

2016 Annual Report to the School Community



School Name: Strathaird Primary School

School Number: 5463

Strathaird



Primary School

Name of School Principal:	Martin Shepherd _____
Name of School Council President:	Chris Johnstone _____
Date of Endorsement:	April 2017 _____

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Strathaird Primary School provides a safe and engaging environment where students are encouraged to strive for personal achievement and develop skills and values to become lifelong learners. We are committed to continuous improvement and achieving excellence. Our school motto, Success, Pride, Self Esteem, reflects the values and importance we place on individual achievement. Programs are designed to cater for individual needs and extension through differentiated learning activities. Our additional programs include Physical Education, Information and Communication Technologies, Visual Arts, Performing Arts, E.A.L (English as an Additional Language) and Environmental Sustainability. We provide support programs through literacy intervention, a Community Reading Program and Reading Recovery. School Council provide a high level of parent participation in school governance. Junior School Council provides a forum for student participation in decision making within the school. Strathaird Primary has 61.60 equivalent full-time staff including Principal Class (3); Leading Teachers (3); Teachers (43); Teaching Support Staff – Office(4.4);Integration aides (6). Non attendance is followed up by the welfare officer including home visits. Our program for students with a disability provides a modified program at the students point of need, all students on this program achieved progress at satisfactory or above in their Individual Learning Plan goals.

Framework for Improving Student Outcomes (FISO)

Through the teaching of Phonemic Awareness through our ‘Code Breakers’ we measure the ability of the students to recognise the more familiar phonemes (single sounds) to the more complex. Generally students can recognise the easier phonemes but learn to recognise unfamiliar phonemes through explicit teacher instruction. Our target is to recognise all of the phonemes through progressive teacher instruction. Teacher instruction focuses on syllable types and 18 generalised rules. Ongoing professional learning for all teachers is a key aspect of this initiative involving weekly attendance by staff to modelled lessons and instruction sessions. To embed this new teaching practice our professional learning and evaluation of our practice the program will be in an implementation stage for an extended period. As the practice evolves the program of instruction will move into the area of ‘morphemic awareness’ to further extend the knowledge base, (Origins of Latin, Greek and French base words and roots, prefixes, suffixes and joiners, to assist with the learning through chunks rather than phonemes and understand the meaning of multi-syllable words).

Achievement

Curriculum Framework implemented in 2016

Strathaird Primary students have achieved learning outcomes in literacy and numeracy that are similar to the National School Comparison levels. The school has targetted Numeracy with Number as a focus for student improvement. The whole school approach to Spelling is through phonological awareness and providing students with a deeper understanding of the construct of English language. The school provides literacy intervention for students with additional needs and Reading Recovery literacy intervention. Children also learn through Inquiry Learning and a feature of the curriculum is the Environmental Sustainability program. Information and Communication Technologies (ICT) is a major focus for the school providing interactive white boards to all classes.

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

A consistent whole-school approach to Behaviour Management across the school encourages positive behaviour. Weekly awards encourage students to demonstrate responsible citizenship. A Buddy program and Buddy Bear awards encourages students to help create a caring and friendly school environment. Opportunities for responsibility and leadership for senior students are through a range of leadership positions including the Junior School Councillors (Yr2 through 6). Student attendance is recorded on eCASES and any student ‘unexplained absence’ initiate an SMS text message sent requesting confirmation of the absence. Absences of 3 days are followed up by a phone call. Continuous absence are further addressed by a visit from Principal class officers to the home. Bullying is not acceptable and anti-bullying programs are conducted across the school annually, Cyber-bullying programs assist students in Years 5 and 6. The Friends for Life program (Years 3-4) and the Fun Friends (Prep) focus on developing resilience and social skills. The school works in partnership with the support of a Chaplaincy program.

Wellbeing

Strathaird Primary School provides a range of programs to support the transitions our students make. Prep students' are provided a transition program that begins in the pre-school year with transition activities operate throughout the pre-school year. Pre-school students attend the school for activities in December prior to their commencement at school and consideration goes into student grade placements. Sound communication links with our local secondary colleges are maintained. In term four teachers work extensively to place P-5 students into appropriate cohort groups for the following year. The Year 6 Transition and Graduation program offer students support in developing pathways to secondary college and a celebration of the students primary school accomplishments. Year 5 students also engage with the local secondary college. Curriculum emphasis in Personal Development during term one guides students to develop a positive learning philosophy. Outside of School Hours Care has provided further benefits to students by providing on-site care and supervision beyond school hours. Chaplains provide an engaging after-school youth group.

For more detailed information regarding our school please visit our website at <http://www.strathairdps.vic.edu.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.




Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.





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	
<p>Enrolment Profile</p> <p>A total of 844 students were enrolled at this school in 2016, 407 female and 437 male. There were 34% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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 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> Similar</p> <p> Similar</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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>58%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>62%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	53%	22%	Numeracy	24%	58%	18%	Writing	25%	62%	14%	Spelling	21%	55%	24%	Grammar and Punctuation	35%	46%	19%	<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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	93 %	93 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	93 %	93 %	93 %	93 %										



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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

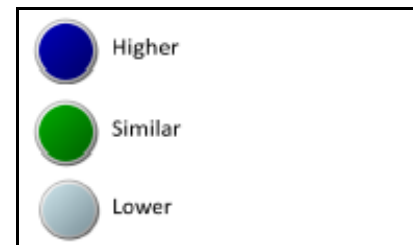
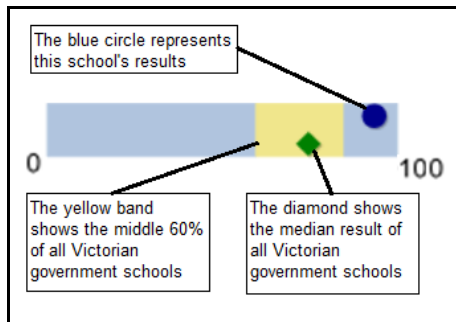
What are student outcomes?

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, P-12 and specialist schools, 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.

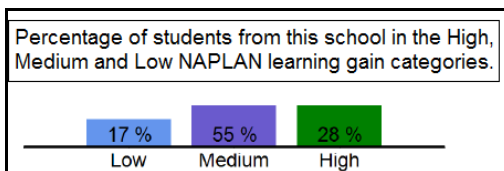
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

School resources are directed to deliver a quality Teaching and Learning environment for the students at the school. The school has an effective and robust staff Performance and Development program linked to the Strategic Plan and supported by professional learning. Resource allocations support the achievement of targets set out in the 'Achievement' section above and to improve student achievement levels. Class structures and timetables are designed to maximise shared expertise and planning. Principal Class and Leading Teachers provide a valuable leadership role in improving student learning. School Councillors work collaboratively to direct resources to best support the learning programs and physical resources of the school. The school financial position is in surplus, the reason for the surplus is that through sound management practices the school has been able to commit funds over the past years toward the delivery of a capital works project providing a major facilities upgrade for the school community of a full permanent roof over two outdoor basketball courts. Funds of \$100,000 was provided in 2016 by a State Government School Improvement Grant.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,877,491	High Yield Investment Account	\$644,347
Government Provided DET Grants	\$1,184,699	Official Account	\$18,591
Government Grants Commonwealth	\$12,124	Other Accounts	\$20
Government Grants State	\$2,900	Total Funds Available	\$662,958
Revenue Other	\$86,185		
Locally Raised Funds	\$335,993		
Total Operating Revenue	\$7,499,392		
Expenditure		Financial Commitments	
Student Resource Package	\$5,784,157	Operating Reserve	\$196,868
Books & Publications	\$2,240	Asset/Equipment Replacement < 12 months	\$21,089
Communication Costs	\$8,017	Capital - Buildings/Grounds incl SMS<12 months	\$400,000
Consumables	\$176,790	Revenue Received in Advance	\$45,001
Miscellaneous Expense	\$432,380	Total Financial Commitments	\$662,958
Professional Development	\$24,316		
Property and Equipment Services	\$602,404		
Salaries & Allowances	\$28,526		
Trading & Fundraising	\$41,142		
Utilities	\$53,210		
Total Operating Expenditure	\$7,153,181		
Net Operating Surplus/-Deficit	\$346,211		
Asset Acquisitions	\$6,835		

Student Resource Package Expenditure figures are as of 06 March 2017 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.