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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, 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. In 2017, on-site work on the school’s building project began, with the historical main building of the school being revamped internally along with the addition of a new administration block to free up more teaching and learning spaces. As of the end of 2017, the work in the main building was just under halfway complete. In 2018, the renovations to the main building will be completed and the construction of a new sport stadium and purpose-built Visual Art and Music rooms will take place. 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 488 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 implements a School Wide Positive Behaviour Support Framework (PBS) as a means to improve consistency of behaviour management and acknowledgement across the school. The school has 24.5 equivalent full time staff including a Learning Specialist and specialist learning programs for Visual Art, Physical Education, Italian and Music. The school has as Leadership team out of the classroom including a Principal, Assistant Principal and a Leading Teacher. Additionally, the school has the equivalent of 5.25 full time education support staff who work as integration aides and 2.5 administration staff. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | In 2017, Strathmore Primary School selected improvement initiatives from the FISO model as that were in line with the school’s goals and learning intentions articulated in the School’s Strategic Plan. The school targeted the following areas for improvement:   * Building practice excellence * The school continued to refine the process of professional learning teams (PLTs) in order to improve practice excellence and achieve improved learning outcomes for students. This included further consolidation with the use of the mentor text “Teaching Primary Mathematics” in order to become more effective in PLTs with teaching, learning, planning and assessment and working collaboratively on student achievement growth, intervention and extension in mathematics. Extensive professional learning was undertaken in relation to best practice in teaching and learning of mathematics, engaging with Michael Ymer to deliver whole-staff professional learning days and collaborative planning sessions. The school also hosted a whole-school professional learning day as a platform to introduce the VCOP writing framework across the school. School Leadership and teaching staff worked on the implementation of VCOP throughout the year with a sequenced roll-out of the key components. * Curriculum planning and assessment * The school further refined its Assessment Schedule and assessment platforms, including implementing digital version of PAT assessments for Maths and Reading as well as digital tracking of student achievement data across key areas of school assessments (e.g. benchmarking, Fountas and Pinnell, PAT, On-Demand, NAPLAN). * Setting expectations and promoting inclusion * The school further refined the School Wide Positive Behaviour Support Framework in order to address the setting of expectations and the promotion of inclusion.   During 2017, the school completed a School Review, which was conducted one year ahead of schedule to bring the school in to line with the DET timeline. School Leadership and staff were engaged in work throughout the year to analyse long-term school data and trends in order to provide analysis and reflection into the review process. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | In 2017, the school implemented the Victorian Curriculum across all learning areas. With regards to student achievement as measured by teacher judgments in English and Mathematics using the Victorian Curriculum, Strathmore Primary School performed well above the state median for students who were identified for working at or above the expected level of achievement. This is a similar result to other schools in the comparison group. 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 2017 largely demonstrate that the school is performing above the state median with regards to the number of students performing in the top three bands of NAPLAN for Reading and Numeracy, and this is particularly the case in Year 3, where the school result is well above the state average. The school is performing above the state median in these areas when looking at four-year average. Data indicates that the majority of students demonstrated either medium or high relative growth when looking at NAPLAN in relation to Learning Gain between Years 3 to 5 as measured in the assessment in 2017. The school will continue to target this area for improvement in the future, particularly increasing the number of students attaining high growth and reducing the number of students attaining low growth. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | Student Engagement data shows that Strathmore Primary School is achieving 91% or better attendance of all students across all year levels, which is similar to schools with students of like backgrounds and characteristics to our school and better than the state median. The school proactively monitors and manages student absence rates. The school achieved good results across the board on the revamped Student Attitudes to School Survey in 2017 conducted with students in Year 4 to 6. The survey indicated an average of 84% positive responses across the categories of “Excellence in Teaching and Learning”. 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. Direct experiences 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 learning is purposeful and enjoyable and is differentiated to cater for all levels and learning styles. Learning at Strathmore is a collaborative process that goes beyond the classroom and develops a child’s ability to think creatively, critically and strategically. The school provides 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 ‘Bring Your Own Device’ program has been implemented in the 5/6 area. | | | |  | | --- | | Wellbeing | | | |  | | --- | | Student Wellbeing data indicates that Strathmore Primary School has achieved results similar to the state median in 2017 with regards to Connectedness to School and Management of Bullying. The school achieved good results across the board on the revamped Student Attitudes to School Survey in 2017 conducted with students in Year 4 to 6. The survey indicated an average of 77% positive responses for “Positive Climate for Learning”, with the overall survey indicating an average of 81% of positive responses across all categories. Additionally, school based data tracking from yard duty and classrooms demonstrates a decrease in recorded behavioural incidents. In 2017 the school consolidated the implementation of the School Wide Positive Behaviour Framework. | | | |  | | --- | | For more detailed information regarding our school please visit our website at <http://strathmoreps.vic.edu.au/> | | |  | | |  | | | |  | | --- | |  | | |

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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.  Members of the community can contact the school for an accessible version of these data tables if required. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 500 students were enrolled at this school in 2017, 233 female and 267 male.  18 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students. | | | | | |  |  |  | | |  | | --- | | Overall Socio-Economic Profile  Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | Parent Satisfaction Summary  Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | School Staff Survey  Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).  Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **School Comparison**  A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.  Average 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 92 % | | |  | | --- | | 93 % | | |  | | --- | | 93 % | | |  | | --- | | 92 % | | |  | | --- | | 93 % | | |  | | --- | | 91 % | | |  | | --- | | 91 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures can be found at:  [http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* mean?**  Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.  New schools have only the latest year of data and no comparative data from previous years.  The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.  ‘Levels A to D’ 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **What does the *About Our School* section refer to?**  The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.    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 reports on data in three key areas:  **Achievement**  - student achievements in:  - English and Mathematics for National Literacy and  Numeracy tests (NAPLAN)  - English and Mathematics for teacher judgements  against the curriculum  - all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)  **Engagement**  - student attendance and engagement at school  - how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)  **Wellbeing**  - Attitudes to School Survey (ATOSS)  - Sense of connectedness  - Management of Bullying  Results are displayed for the latest year, as well as the average  of the last four years (where available). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | | **What does *School Comparison* referto?**  TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.  The comparison measure 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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amounts were part of the Building program school funded assets and significant major maintenance costs.* | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $10,987 | | Official Account | $5,899 | | Other Accounts | $19,762 | | **Total Funds Available** | **$36,648** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $3,601,818 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $383,706 | | Government Grants Commonwealth | $16,845 | | Revenue Other | $10,274 | | Locally Raised Funds | $378,427 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$4,391,071** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $20,631 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$20,631** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $10,000 | | Beneficiary/Memorial Accounts | $12,907 | | Revenue Receipted in Advance | $587 | | School Based Programs | $5,489 | | Provision Accounts | $322 | | Other recurrent expenditure | $2,693 | | Capital - Buildings/Grounds incl SMS>12 months | $4,650 | | **Total Financial Commitments** | **$36,648** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $3,579,142 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $5,101 | | Communication Costs | $4,723 | | Consumables | $58,982 | | Miscellaneous Expense³ | $425,952 | | Professional Development | $23,854 | | Property and Equipment Services | $199,033 | | Salaries & Allowances⁴ | $41,479 | | Trading & Fundraising | $66,986 | | Travel & Subsistence | $53 | | Utilities | $25,497 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$4,430,802** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **($39,731)** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$89,076** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (1) The Equity funding reported above is a subset of overall revenue reported by the school  (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation  process.  (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.  (4) 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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |