

2022 Annual Report to the School Community

School Name: Strathaird Primary School (5463)



- 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 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 24 March 2023 at 09:53 AM by Julie Kennedy (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 04 April 2023 at 02:59 PM by Jenny Smith (School Council President)

How to read the Annual Report

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.

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)

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.

'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 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

School context

Strathaird Primary School is situated in Narre Warren South and opened in 2005. The School's enrolment grew to 794 in 2022.

The staffing profile includes a Principal, two Assistant Principals, a Leading Teacher and three Learning Specialists. The teaching staff includes a mix of staff from Graduates through to many very experienced top of the range teachers. The school has a full-time equivalent teaching staff of 49.1 and Support Staff of 11.7. Cultural diversity is a special feature of the school, with 49% of students speaking a language other than English at home; 37% of these students were born in Australia. The school has a fulltime EAL teacher and two Multicultural Education Aides.

The school has attractive and spacious grounds which include an oval, a Senses Garden, a Discovery Garden, a vegetable garden, an Endangered Ecosystem garden and frog pond, an orchard, two covered basketball courts, two playgrounds and a pirate ship incorporating a large sand pit. A large roof covers the two outdoor basketball courts. Indoor spaces include a Staff/Administration building, a main classroom block, Art room and Library, double portable classrooms, a gym/hall, and BER building, which comprises the Sustainability Centre, and an Out of School Hours Care Room. There are 36 classes.

The 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. 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. The school focus is on providing at least twelve months academic growth for every student. There is an emphasis on the academic program and delivery of 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.

The Language program provides instruction in Auslan and 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 support. Other programs provided to meet the needs of students, include transition programs - K to Prep and 6 to 7, Swimming, Camps (Grade 5 and 6) and Excursions, Life Education Van, Interschool Sport and Out of School Hours Care.

Wellbeing initiatives such as consistent school wide Behaviour Management, Student wellbeing support, Student Leadership, Junior School Council, a Buddy program and a range of other initiatives lay the foundations for a caring and friendly school environment.

The School has 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.

OUR VISION

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 VALUES

Honesty – We are truthful in what we say and do, people can rely on us and trust us.

Respect – We value people's worth and qualities and treat them in a polite and friendly manner.

Responsibility – We make good choices and are accountable for our actions.

Compassion – We care about others, we treat them with kindness and we help people when they are in need.

Progress towards strategic goals, student outcomes and student engagement

Learning

The School continues to perform very well in all learning areas. In NAPLAN, when compared to Similar Schools, Strathaird has been either well above or above Similar Schools in every NAPLAN area at both Years 3 and 5 in 2019, 2021 and 2022 (there was no NAPLAN assessment in 2020). This places the School at number 12 in the top 20 highest performing schools in Victoria in NAPLAN (when compared to Similar Schools) from 2019-2022. This is an excellent effort by the whole school community.

2022 NAPLAN Results

- Year 3 Reading: 81.7% in the top three bands, which was significantly ahead of the Similar Schools average and ahead of the State average. Over the 4-year average, the school was ahead of both Similar Schools and the State.
- Year 5 Reading: 71.7% in the top three bands, which was significantly ahead of the Similar Schools average and ahead of the State average. Over the 4-year average, the school was ahead of Similar Schools.
- Year 3 Numeracy: 65.9% in the top three bands, which was significantly ahead of the Similar Schools average and ahead of the State average. Over the 4-year average, the school was ahead of Similar Schools and just behind the State.
- Year 5 Numeracy: 45.1% in the top three bands, which was ahead of the Similar Schools average and behind the State average. Similarly, over the 4-year average, the school was significantly ahead of Similar Schools but behind the State average.

Student outcomes for English and Mathematics as reported against the Victorian Curriculum through Teacher Judgements show: in English, 91.1 % of Years Prep to 6 students performed at or above age expected standards. This result was well ahead of the Similar Schools average and the State average. In Mathematics, Teacher Judgements showed 85.0 % of Years Prep to 6 students performed at or above age expected standards. This result was well ahead of the Similar Schools average but slightly behind the State average.

School assessments showed that the majority of students made expected progress in Literacy and Numeracy curriculum areas. In 2023, the school will focus on numeracy teaching and learning practice. The school is continuing to invest in a major Professional Learning program to target the teaching of Numeracy, this program involves expert Maths Consultants working with teachers throughout the year. The School will also target the area of feedback - teacher to student, and student to teacher, in an attempt to further lift student outcomes. Literacy Intervention continues to be implemented across the school to catch specific students up.

Wellbeing

The high-level results in student Attitudes to School Survey (AtoSS) reflects the School's commitment to Student Wellbeing, as well as student learning. In 2022, School Connectedness and Management of Bullying at Years 4 -6 had significantly higher levels of positive endorsement than both the Similar Schools average and the State average. The results for Strathaird Primary School in both areas were close to 90%. Over the 4-year average, both results were also significantly higher than Similar Schools average and the State average. All results for the school were close to or above 90%, which is a very pleasing result.

Other Wellbeing highlights of 2022 included:

- Significant attention by the whole staff to ensuring students are happy, safe and engaged at school
- A successful school electives program
- Development and implementation of the schoolwide progressive Student Agency checklists
- Staff professional learning in Student Voice and Agency.

The high priority continues to be ensuring a positive, nurturing environment where students are feeling safe, settled, happy and engaged at school.

In 2023 there will be a specific focus on:

- Providing students with Art or Music Therapy
- Staff professional learning in giving and receiving feedback as a way of motivating and engaging students in their learning
- Student Agency Checklists being well utilized in classrooms
- Providing student choice in Inquiry Learning Going Further/Taken Action phases through projects and investigations
- Continuing a fortnightly electives program to be implemented across the school

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. The School's absences during 2022

continued to be impacted by COVID and some families undertaking long overseas holidays. The 4-year average for absences continues to be significantly lower than the Similar Schools average and lower than the State average. The attendance rate was similar across all Year levels, within a range of 87%-90%. In 2023, the School will continue to focus its efforts on developing student voice and agency, and improving attendance.

Other highlights from the school year

The school enjoyed many highlights during 2022 which included:

- Commencement of a \$10 million upgrade which includes a large EcoCabin and a smaller EcoCubby, designed with global sustainability in mind. Spaces will include a Science and Technology Centre, a commercial style kitchen, a large multi-purpose learning space and a Sustainability classroom. Building is due for completion mid-2023. There will be redevelopment of the oval and significant landscaping of an eco-trail. A new Prep-2 playground has been added in 2022 with the new 3-6 playground coming in 2023.
 - The School Musical Production - Caught Between the Pages
 - Formation of the Strathaird Primary School Band
 - School Camps - Year 4 to Gundiwindi Camp; Year 5 to Sovereign Hill; Year 6 to Wombat Corner
 - The return of many school events after COVID
-

Financial performance

The school's finances have been well managed with regular Finance Committee meetings and monitoring of budgets. Allocation of funds supported a range of school programs and priorities associated with the Annual Implementation Plan. Ongoing and regular maintenance occurred during 2022 but due to the difficulties associated with COVID and a shortage of contractors and materials, the school was unable to undertake some planned buildings and grounds maintenance. The Financial Performance and Position report shows a net operating surplus of \$726,124 for the calendar year 2022 and year end funds of \$883,300. Funds exceeding the operating reserve of \$190,634 have been earmarked for asset replacement, buildings and grounds and school-based programs.

For more detailed information regarding our school please visit our website at
<https://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 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 794 students were enrolled at this school in 2022, 397 female and 397 male.

50 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).

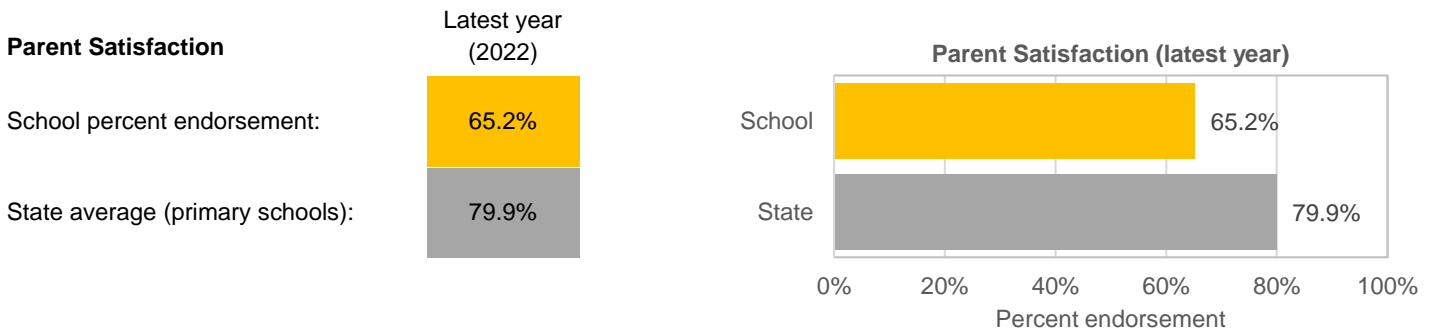
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

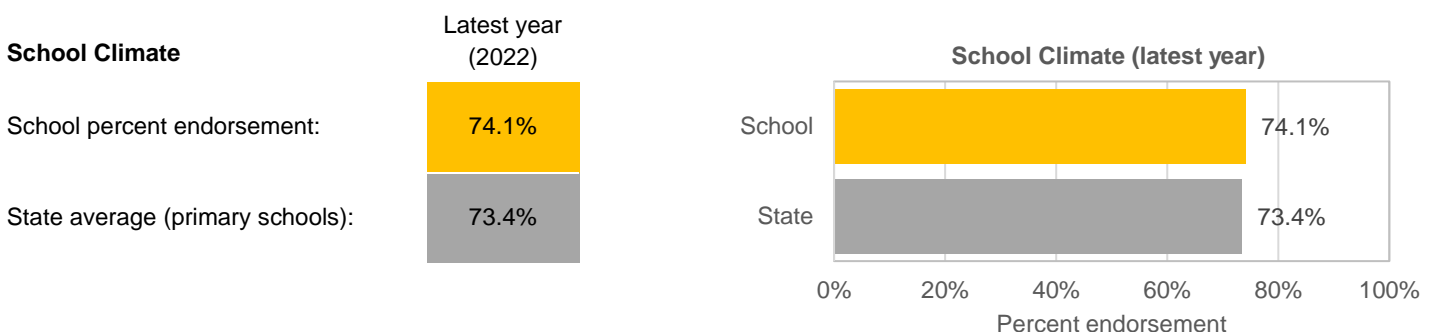


School Staff Survey

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.



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:

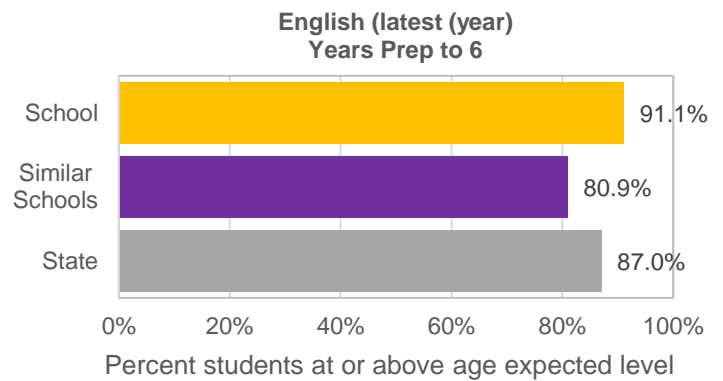
91.1%

Similar Schools average:

80.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

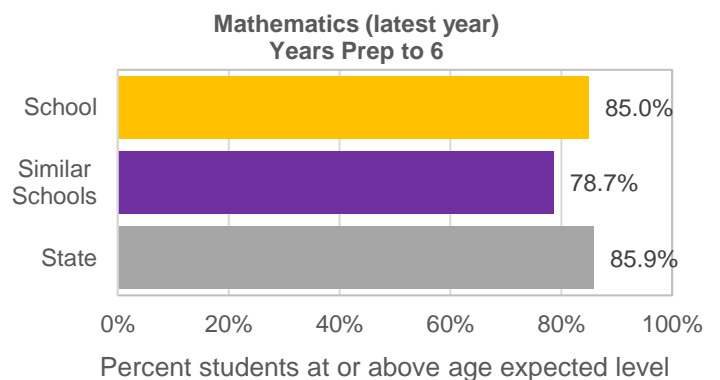
85.0%

Similar Schools average:

78.7%

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.

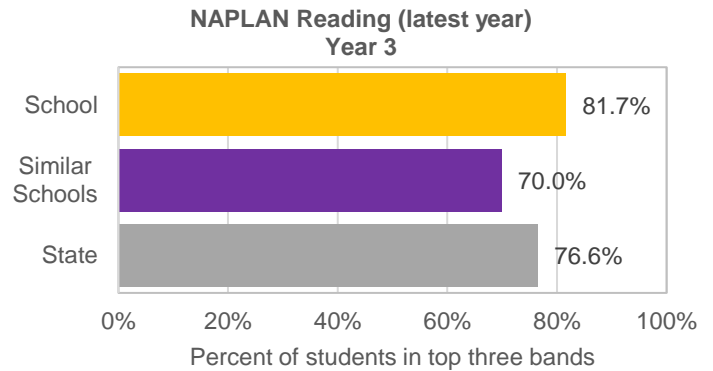
NAPLAN

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.

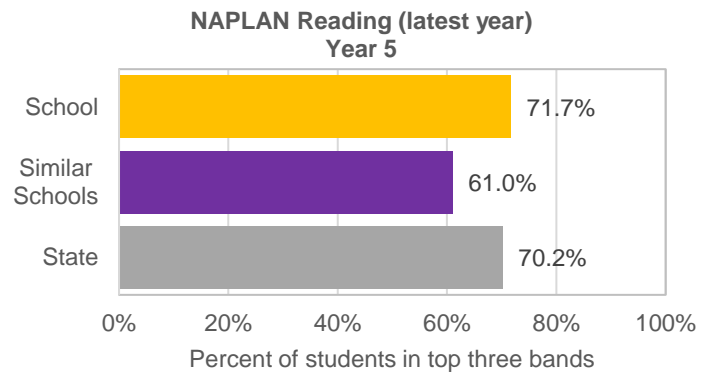
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.7%	79.7%
Similar Schools average:	70.0%	69.7%
State average:	76.6%	76.6%



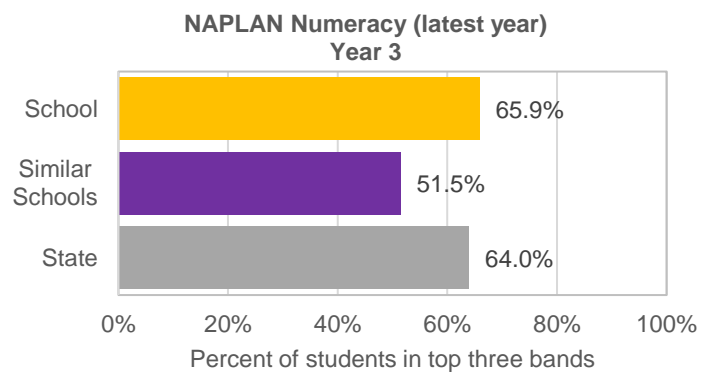
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.7%	68.4%
Similar Schools average:	61.0%	59.8%
State average:	70.2%	69.5%



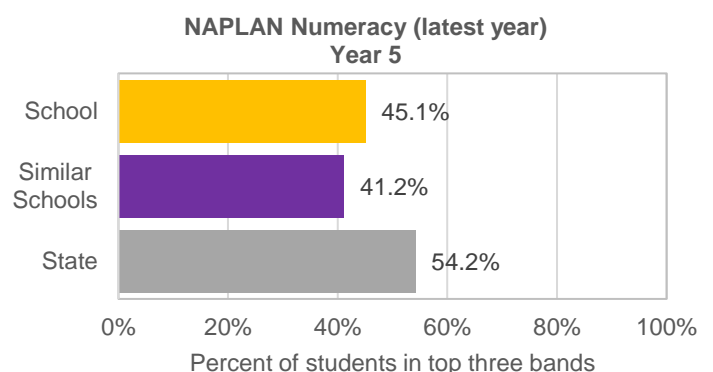
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.9%	64.0%
Similar Schools average:	51.5%	54.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.1%	55.1%
Similar Schools average:	41.2%	46.8%
State average:	54.2%	58.8%



WELLBEING

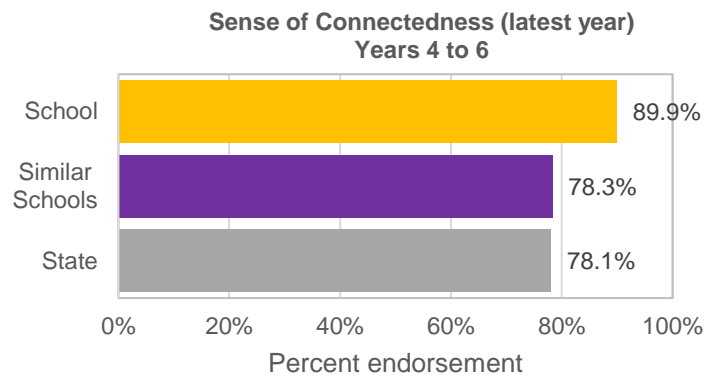
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	89.9%	90.3%
Similar Schools average:	78.3%	80.5%
State average:	78.1%	79.5%

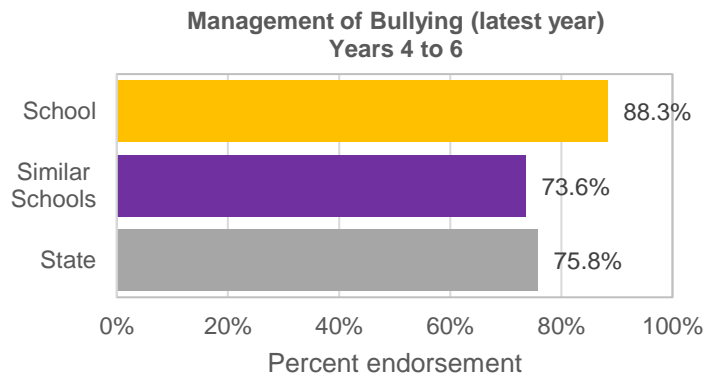


Student Attitudes to School – Management of Bullying

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:	88.3%	90.6%
Similar Schools average:	73.6%	77.6%
State average:	75.8%	78.3%



ENGAGEMENT

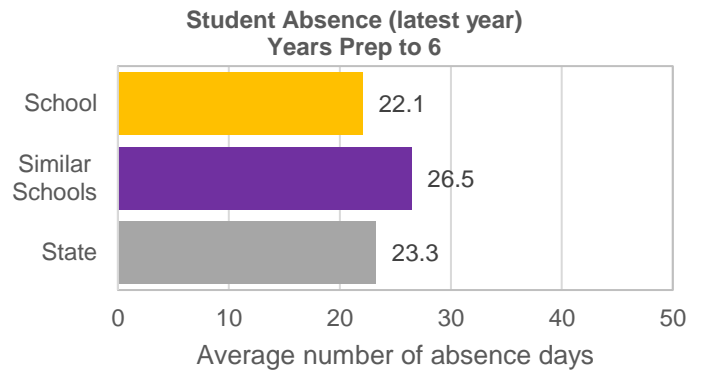
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	16.4
Similar Schools average:	26.5	19.7
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):	87%	88%	89%	89%	89%	90%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,780,344
Government Provided DET Grants	\$1,737,019
Government Grants Commonwealth	\$8,622
Government Grants State	\$0
Revenue Other	\$105,183
Locally Raised Funds	\$261,434
Capital Grants	\$0
Total Operating Revenue	\$9,892,603

Equity ¹	Actual
Equity (Social Disadvantage)	\$785,112
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$785,112

Expenditure	Actual
Student Resource Package ²	\$7,159,553
Adjustments	\$0
Books & Publications	\$2,661
Camps/Excursions/Activities	\$136,788
Communication Costs	\$8,816
Consumables	\$202,005
Miscellaneous Expense ³	\$20,285
Professional Development	\$37,552
Equipment/Maintenance/Hire	\$249,195
Property Services	\$887,463
Salaries & Allowances ⁴	\$21,359
Support Services	\$350,052
Trading & Fundraising	\$32,738
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,011
Total Operating Expenditure	\$9,166,479
Net Operating Surplus/-Deficit	\$726,124
Asset Acquisitions	\$201,947

- (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

Funds available	Actual
High Yield Investment Account	\$686,958
Official Account	\$196,342
Other Accounts	\$0
Total Funds Available	\$883,300

Financial Commitments	Actual
Operating Reserve	\$190,634
Other Recurrent Expenditure	\$1,223
Provision Accounts	\$0
Funds Received in Advance	\$80,743
School Based Programs	\$103,859
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$430,000
Capital - Buildings/Grounds < 12 months	\$175,000
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,051,459

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.