

2020 Annual Report to The School Community



School Name: Strathaird Primary School (5463)

Strathaird



Primary School

- 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 09 March 2021 at 04:27 PM by Julie Kennedy (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 13 April 2021 at 03:14 PM by Jenny Smith (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

Strathaird Primary School's enrolment in 2020 was 731 students. There was a full time equivalent Teaching staff of 42.2 and Support Staff of 10.8. The leadership staffing profile included a Principal, two Assistant Principals and three Learning Specialists. The teaching staff included a mix of staff from Graduate level through to many very experienced top of the range teachers.

In 2020, 43 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. The School's socio-economic band value is medium.

Strathaird Primary School is focused on its central purpose - improving the learning and wellbeing of every child, every day, in a safe, caring and happy environment. Every child is unique and capable of learning at their zone of proximal development. Every child is encouraged to build on their strengths, take on challenges, and extend their creativity. Our Vision is 'To empower students to strive for personal achievement, embrace challenges and develop the skills and values that enable them to become lifelong learners and engaged, responsible citizens in an ever changing global society'.

Our school values are Wisdom, Respect, Self Esteem and Happiness.

The school is committed to high expectations for all; building consistent, high quality evidence based instructional practice across the school; and implementing a pedagogy based on student responsibility, empowerment, engagement and ownership of learning. There is an emphasis on the academic program using rigorous, evidence based literacy and numeracy programs. The Inquiry Learning program incorporates big understandings about our world, a range of learning experiences that build on each other and a range of important skills. High quality specialist programs in Music, ICT, Visual Arts, Sustainability and Physical Education are provided by personnel with expertise in these areas.

Early intervention is a key focus of the school and Reading Recovery and small group literacy programs are provided for students who require additional literacy support. Other programs provided to meet the needs of students, include transition programs - K to Prep and 6 to 7, LOTE- Indonesian, Swimming, Camps (Grade 5 and 6) and Excursions, The Resilience Project, Life Education Van, Interschool Sport and Out of School Hours Care.

A range of key student wellbeing initiatives lay strong foundations for a caring and friendly school environment.

The School's student wellbeing policies, processes and initiatives developed over many years have contributed to a caring, friendly and respectful environment becoming embedded across the school.

There is a very supportive school community. Parents are encouraged to be involved in the school and share in a close school/home partnership with a focus on developing positive educational outcomes for their children.

Framework for Improving Student Outcomes (FISO)

Many of the actions and activities associated with the Key Improvement Strategies that we had set for 2020 ended up not being a focus due to COVID-19.

During Term 1, we were on track in achieving our goals. Focused on Building Practice Excellence, as part of the DET Prioritisation approach, teachers at Years 3 and 5 changed their practice significantly in relation to preparation for NAPLAN Reading in an attempt to lift learning growth from Years 3 to Year 5. Teachers learnt to delve deeply into analysing students responses to practice assessments and explore why they gave the responses they gave and to discuss this with students. They also learnt the importance of explicitly discussing specific language. Despite the cancellation of NAPLAN, this proved to be a very worthwhile initiative.

The School's response to remote and flexible learning for Terms 2 and 3 saw the distribution of over 200 devices to students at home. The school used the Seesaw platform to deliver the teaching and learning program in both terms and introduced whole class and small group video conferencing for Term 3. Daily team planning meetings, thoughtful learning tasks and continuous finely tuned, specific feedback from teacher to student (and vice versa) contributed to the success of the program.

Focused on Building Leadership Teams, our middle level leaders developed many skills throughout the challenging times of 2020. Leading their teams remotely from home, to teach students remotely at home, was no easy feat and our teams did a remarkable job.

Throughout 2020 our teachers were able to make progress on the FISO areas of our School Strategic Plan.

Throughout the year there was a significant emphasis on teachers assessing student's strengths and needs and providing differentiated, next step learning to students. This continued throughout remote learning, especially with the addition of videoconferencing with students in Term 3. Teachers have a good understanding of Fountas & Pinnell Benchmark Assessment data, how it links to the Fountas & Pinnell Continuum and can provide next step learning for all students.
The School Instructional Model is very well embedded in planning and delivery.

Achievement

The School continues to perform very well in all areas of the Annual Report and it is pleasing to note that all areas are ABOVE State average and Similar Schools (schools with similar characteristics to our school).
Due to COVID-19 NAPLAN was not conducted in 2020. Taking into account the overall socio-economic profile and the proportion of students with English as an Additional Language, our student outcomes for English and Mathematics as reported against the Victorian Curriculum through Teacher Judgements, are above Similar Schools and above the State average: in English 89.2% of students in Prep-Year 6 performed at or above expected standards which was well above Similar Schools and above the State average; likewise in Mathematics 88.2% of students in Prep-Year 6 performed at or above expected standards which was well above Similar Schools and above the State average.
School assessments showed that the majority of students made expected progress in reading, despite learning from home.
Staff, students and parents learnt to use the digital learning platform, Seesaw, from scratch. They also learnt to use video conferencing for whole class and small group teaching and learning. The majority of students responded well to learning from home and completed tasks according to expectations.
Remote and flexible learning was a very significant learning journey for staff. They learnt many new skills and ways of working, including utilising a range of online resources, differentiating learning for students online and providing very specific and ongoing feedback.
Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Directions for 2021:

*To provide very significant literacy intervention across the school, utilising teachers with literacy expertise to implement a structured evidence based program with the goal of accelerating literacy achievement for around 150 students.

*To use assessments to plan for effective, targeted, differentiated teaching and provide precise and regular scaffolding and feedback.

Engagement

Student engagement continues to be an ongoing focus. A thorough process to follow up on absences and closely monitor students with excessive absences contributes to the school having a relatively low level of absences and this continued during remote learning. The average number of absences for 2020 was significantly lower than Similar Schools and lower than the State average. The Attendance rate was similar across year levels.
The Attendance rate was affected by a few students who had difficulty transitioning back to school from remote learning in Term 4 and required a lot of support.

Direction for 2021:

*The school will continue to focus its efforts on developing student voice and agency, particularly in Years 4-6, to build on the work from 2019/2020. Putting in place initiatives to improve student voice and agency should help to improve student engagement in the upper years.

Wellbeing

Data in the Wellbeing area across the state is impacted by a lower participation rate than usual and a different format to previous years but according to the 2020 that was collected, the areas of School Connectedness and Management of Bullying for our school were significantly higher than Similar schools and higher than the State average. Very significant progress has been made in the Wellbeing area since 2018.

Other highlights of 2020 include:

- * Close attention to family/student wellbeing through daily interactions and weekly phone calls during remote learning.
- * Many students developing improved agency skills through managing their learning from home in Terms 2 and 3.
- * Teachers providing more opportunities for student voice during remote learning and onsite during Term 4.
- * An increase in project based learning (usually involving choice) during remote learning.
- * Development of a draft student agency checklist.

* Parent Satisfaction was higher than the State average. Although our parent satisfaction is usually high, we had strategies in place over remote learning to connect with, and provide high level support to parents.

* Staff Climate was also higher than the State average. Likewise, we had strategies in place over remote learning to ensure our staff felt connected to each other and the School Leadership and to ensure they felt supported throughout this time.

Directions for 2021:

Our broad direction is to implement an action plan that leads to high levels of student engagement and wellbeing and, where necessary, addresses the trauma and behaviour needs of specific children. We will also continue to focus on developing a culture of student empowerment to support students to manage and monitor their own learning within a stimulating learning environment.

Specific activities include:

- * A staff Student Voice and Agency Team will participate in a Network group receiving professional learning from Student Voice expert, Russell Quaglia.
- * Student Agency Checklist to be well utilised in classrooms.
- * Student choice in Inquiry Learning Going Further/Taken Action phases through projects and investigations.
- * Student Voice instructional strategies; including feedback, to be embedded across the school.
- * Fortnightly electives program to be implemented across Year P-6.
- * Student voice will be strengthened through the Student Leadership group and Junior School Council.

Financial performance and position

The school's finances have been well managed with regular Finance Committee meetings and monitoring of budgets. Ongoing and regular maintenance including recarpeting, Children's Discovery Garden and minor works occurred in 2020.

The school had an operating surplus of \$714,068 for the calendar year 2020 and finished with year end funds of \$842,610. Funds exceeding the operating reserve of \$148, 210 have been earmarked for asset replacement, buildings and grounds and school based programs.

The School received Equity (Social Disadvantage) funding of \$705,665.

The School will use school funds and a capital works grant to undertake very significant buildings and grounds improvements during 2021.

For more detailed information regarding our school please visit our website at
<http://www.strathairdps.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 731 students were enrolled at this school in 2020, 360 female and 371 male.

43 percent of students had English as an additional language and 1 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.

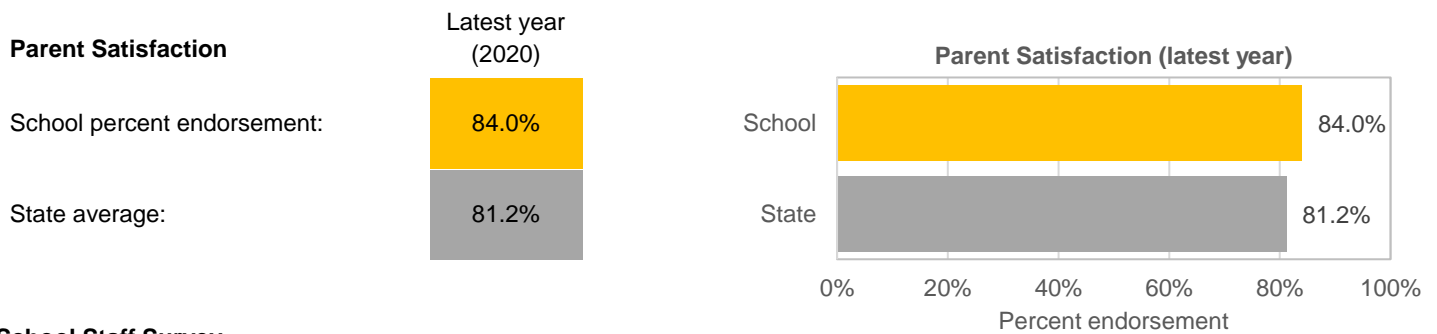
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

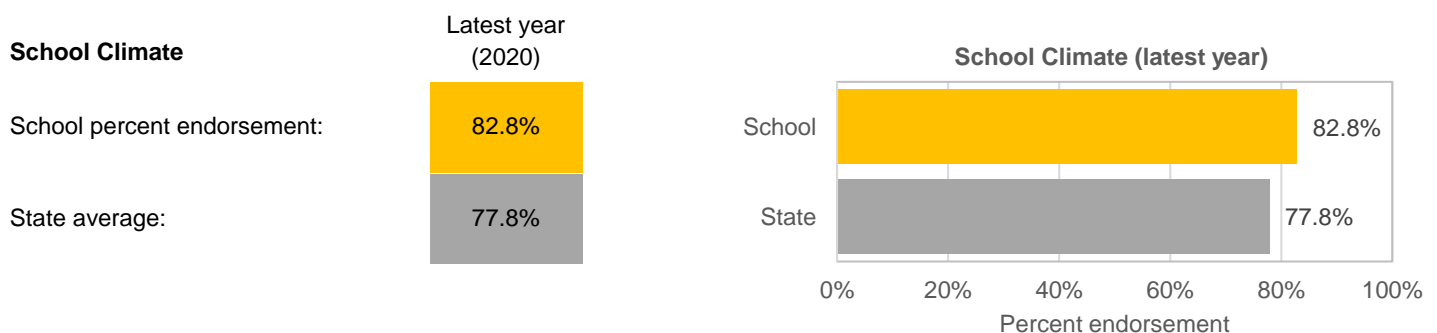


School Staff Survey

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.



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:

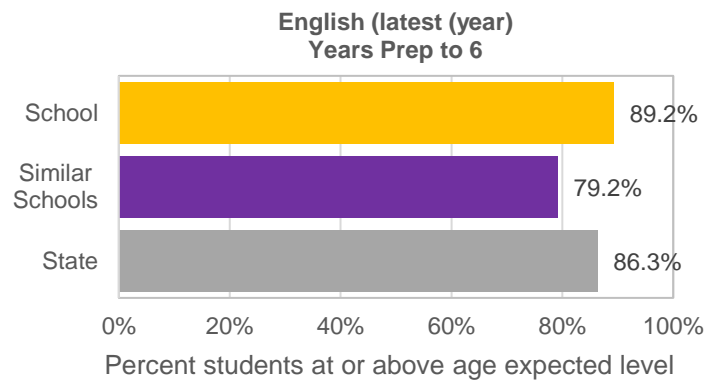
89.2%

Similar Schools average:

79.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

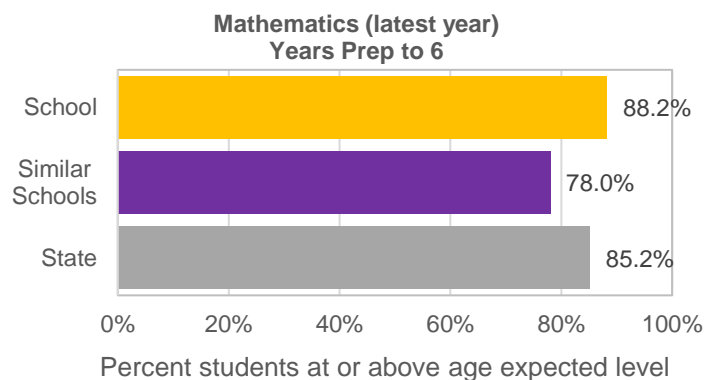
88.2%

Similar Schools average:

78.0%

State average:

85.2%



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

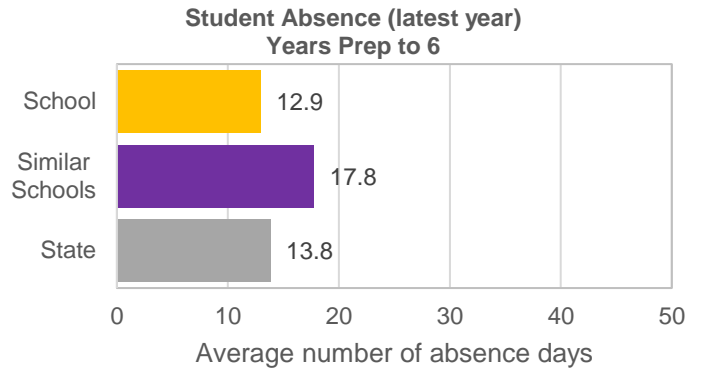
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.9	13.8
Similar Schools average:	17.8	17.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	95%	93%	94%	93%	94%

WELLBEING

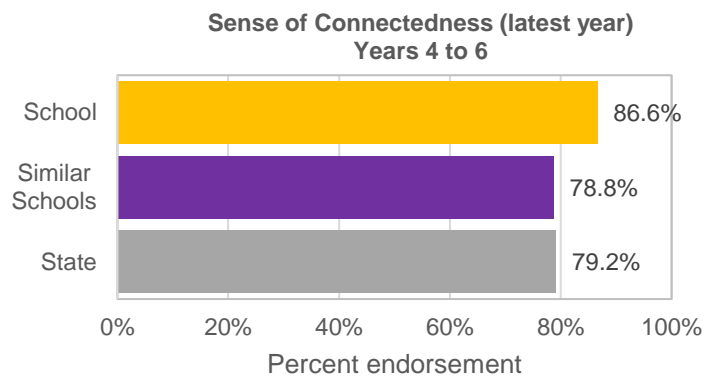
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	86.6%	83.0%
Similar Schools average:	78.8%	80.9%
State average:	79.2%	81.0%



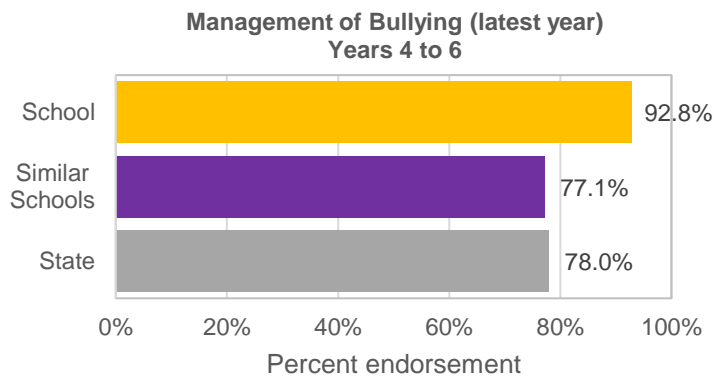
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	92.8%	84.3%
Similar Schools average:	77.1%	79.7%
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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,334,309
Government Provided DET Grants	\$995,033
Government Grants Commonwealth	\$6,885
Government Grants State	NDA
Revenue Other	\$44,137
Locally Raised Funds	\$172,732
Capital Grants	NDA
Total Operating Revenue	\$7,553,096

Equity ¹	Actual
Equity (Social Disadvantage)	\$705,665
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$705,665

Expenditure	Actual
Student Resource Package ²	\$5,850,319
Adjustments	NDA
Books & Publications	\$2,104
Camps/Excursions/Activities	\$3,980
Communication Costs	\$18,929
Consumables	\$215,502
Miscellaneous Expense ³	\$18,211
Professional Development	\$14,234
Equipment/Maintenance/Hire	\$278,917
Property Services	\$123,381
Salaries & Allowances ⁴	\$17,713
Support Services	\$223,348
Trading & Fundraising	\$22,014
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$50,378
Total Operating Expenditure	\$6,839,028
Net Operating Surplus/-Deficit	\$714,068
Asset Acquisitions	\$76,524

- (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	\$766,741
Official Account	\$74,219
Other Accounts	\$1,651
Total Funds Available	\$842,610

Financial Commitments	Actual
Operating Reserve	\$148,210
Other Recurrent Expenditure	\$47,932
Provision Accounts	NDA
Funds Received in Advance	\$73,437
School Based Programs	\$100,101
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$706
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$79,832
Capital - Buildings/Grounds < 12 months	\$240,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$790,218

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.