

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 15 March 2024 at 10:41 AM by Julie Kennedy (Principal)

- This 2023 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 23 April 2024 at 01:28 PM by Sarah McKenzie (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

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

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Strathaird Primary School is situated in Narre Warren South and had an enrolment of 760 in 2023. The staffing profile includes a Principal, two Assistant Principals, a Leading Teacher and five 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, where 47% of students have English as an additional language; 35% 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 a reconstructed oval, a Senses Garden, a Discovery Garden, vegetable gardens, 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 and there is a large outdoor classroom area. Indoor spaces include a Staff/Administration building, a main classroom block, Art room and Library, double portable classrooms, a gym/hall, and an Out of School Hours Care Room. Our school has two brand new buildings – an Eco-Cabin and Eco-Cubby - which house the Science and Technology Centre, the Kitchen Garden program, the Sustainability Centre, as well as a large whole school multi-purpose area. There are 34 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. Other subject disciplines are taught through the Inquiry learning program which 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, 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 work with the school to develop 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.

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## 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 Primary School has been either well above or above Similar Schools in every NAPLAN area at both Years 3 and 5 in 2019, 2021, 2022 and 2023 (there was no NAPLAN assessment in 2020). In 2023 the School was placed at number 11 in the top 20 highest performing schools in Victoria in NAPLAN (when compared to Similar Schools).

2023 NAPLAN Results: *(The NAPLAN test was revised in 2023 so the usual 4 year average data is no longer comparable and has been removed from the Annual Report.)*

- Year 3 Reading: 75.5% of students were strong or exceeding, which was significantly ahead of the Similar Schools average of 58.4% and ahead of the State average of 69.6%.

- Year 3 Numeracy: 61.6% of students were strong or exceeding, which was significantly ahead of the Similar Schools average of 52.9% and below the State average of 67.4%.
- Year 5 Reading: 80.7% of students were strong or exceeding, which was significantly ahead of the Similar Schools average of 69.0% and ahead of the State average of 76.9%.
- Year 5 Numeracy: 67.3% of students were strong or exceeding, which was significantly ahead of the Similar Schools average of 56.3% and slightly below the State average of 67.9%.

Student outcomes for English and Mathematics as reported against the Victorian Curriculum through Teacher Judgements show:

- In English, 90.1 % 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 85.3 % 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 the majority of students made expected progress in Literacy and Numeracy curriculum areas.

In Numeracy during 2024, the school will focus on building teachers understanding of the continuum of learning in numeracy in order to differentiate instruction and use this knowledge and understanding to provide specific feedback to all students using the language "Where am I now?" "What is my next step?" "How do I get there?". The school is continuing to invest in a major Professional Learning program to target the teaching of Numeracy. This program involves an expert Maths Consultant coaching Numeracy Leaders to build not only their own skills and practice but also those of their team members.

In Literacy, the school will focus on developing teachers' capabilities to use their increased understanding of the qualities of writing to provide specific feedback, using the same language as above. For both Numeracy and Literacy there is a clear focus on differentiation of learning.

## 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 2023, School Connectedness and Management of Bullying at Years 4 -6 had higher levels of positive endorsement than both the Similar Schools average and the State average. Over the 4-year average, both results were also higher than Similar Schools average and the State average.

Other Wellbeing highlights of 2023 included:

- Significant attention by the whole staff to ensuring students are happy, safe and engaged at school.
- A school electives program.
- An Arts Therapy program for students in Years 4-6 to further reinforce a calm, relaxed environment for all students.
- Wellbeing sessions to target students requiring particular support.

In 2024 there will be a specific focus on:

- Continuation of Arts Therapy.
- Continuation of a fortnightly electives program to be implemented across the school.
- Continuation of Wellbeing sessions.

## 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 2023 continued to be impacted by some families undertaking long overseas holidays. The 4-year average for absences continues to be lower than the Similar Schools average and almost identical to the State average. The attendance rate was similar across all Year levels, within a range of 89%-90%.

In 2024, the School will continue to focus its efforts on improving attendance as well as working with an Inquiry based learning Consultant to develop carefully planned, engaging units of work where students show an inquiring, investigating mindset and view themselves as researchers, thinkers, self-managers, communicators and collaborators whilst working on 'real' authentic, purposeful problems, projects and passions.

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## Other highlights from the school year

The school enjoyed many highlights during 2023 which included:

- Continued development of our \$10 million upgrade which includes a large Eco-Cabin and a smaller Eco-Cubby. Spaces 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 by mid 2024. Included in the upgrade is redevelopment of the oval and significant landscaping of an Eco-Trail.

- A new 3-6 playground was established in 2023 after a new Prep-2 playground was built towards the end of 2022.
- Shortlisted as finalists for the ResourceSmart Schools awards in two categories.
- Strathaird's Got Talent.
- Tuition and performance opportunities for our four school bands.
- School Camps - Year 5 to Sovereign Hill; Year 6 to Briars.

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## 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 2023. The Financial Performance and Position report shows a net operating surplus of \$1,059,298 for the calendar year 2023 and year end funds of \$670,988. Funds exceeding the operating reserve of \$252,457 have been earmarked for resources associated with the new build, asset replacement, buildings and grounds and school-based programs. The School's funding was through the SRP, which includes Equity Funding. There was no significant fundraising and no special grants. During 2023 the School Council entered into a contract with the Greener Government School Buildings Program to supply and install a Photovoltaic System.

**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 755 students were enrolled at this school in 2023, 382 female and 373 male.

50 percent of students had English as an additional language and 2 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).

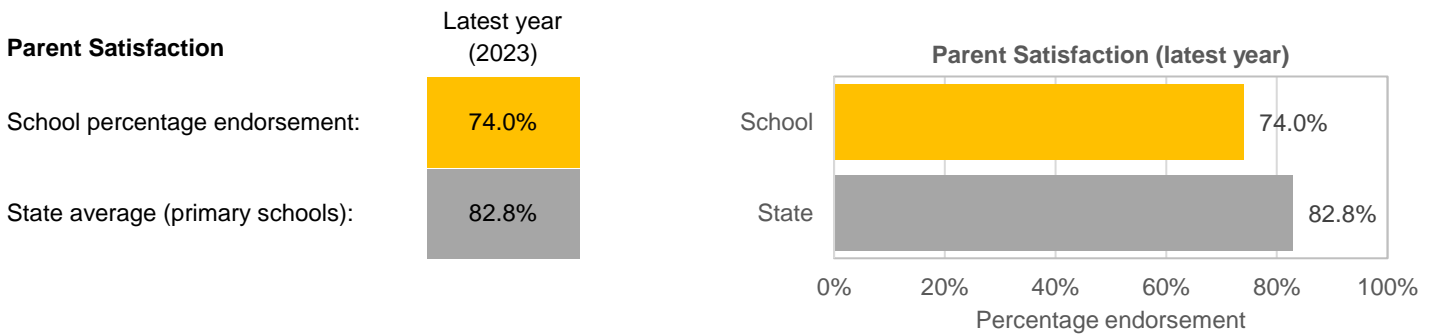
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

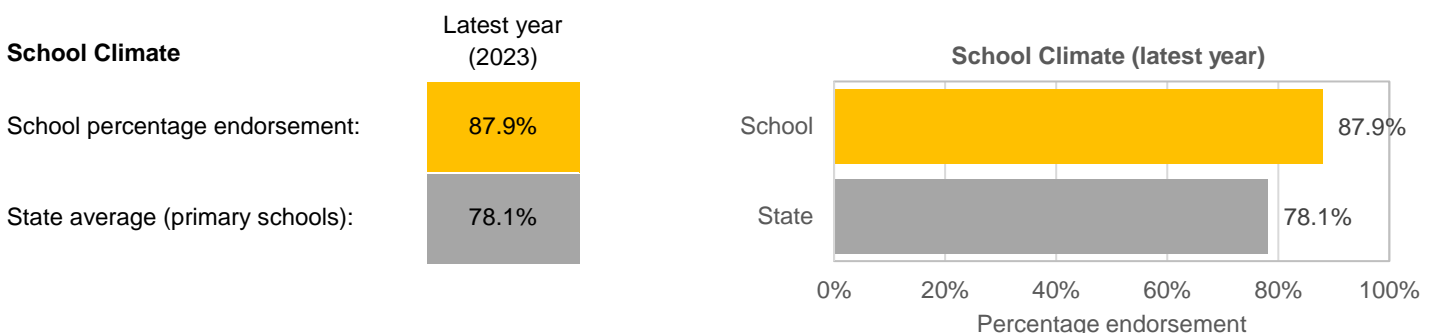


### School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

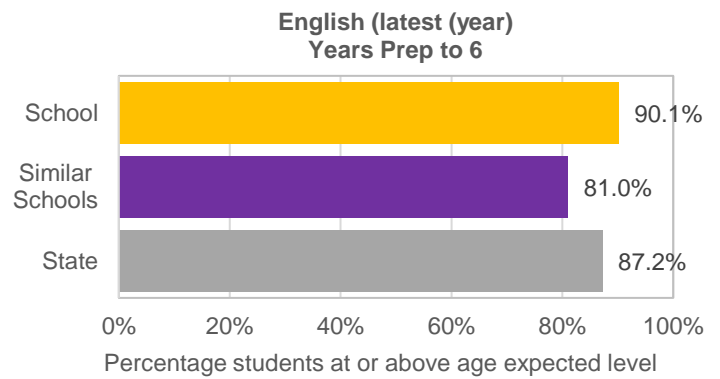
90.1%

Similar Schools average:

81.0%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

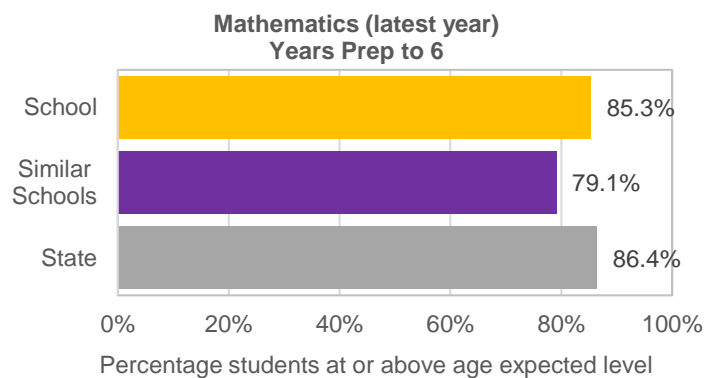
85.3%

Similar Schools average:

79.1%

State average:

86.4%





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.5%

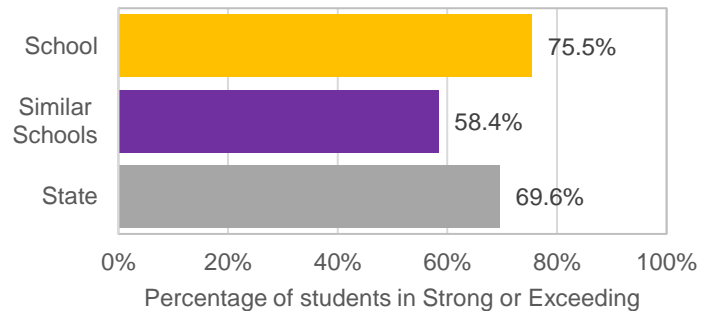
Similar Schools average:

58.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.7%

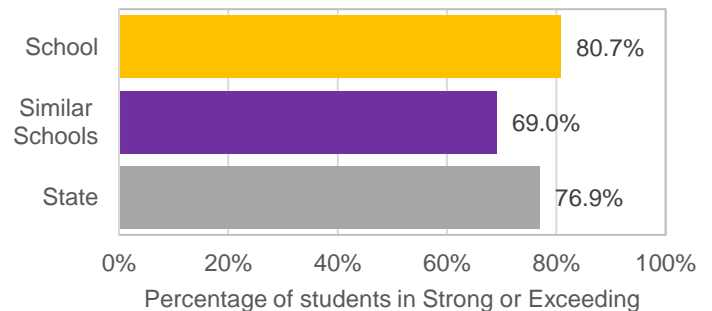
Similar Schools average:

69.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.6%

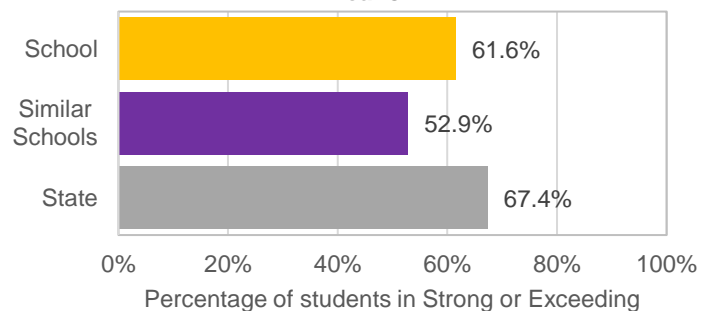
Similar Schools average:

52.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.3%

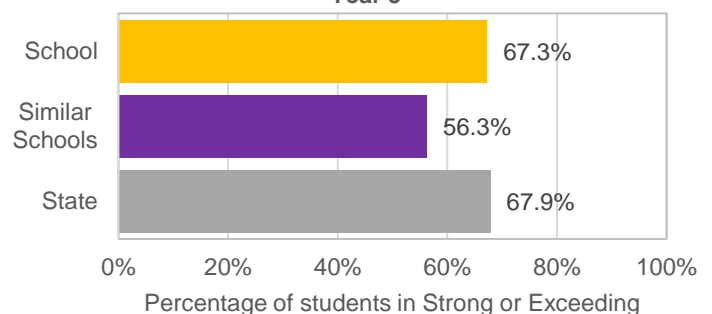
Similar Schools average:

56.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



## 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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year  
(2022)

School percentage of students in the top three bands:

81.7%

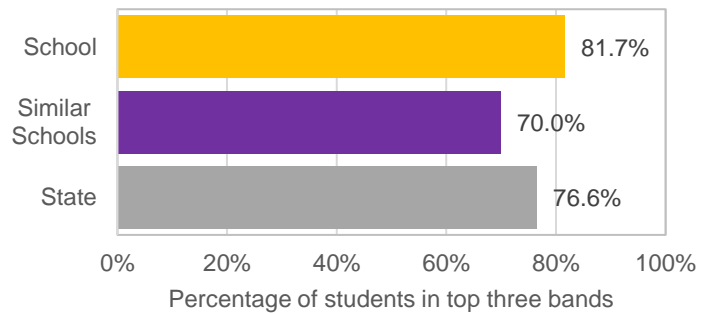
Similar Schools average:

70.0%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

71.7%

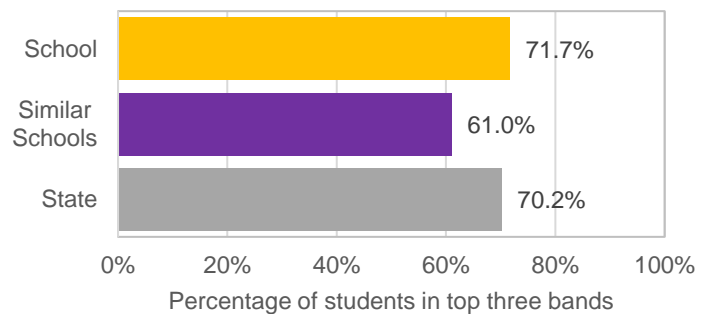
Similar Schools average:

61.0%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students in the top three bands:

65.9%

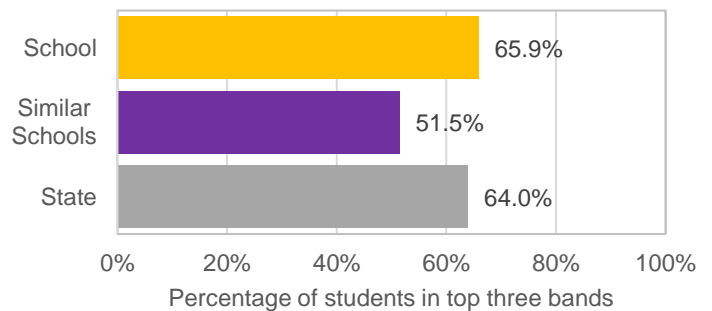
Similar Schools average:

51.5%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

45.1%

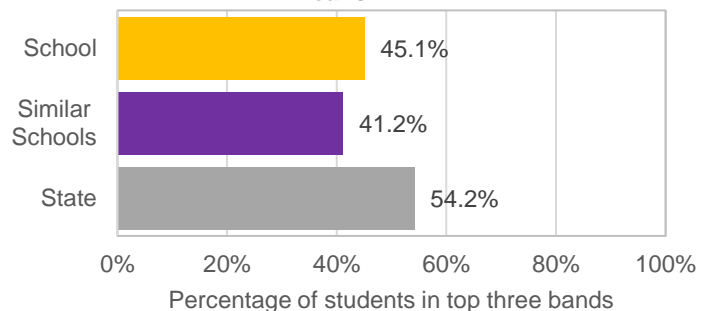
Similar Schools average:

41.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

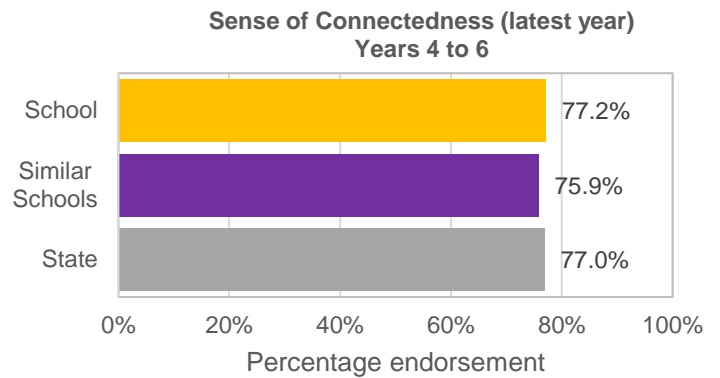
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	77.2%	86.4%
Similar Schools average:	75.9%	78.9%
State average:	77.0%	78.5%

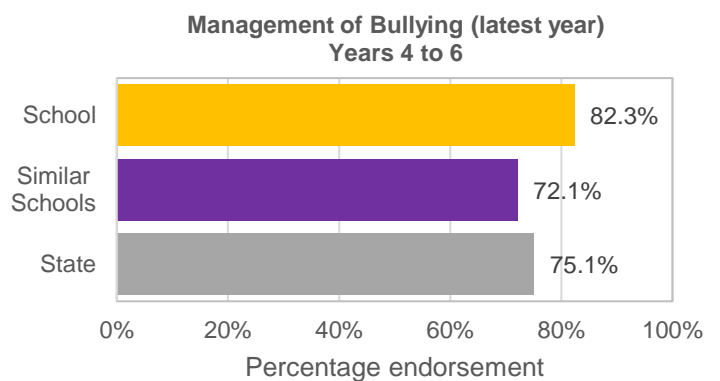


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	82.3%	88.1%
Similar Schools average:	72.1%	75.4%
State average:	75.1%	76.9%



## ENGAGEMENT

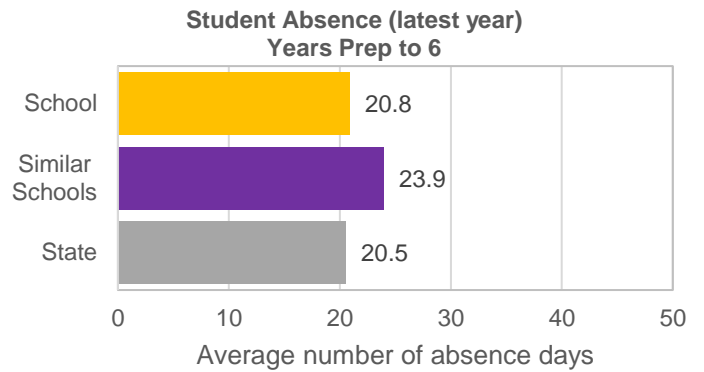
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	20.8	18.0
Similar Schools average:	23.9	21.1
State average:	20.5	18.1



### 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 (2023):	90%	90%	89%	89%	89%	89%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$8,593,264
Government Provided DET Grants	\$1,189,790
Government Grants Commonwealth	\$11,287
Government Grants State	\$0
Revenue Other	\$353,225
Locally Raised Funds	\$222,867
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,370,434</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$843,265
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$843,265</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,393,603
Adjustments	\$0
Books & Publications	\$2,641
Camps/Excursions/Activities	\$126,272
Communication Costs	\$11,656
Consumables	\$213,944
Miscellaneous Expense <sup>3</sup>	\$17,047
Professional Development	\$29,185
Equipment/Maintenance/Hire	\$442,905
Property Services	\$425,639
Salaries & Allowances <sup>4</sup>	\$58,475
Support Services	\$496,583
Trading & Fundraising	\$44,360
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,826
<b>Total Operating Expenditure</b>	<b>\$9,311,136</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,059,298</b>
<b>Asset Acquisitions</b>	<b>\$93,997</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$632,487
Official Account	\$38,501
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$670,988</b>

Financial Commitments	Actual
Operating Reserve	\$252,457
Other Recurrent Expenditure	\$8,235
Provision Accounts	\$0
Funds Received in Advance	\$23,527
School Based Programs	\$189,284
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$167,549
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$279,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$920,051</b>

*All funds received from the Department of Education, 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.*