2018 Annual Report to The School Community

School Name: Stratford Primary School (0596)

- 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 2018 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 30 April 2019 at 12:56 PM by Debra Nicholls (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

To be attested by School Council President

About Our School

School context

Stratford Primary School has a long and proud history of working with families of Stratford to offer an educational experience that provides opportunities that develop skills, talents and personal qualities. Located between Bairnsdale and Sale on the Princes Highway in Gippsland, Stratford Primary was established in 1860 and attracts families from a range of backgrounds and occupations.

At Stratford Primary School our mission is to develop the whole child through programs that foster self-esteem, confidence, independence and cooperative skills that will cultivate a desire for further learning. We promote an atmosphere where effort is valued, improvement is celebrated and achievement recognised.

Our vision is to challenge and support all children through a clear understanding of agreed teaching practices in all learning areas. A growth mindset is at the core of everything we do. It filters into our language, our actions and attitudes. Having a positive school culture cultivates a student who takes responsibility for their own learning, is self-motivated and driven, sets goals and is aware of learning outcomes. We are continually planning and working to create a school in which our students feel safe, supported, respected, valued and connected to their community. We have the highest of expectations of our students, ourselves and our community.

Our school values are called our ARCH Values and include the following and many other behaviours and attitudes:
Acceptance
Including others, allowing others to learn, treating others safely, following instructions, Allowing others to have different opinions
Respect
Listening, looking after own and school belongings, using good manners, being helpful and considerate, wearing correct uniform.
Commitment
Having a go even when things are challenging; Thinking about his/her work and concentrating; being organised and ready to learn; looking for solutions; arriving on time.
Honesty
Doing the right thing even when no one is looking and there is no 'reward, taking turns, playing by the rules, asking permission before using other people's things, taking responsibility for own choices.

In 2018 Stratford PS finished the year with an enrolment of 88 students. Our SFO was 0.5651 and our SFOE is 0.5060. Four multi-age classrooms operated across the school, with specialist areas of PE, art, music and drama, science and ICT provided throughout the year. Equity funding enabled us to support all students with the placement of an Education Support staff member in each classroom for morning sessions. Our work to improve teaching and learning encompasses the ideals of Growth Mindset (Carol Dweck) and Challenging Learning (James Nottingham), working closely with the Wellington Network of Schools.

Framework for Improving Student Outcomes (FISO)

In 2018 our FISO focus was on the areas of Excellence in Teaching and Learning (building practice excellence), Positive Climate for Learning (setting expectations and promoting inclusion) and Professional Leadership (building leadership teams.).
One of our 2018 goals was to improve student outcomes in reading and number. In working to achieve the improved outcomes a strong focus was placed on increasing teacher knowledge and capacity and in developing and documenting whole school, consistent, evidence-based practices. Our work with Guthridge Primary School in the School Improvement Partnership, and the regional Reading Strategy provided staff with opportunities to collaborate with others and build on current understandings and beliefs.

Our second goal was in the building a positive climate for learning by working to ensure structures are in place to promote inclusion, engagement and wellbeing. To achieve this goal we expanded the student leadership opportunities, provided more opportunities for students to be involved in decision making and continued to work on a whole school Buddy Program.

Our third goal focussed on Professional leadership from the perspective of building leadership teams and developing our visions, values and culture. To this end, a highly successful professional planning day, involving parents and staff, was spent developing shared understandings and beliefs that are being investigated and developed to further enhance practices, policies and programs with in our school.

To support the development of all areas a distributive leadership approach was implemented across the school, affording all teaching staff members it opportunity to lead a priority area for the year. This provided the school with a strong, shared knowledge base and supported growth in teacher capacity and knowledge. This has set a structure for the future that will continue to support all members of the school community.

Achievement

Targeted teaching and learning programs and professional learning, along with the documentation of whole school approaches and expectations have provided staff with clear expectations and consistency across the school. Initial work with the further development of an instructional model has also provided consistency while allowing opportunities for personal teaching styles and interests to complement our whole school approaches.

Data based on teacher judgement (using a range of formative and summative assessment tasks) and NAPLAN results for our year 3 and 5 students places us at a similar level to other schools of our profile. Our year 3 NAPLAN results for reading were a highlight for 2018 with 85% of students assessed scoring at or above the expected level and above the State median of 76.5%.

The NAPLAN year 3-5 learning gain four year average, while similar to other schools, will require continued focus over the coming years.

The learning gain four year average, while similar to other schools with our profile, is an area which will require a continued focus.

Targeted teaching and learning programs and professional learning, along with the documentation and implementation of whole school, consistent approaches will impact positively in the future. All learning areas incorporated elements of Growth Mindset,, the integration of the High Impact Teaching Strategies and careful and collaborative planning.

Future Foci:

- Review and implement processes and programs (HITs, GMS, CL) that will lead to greater learning gain in all areas;

- A continued focus on building teacher capacity to deliver a differentiated leaning program based on analysis of student data;

- Expand the use of feedback and goal setting to improve student engagement in their own learning.

Engagement

As part of our Strategic Plan goals we are working towards our average student absences being below the state mean and in 2018 our average was 12.5 days compared with the state average of 15.1.

In other results linked to our Engagement goals 75% of student surveyed responded positively to having an advocate at school, 60% for the management of bullying and 54% for respecting diversity.

In the area of cognitive engagement 79% of students surveyed responded positively to questions related to effective teaching time, 79% for differentiated challenge, 72% to stimulated learning with 62% positive about classroom behaviour.

A number of elements have contributed to the positive growth in these areas including the consistent implementation of school wide student wellbeing and engagement practices around student behaviour support and improving professional knowledge and capacity of all staff in key learning areas.

Inclusion funding provided opportunities to explore alternate ways of learning in the classroom with a focus on furniture, classroom resources and acknowledgement and support for different learning styles. Student agency has increased through individual goal setting in key learning and personal behaviour areas. Our continued focus

on integrating the Growth Mindset, Challenging learning elements and the High Impact teaching Strategies has also played a significant role in the increase in positivity as have the extra curricula programs and the involvement of students in leading activities and programs in the school.
Our future focus will include:
- Further development of student voice and agency in everyday learning;
- Continued refinement of the student wellbeing and engagement processes, including staff professional learning and further integration of the School wide Positive Behaviours
- Continued staff professional learning around effective strategies for improving outcomes in reading and number.

Wellbeing

2018 saw a concerted focus on developing and implementing a consistent, whole school approach to student wellbeing. A significant proportion of our equity funding was used to provide additional Education Support staff in each classroom, allowing for time and support to be given to students in need of emotional, social and learning support. Teachers and support staff were able to work closely to develop targeted individual support plans for students and to identify and plan with greater accuracy to meet the needs of all students.
Our student leadership program continued to provide students across the school with opportunities to take on a formal leadership role, working together to organise activities for other students. The buddy program was a feature of our commitment to creating a whole school ethos of support and friendship.
Extra curricula activities complemented the classroom programs and included camps and excursions, visiting artists and coaching. We aimed to have a broad range of opportunities (sports, public speaking, talent and art shows etc) to allow all student the opportunity to shine and to try new experiences.
As part of our focus we worked to empower our students with strategies to be able to self-regulate through calming and mindfulness activities.
In moving towards achieving our Strategic Plan goals 64% of students surveyed responded positively to having a sense of belonging, 57% felt positive about student voice and agency and 82% responded positively to feeling a sense of inclusion.
In order to achieve continued improvement in the wellbeing area our future focus will be:
- Further development of student voice and agency
- Continue to explore self-regulation and mindfulness activities;
- Manage resources to enable ES classroom support.

Financial performance and position

The School Council closely monitored the 2018 budget, bringing the expenditure in under the estimated amount. Stratford Primary School met all of its financial compliance and ratified all actions at regular Council meetings.
Equity funding was used to support students by employing Education Support Staff in each classroom.
Significant funding was allocated to staff professional learning to support strategic goals. Additional funds were gained through a School Improvement Partnership. These funds were used to provide further professional learning sessions, opportunities for staff to collaborate, both with in school and the broader education community, around strategic plan goals and to purchase texts to support teaching and learning. Funding was assigned to lease laptop for classroom education support staff.
The net operating surplus was achieved because of sound management of the School Resource Package.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 92 students were enrolled at this school in 2018, 47 female and 45 male.

0 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
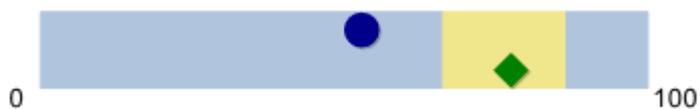
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
       Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ──────────────── 100 Results: Mathematics 0 ──────────────── 100	🟢 Similar 🟢 Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** Low 25% Medium 63% High 13% **Numeracy** Low 75% Medium 25% **Writing** Low 50% Medium 38% High 13% **Spelling** Low 25% Medium 63% High 13% **Grammar and Punctuation** Low 25% Medium 75%	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 — 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 — 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	92 %	96 %	94 %	93 %	93 %	94 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ● ◆ 100 Results: 2017 - 2018 (2-year average) 0 ● ◆ 100	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ● ◆ 100 Results: 2017 - 2018 (2-year average) 0 ● ◆ 100	Lower Lower
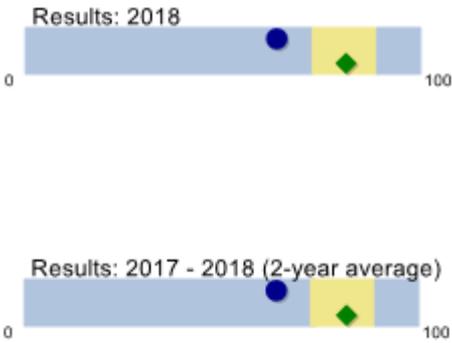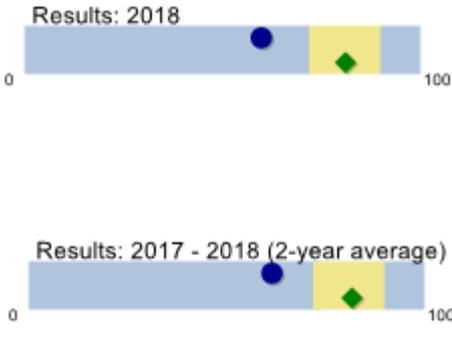
Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$849,182
Government Provided DET Grants	$236,923
Government Grants Commonwealth	$5,100
Revenue Other	$12,488
Locally Raised Funds	$39,851
Total Operating Revenue	**$1,143,543**

Equity[1]	
Equity (Social Disadvantage)	$88,176
Equity Total	**$88,176**

Expenditure	
Student Resource Package[2]	$830,089
Books & Publications	$7,078
Communication Costs	$2,775
Consumables	$23,213
Miscellaneous Expense[3]	$46,049
Professional Development	$14,272
Property and Equipment Services	$70,249
Salaries & Allowances[4]	$92,382
Trading & Fundraising	$9,578
Travel & Subsistence	$59
Utilities	$10,029

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$69,420
Official Account	$8,915
Total Funds Available	**$78,335**

Financial Commitments	
Operating Reserve	$42,355
Other Recurrent Expenditure	$370
Funds Received in Advance	$2,514
School Based Programs	$6,409
Funds for Committees/Shared Arrangements	$7,485
Maintenance - Buildings/Grounds < 12 months	$6,394
Maintenance - Buildings/Grounds > 12 months	$10,000
Total Financial Commitments	**$75,527**

Total Operating Expenditure	**$1,105,773**
Net Operating Surplus/-Deficit	**$37,770**
Asset Acquisitions	**$6,864**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').