

# 2022 Annual Report to the School Community

School Name: Streeton Primary School (5438)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 30 April 2023 at 07:18 PM by Leon Bell (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 18 May 2023 at 06:31 PM by Regina Gosney (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).

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)

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### 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.

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### 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.

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### 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

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## School context

### School Context

Streeton Primary School (SPS) is located in the suburb of Yallambie of the Local Government Area of Banyule. It is located 2km from the main entrance to the Simpson Barracks. Streeton Primary School has approximately 25% of families who work for the Australian Defence Force (ADF) and 3% of students are from First Nations backgrounds.

Streeton's enrolments on census day 2022 was 152 students.

In line with our School Review, the community of Streeton also reviewed our vision, mission and values.

### Our New Vision.

A community where everyone is inspired to Achieve, Belong and Create

### Our Mission

Each day we build an inclusive community where everyone is known, valued and Inspired to achieve their personal best.

### Our Values

Respect- We value each other and ourselves

Community- We work as one team and we celebrate our success. We embrace our diverse range of ideas, skills and backgrounds

Growth- We challenge ourselves beyond what we have done before.

In 2022 our staffing profile was:

- 1 Principal (Full time (FT))
- 7 Classroom teachers. (6 FT and 2 Part time (PT))
- 2 Specialist Teachers. (LOTE and Visual/Performing Arts (PT))
- 2 Learning Tutors (PT)
- 3 Education Support Staff (PT)
- 1 Business Manager (PT)
- 1 Office Admin (FT)

Within this structure there were:

- 1.0 Leading Teacher
- 1.0 Learning Specialists which were divided between two staff.

Leon Bell was appointed the new Substantive Principal and commenced at the start of 2022.

Streeton's Student Family Occupation and Education (SFOE) rating of 0.26. This places the school in the low-medium band of social disadvantage or having a middle class community.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

For the year 2022 the school focused on Learning, Teaching and Assessment as well as Student Wellbeing of FISO 2.0. This was to support students catching up after lockdowns in 2020 and in 2021. SPS had specific focus on Learning, Teaching, catch up and extension priorities.

To support these priorities, SPS completed the following actions:

1. Learning, catch up and extension priorities.

- Tutor Learning Initiative(TLI) Staff and resources were allocated to the program which was implemented since 2020. The focus was to improve growth in mathematics. The program was developed as per Department of Education (DE) guidelines.

- Introduction of Professional Learning Communities (PLC) to staff as part of their Learning and Teaching Professional Learning

- Focus on data for reviewing and planning strategic direction.

## Student Achievement

Streeton continues to maintain good results after returning from lockdowns. Teacher judgements for Semester 2 2022 show that just over 80% of our students are above expected levels in literacy and numeracy. This is slightly less than the state average of 86% and similar schools by SFOE of 87%

NAPLAN demonstrates that Streeton students are performing well as the following results from 2022 indicate:

Year 3 Reading: 81% of students in the top 3 bands which is higher than the state average of 77% and similar schools by SFOE of 80%

Year 5 Reading: 75% in top 3 bands compared with the state average of 70% and similar schools of 75%

Year 3 Numeracy: 62% in top 3 bands compared with state average 64% and similar schools of 66%

Year 5 Numeracy 60% compared with state average of 54% and similar schools of 56%

It is important to note that in 2022 99% of students participated in all NAPLAN tests compared with approximately 73% in 2021.

## Wellbeing

For the year 2022 the school focused on Student Wellbeing as well as learning, teaching and assessment. It was important that students' health and wellbeing continues to be after lockdowns in 2020 and in 2021.

To support Student Wellbeing, SPS completed the following actions:

- Ensuring students are happy, active and healthy
- Restart student voice teams such as Junior School Council and Green Teams
- Focus on student wellbeing, fitness and social connection through the U R Strong program and physical education programs.
- Providing support for students' mental health and wellbeing after lockdowns
- Investigating and beginning the implementation of the Berry St Education Model to support student wellbeing at the classroom level (Tier 1)
- Focus on wellbeing data for reviewing and planning strategic direction.
- Employment of a Defence Support Mentor (DSM) and Wellbeing Coordinator

It is pleasing to note that results from the 2022 Student Attitude to School Survey (Years 4-6), show 91% of students feel connected to the school. This is above the state average of 78% and the similar school average of 75%. The 4 year trend in this area (89%) is also higher than the state average (80%) and similar schools (77%).

95% of students in years 4-6 also feel safe at school and that the school manages bullying well. This again is higher than the state average (76%) and similar schools average (75%)

These results are due to the amazing work of our teaching staff and the relationships they build with students.

## Engagement

For the year 2022 the school also had a focused on reconnecting with our school community. This priority then supports student engagement. It was important that students re-engage and are supported after lockdowns in 2020 and in 2021.

To support Student and Community re-engagement, SPS completed the following actions:

- Continue to communicate with the community regarding student attendance
- Reconnecting community through the Remembrance Day ceremony and activities afternoon
- Supporting students and families with re-integration back to school
- Reviewing, communicating and implementing policies and processes of the new Child Safe Standards including a Child Safe Champion
- Focus on wellbeing data for reviewing and planning strategic direction.
- Employment of a Defence Support Mentor (DSM) and Wellbeing Coordinator
- Year 3-6 Camp to mt. Evelyn
- Buddy program between year 6 and Foundation students.

It is pleasing to note that average absence data for students in 2022 (23.3 days) was the same as the state average (23.3 days). This is taking into consideration the amount of time required in semester 1 2022 to be absent due to COVID. The data was slightly more than similar schools (23.1 days)

Further analysis will be needed in 2023 to examine why year levels such as year 4 (85%) recorded the highest absences compared to other year levels.

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## Other highlights from the school year

2022 was a year to review many aspects of the school and to set the vision, mission and strategic direction moving forward. In July, the school undertook a formal school review and set a new strategic direction for the future. The school also reviewed the Vision, Mission and Values.

Leadership at Streeton also completed the implementation of the new Child Safe Standards and was deemed formally compliant at the end of 2022.

Leadership and staff implemented the Professional Learning Teams model based on the Professional Learning Communities (PLC). This model was to prepare staff for formal training and implementation of PLC in 2023.

Streeton also reviewed the Kitchen and Farm program which had not been in operation since 2019. These programs will be relaunched in 2023.

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## Financial performance

The shortfall in predicted student numbers has led to a deficit in funding for 2022.

Streeton also holds funds on behalf of the Watsonia Sports District which in 2022 were also used to support sports related programs. The majority of funds from the State Government Grant was through School Sporting Grants which was used to upgrade sports equipment.

The school has a large maintenance requirement of the assets and land. This has challenged the school finances in 2022 and beyond. Locally raised funds have been used to assist but it does not meet the requirements. In 2022 and 2023, School Council are advocating for future capital works funding. The hope is as the school sets a future direction and grows as a result, the resources will be in place to ensure Streeton has facilities to provide the best education to our students.

**For more detailed information regarding our school please visit our website at**  
**<https://www.streetonps.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 150 students were enrolled at this school in 2022, 67 female and 83 male.

5 percent of students had English as an additional language and 3 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).

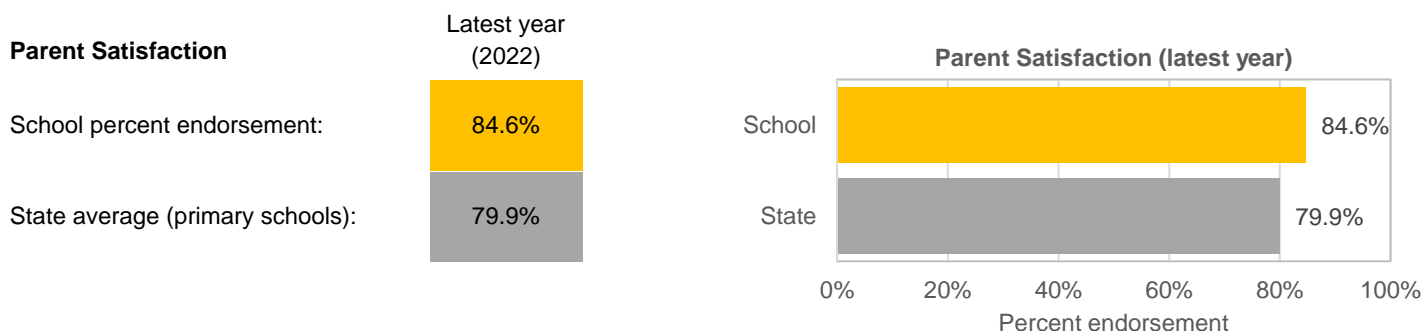
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

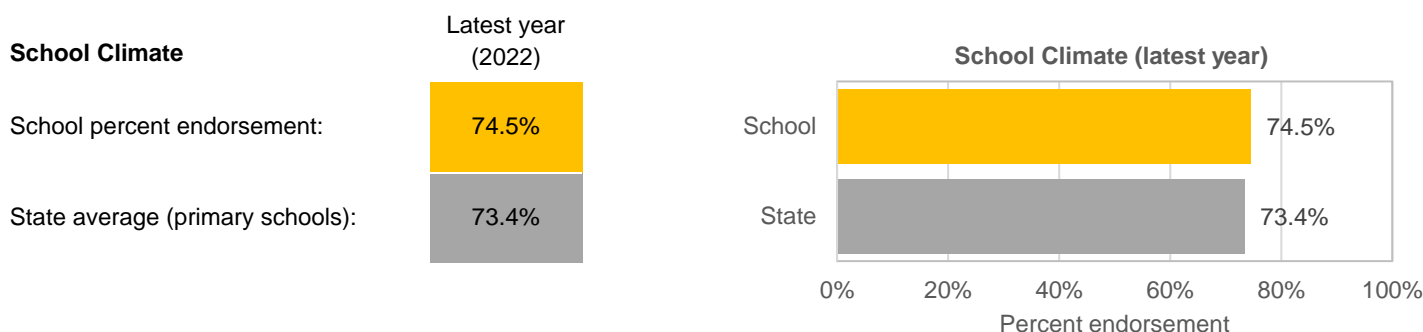


### School Staff Survey

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:

NDA

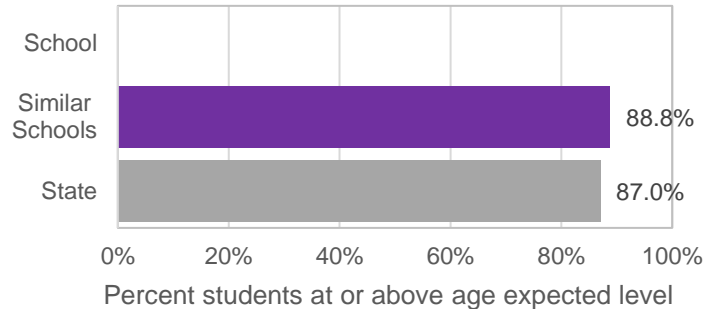
Similar Schools average:

88.8%

State average:

87.0%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

NDA

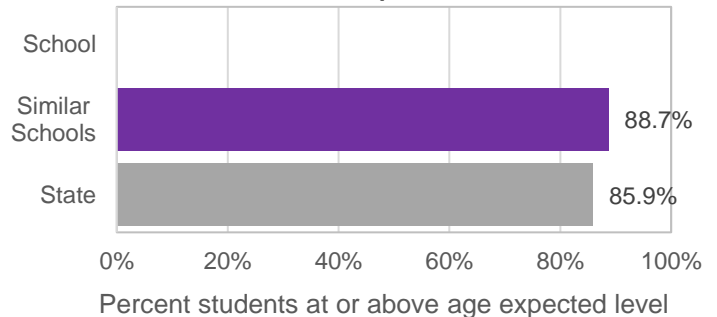
Similar Schools average:

88.7%

State average:

85.9%

#### Mathematics (latest year) Years Prep to 6





## 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.

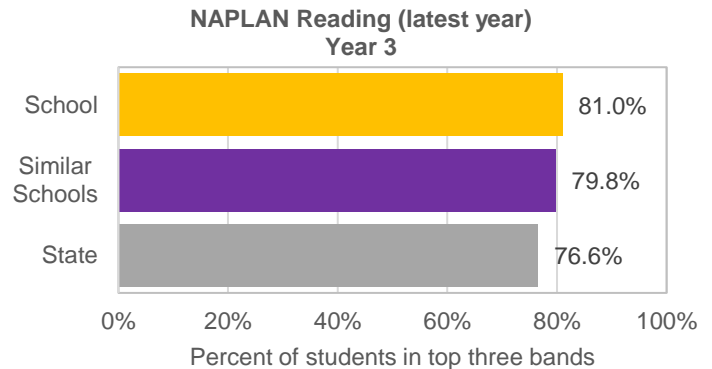
### NAPLAN

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.

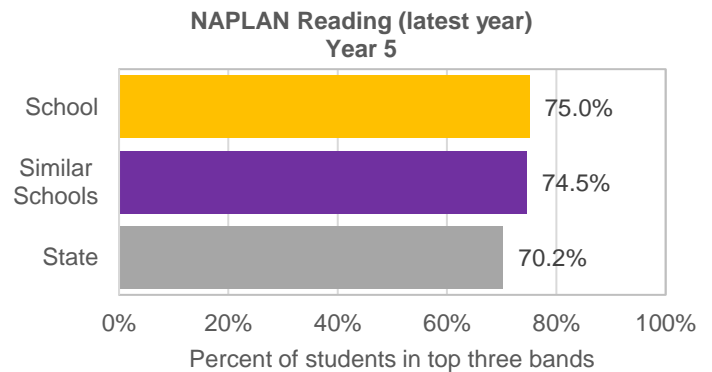
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.0%	80.0%
Similar Schools average:	79.8%	79.5%
State average:	76.6%	76.6%



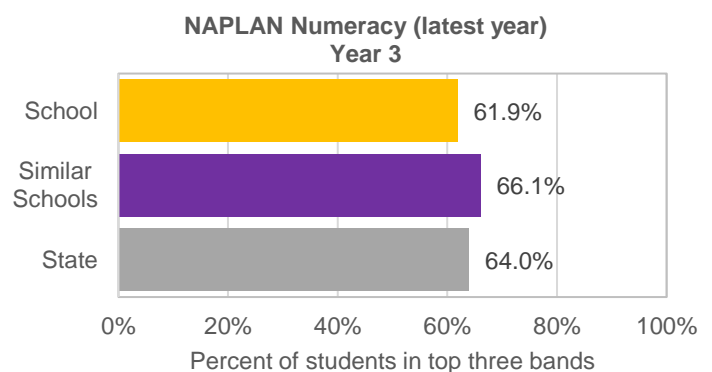
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	84.2%
Similar Schools average:	74.5%	72.4%
State average:	70.2%	69.5%



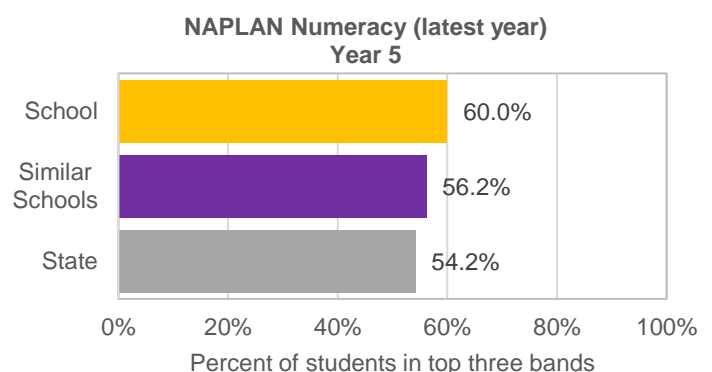
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.9%	60.9%
Similar Schools average:	66.1%	69.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	70.2%
Similar Schools average:	56.2%	59.1%
State average:	54.2%	58.8%



## WELLBEING

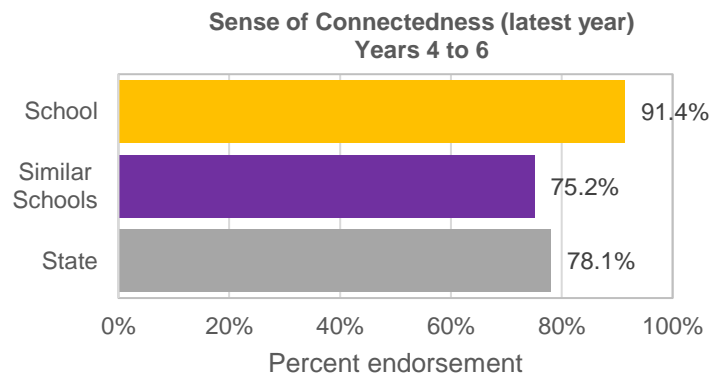
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	91.4%	89.2%
Similar Schools average:	75.2%	76.5%
State average:	78.1%	79.5%

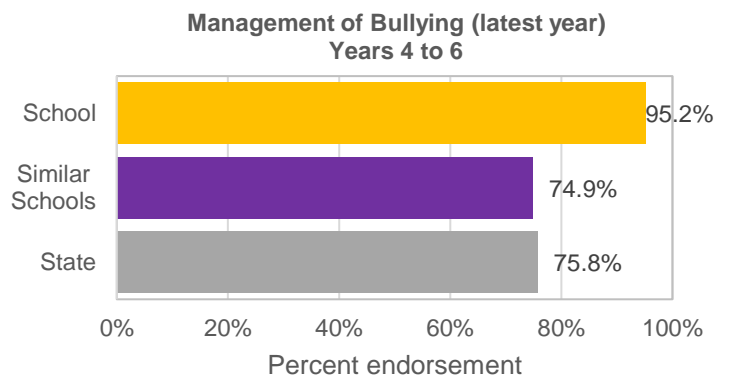


### Student Attitudes to School – Management of Bullying

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:	95.2%	92.3%
Similar Schools average:	74.9%	77.1%
State average:	75.8%	78.3%



## ENGAGEMENT

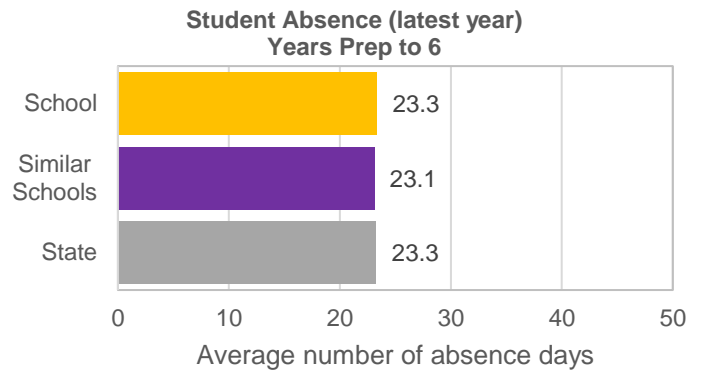
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.3	18.6
Similar Schools average:	23.1	16.7
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):	86%	91%	89%	89%	85%	90%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,460,687
Government Provided DET Grants	\$166,672
Government Grants Commonwealth	\$7,500
Government Grants State	\$22,646
Revenue Other	\$17,387
Locally Raised Funds	\$116,623
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,791,516</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,653
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$15,653</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,527,432
Adjustments	\$0
Books & Publications	\$1,455
Camps/Excursions/Activities	\$54,946
Communication Costs	\$3,370
Consumables	\$45,362
Miscellaneous Expense <sup>3</sup>	\$11,945
Professional Development	\$7,670
Equipment/Maintenance/Hire	\$59,932
Property Services	\$17,056
Salaries & Allowances <sup>4</sup>	\$90,100
Support Services	\$15,747
Trading & Fundraising	\$22,715
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,874
<b>Total Operating Expenditure</b>	<b>\$1,884,604</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$93,088)</b>
<b>Asset Acquisitions</b>	<b>(\$519)</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$64,121
Official Account	\$9,826
Other Accounts	\$6,199
<b>Total Funds Available</b>	<b>\$80,146</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$57,332
Other Recurrent Expenditure	(\$175)
Provision Accounts	\$8,452
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$65,608</b>

*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.*