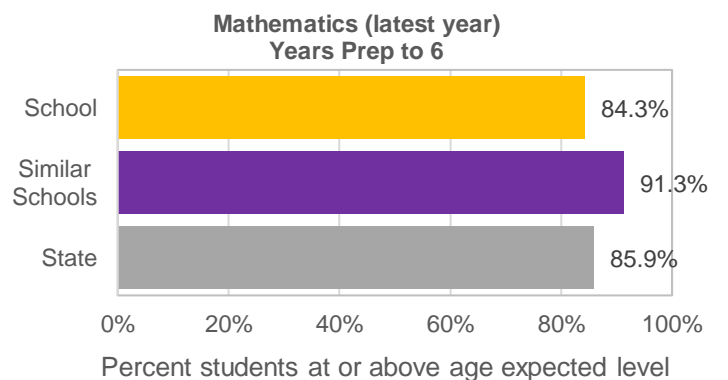
84.3%

Similar Schools average:

91.3%

State average:

85.9%



## LEARNING (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.

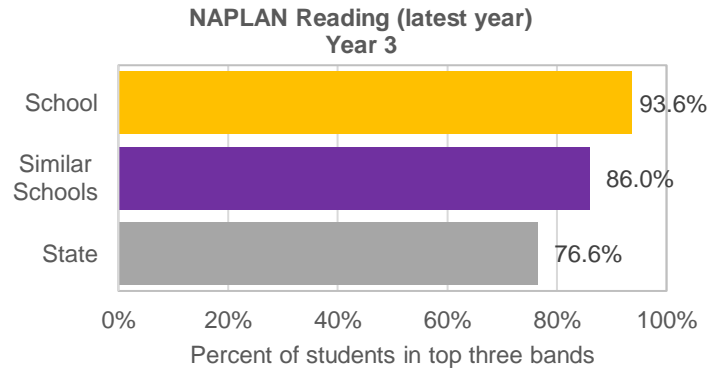
### NAPLAN

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 2019, 2021 and 2022 data.

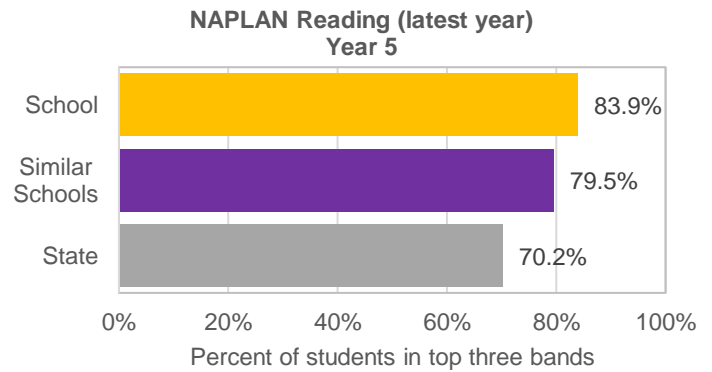
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.6%	89.0%
Similar Schools average:	86.0%	85.6%
State average:	76.6%	76.6%



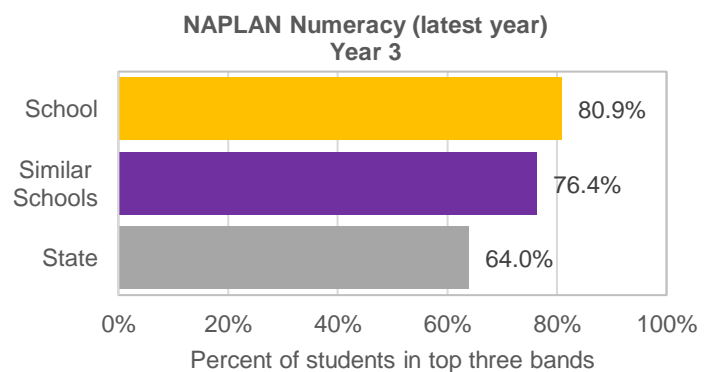
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.9%	81.4%
Similar Schools average:	79.5%	79.2%
State average:	70.2%	69.5%



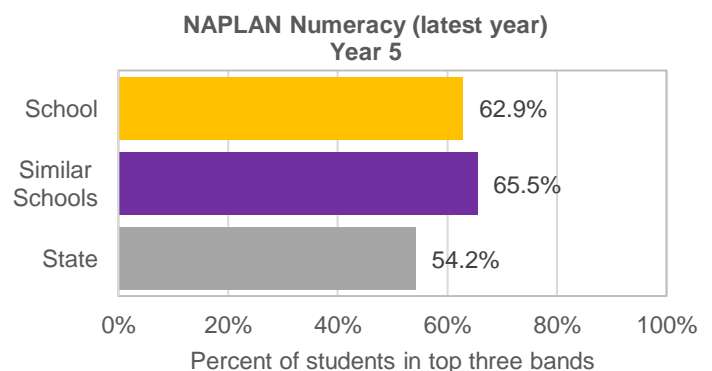
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.9%	78.0%
Similar Schools average:	76.4%	77.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.9%	65.1%
Similar Schools average:	65.5%	69.5%
State average:	54.2%	58.8%



## WELLBEING

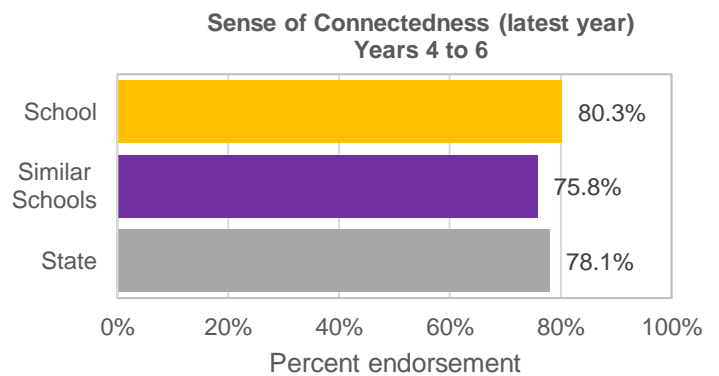
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	80.3%	79.6%
Similar Schools average:	75.8%	79.1%
State average:	78.1%	79.5%

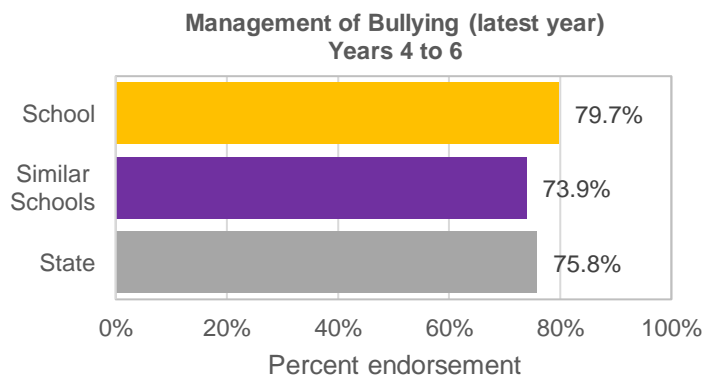


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	79.7%	77.3%
Similar Schools average:	73.9%	78.1%
State average:	75.8%	78.3%



## ENGAGEMENT

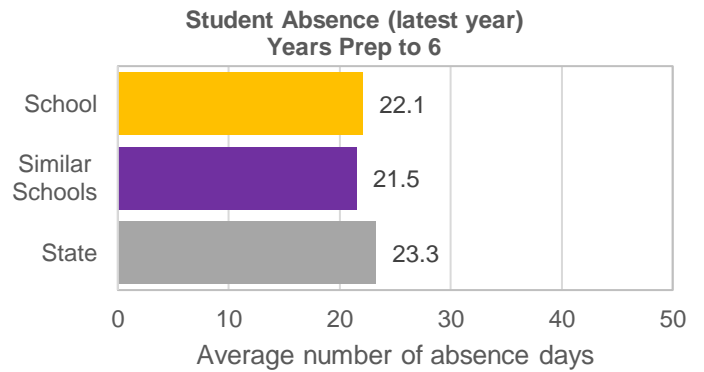
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.1	15.4
Similar Schools average:	21.5	15.0
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	87%	92%	89%	90%	88%	88%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,132,000
Government Provided DET Grants	\$219,082
Government Grants Commonwealth	\$5,927
Government Grants State	\$40,887
Revenue Other	\$14,202
Locally Raised Funds	\$443,896
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,855,994</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$23,783
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$23,783</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,118,356
Adjustments	\$0
Books & Publications	\$2,304
Camps/Excursions/Activities	\$180,903
Communication Costs	\$9,114
Consumables	\$41,864
Miscellaneous Expense <sup>3</sup>	\$8,558
Professional Development	\$9,623
Equipment/Maintenance/Hire	\$78,594
Property Services	\$97,015
Salaries & Allowances <sup>4</sup>	\$85,547
Support Services	\$150,041
Trading & Fundraising	\$27,177
Motor Vehicle Expenses	\$57
Travel & Subsistence	\$0
Utilities	\$35,830
<b>Total Operating Expenditure</b>	<b>\$3,844,984</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$11,010</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$260,057
Official Account	\$15,004
Other Accounts	\$14,086
<b>Total Funds Available</b>	<b>\$289,147</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$110,115
Other Recurrent Expenditure	\$11,404
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$20,209
Beneficiary/Memorial Accounts	\$7,372
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$21,450
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$170,550</b>

*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.*