2015 Annual Report to the School Community

Strathmore Secondary College
School Number: 8345

Name of School Principal:
Jillian English

Name of School Council President:
Anne Kershaw

Date of Endorsement: 27/04/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.
About Our School

School Context
At Strathmore we aim to foster the intellectual growth of students and reinforce the need for perseverance and effort, since little that is worth knowing comes easily. Our community’s focus on achievement and success, together with our emphasis on support and connection, provides students with every opportunity to proceed to a variety of post-secondary school options. Strathmore, a school of 1,556 students, is proud of its tradition of providing an orderly and purposeful learning environment; of the fact that students feel safe and supported within the college; that we encourage achievement and the development within students of personal worth and identification with the college. Strathmore’s ongoing success reflects the strong support of parents and sustained commitment and involvement of staff. The school has 160.74 equivalent full-time staff, 4 Principal class, 129.20 teachers and 31.54 Education Support staff. We value our teachers and recognise the complexity of their work. In our work we have emphasised the importance of using research-based classroom strategies and encouraged the use of a common lesson format. We aim to establish a shared, common language describing good instruction. Our goal is to provide an environment for young people where learning and students as people are valued.

Achievement
The data for student achievement shows that Strathmore is achieving outcomes that are consistent with those predicted for students with the background characteristics of our school population. At VCE the four year average indicates we are performing at a higher level than schools with a similar student cohort. The key improvement strategy of improving teacher capacity through the use of research-based strategies has been important in achieving this outcome. In 2016 we will continue to build practice excellence embedding the Strathmore Teaching and Learning Instructional Framework by reinforcing the use of the nine high yield strategies from ‘Classroom Instruction that Works’ and Robert Marzano’s ‘Art and Science of Teaching’. Coaches will continue to train with Jane Pollock and will support the use of learning goals, GANAG and cooperative learning. Terri Campbell will support the use of a common writing process across the College. Trained staff will use McREL’s Power Walkthrough software to collect data from classrooms to inform improvement in teacher instructional practice.
All Programs for Students with a Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.

Engagement
The data for Student Engagement shows Strathmore achieving outcomes consistent with the predicted range for our student cohort. Examination of raw score data from the student survey revealed improvement in key measures. In this area we aim to continue to embed the use of a common, coherent, instructional framework that effectively engages the learner.
The lesson schema, GANAG, is our chosen framework. In 2016 Jane Pollock, will work with staff at the school both directly and by training coaches to deepen the knowledge of teachers in use of the schema, so students are engaged in purposeful learning.
An iPad program is now well established across all year levels. An extensive professional learning program for teachers underpinned by the Substitution Augmentation Modification Redefinition (SAMR) Model will support the improvement in digital learning and engagement across the College.

Wellbeing
The data for Student Wellbeing shows Strathmore achieving outcomes consistent with the predicted range for our student cohort. The data for Student Retention, Student Attendance and Students Exiting to Further Studies and Full-time Employment continues to be positive. This illustrates the success of the college in retaining a very high percentage of our students through to the end of secondary education, which is pleasing given the ability of the college to maintain mean VCE study score above the state median and above the middle 60% of Government schools over the four year period of the report.
Student exit data for 2014 showed almost all students exiting to further study and full time employment. This result was well above the state median and at the top end of the middle 60% of schools. A comprehensive career education program for Years 9 to 12 has been embedded in light of changes to subjects at Year 10 aimed at aligning our curriculum with the Victorian curriculum. We will expand our use of transition programs to support students moving into Year 10 and VCE.

Productivity
Our focus is on learning and on building teacher capacity to enhance learning. All teachers have developed effective and measurable Performance and Development plans with structures in place to achieve high standards of practice and develop leadership capacity. Their plans centre on SMART goals. The timetable enables all teachers the opportunity to meet weekly, at the beginning of the school day, in Professional Learning Communities (PLCs). Convenors for these PLCs are supported in their work. A team of six instructional coaches operate to support teachers in reflecting on their practice and providing feedback.
We are continuing to review of our practices in student mapping and counselling. In line with this, we are developing a Parent Compact that would make explicit expectations related to attendance, assessment, homework policy and the nature and use of the Compass Management system.
A facilities improvement plan has been developed to address capacity and the learning environment due to high enrolment demand.

For more detailed information regarding our school please visit our website at http://www.strathmore.vic.edu.au
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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

<table>
<thead>
<tr>
<th>Key: Range of results for the middle 60% of Victorian government secondary year levels:</th>
<th>Result for this school:</th>
<th>Median of all Victorian government secondary year levels:</th>
</tr>
</thead>
</table>

School Profile

Enrolment Profile

A total of 1592 students were enrolled at this school in 2015, 700 female and 892 male. There were 1% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual School Staff survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
## Performance Summary

**Key:** Range of results for the middle 60% of Victorian government secondary year levels: 🔵
Result for this school: ● Median of all Victorian government secondary year levels: ●

### Achievement

**Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)**

- Percentage of students in Years 7 to 10 with a grade of C or above in:
  - English
  - Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

- **Results: English**
  - 0
  - 100
  - ●

- **Results: Mathematics**
  - 0
  - 100
  - ●

### School Comparison

- **Similar**

### Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

- **English**
  - No Data Available

- **Mathematics**
  - No Data Available

Towards Foundation Level AusVELS is not used for the School Comparison.
## Performance Summary

**Key:** Range of results for the middle 60% of Victorian government secondary year levels: ⬇️
Result for this school: ● Median of all Victorian government secondary year levels: ⬆️

### Achievement

**NAPLAN Year 7**
- The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.
- Year 7 assessments are reported on a scale from Bands 4-9.

### Student Outcomes

- **Results: Reading**
  - [Graph showing results]
  - [Graph showing 4-year average results]

- **Results: Numeracy**
  - [Graph showing results]
  - [Graph showing 4-year average results]

### School Comparison

- Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

### NAPLAN Year 9

- The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.
- Year 9 assessments are reported on a scale from Bands 5-10.

### Student Outcomes

- **Results: Reading**
  - [Graph showing results]
  - [Graph showing 4-year average results]

- **Results: Numeracy**
  - [Graph showing results]
  - [Graph showing 4-year average results]

### School Comparison

- Similar
- Similar
- Similar
**Performance Summary**

**Key:**
- Range of results for the middle 60% of Victorian government secondary year levels: 
- Result for this school: 
- Median of all Victorian government secondary year levels: 

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
</table>
| **NAPLAN Learning Gain**  
Year 5 - Year 7  
Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'. | | NAPLAN Learning Gain does not require a School Comparison. |

|**NAPLAN Learning Gain**  
Year 7 - Year 9  
Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'. | | NAPLAN Learning Gain does not require a School Comparison. |

**Victorian Certificate of Education (VCE)**  
Mean study score from all VCE subjects undertaken by students at this school.  
This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.  
The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.  

Students in 2015 who satisfactorily completed their VCE: **99%**  
Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **2%**  
VET units of competence satisfactorily completed in 2015: **100%**  
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **N/A**
### Performance Summary

**Engagement**

**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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr7</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr8</td>
<td>92 %</td>
</tr>
<tr>
<td>Yr9</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr10</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr11</td>
<td>97 %</td>
</tr>
<tr>
<td>Yr12</td>
<td>95 %</td>
</tr>
</tbody>
</table>

**Student Retention**

Percentage of Year 7 students who remain at the school through to Year 10.

**Students exiting to further studies and full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year.
Performance Summary

Wellbeing

Students Attitudes to School - Connectedness to School
Measures the Connectedness to School factor derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. The school’s average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Student Outcomes

Results: 2015
1 5

Results: 2012 - 2015 (4-year average)
1 5

School Comparison

Similar

Students Attitudes to School - Student Perceptions of Safety
Measures the Student Perceptions of Safety factor derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. The school’s average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2015
1 5

Results: 2012 - 2015 (4-year average)
1 5

Similar

Similar

Similar
How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student’s current year NAPLAN result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as ‘High’, the middle 50% is categorised as ‘Medium’ and the bottom 25% is categorised as ‘Low’.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison 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 measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance. Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.
### Financial Performance and Position

#### Financial Performance - Operating Statement
Summary for the year ending 31 December, 2015

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$12,833,351</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$2,536,323</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$20,000</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$30,093</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$104,152</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$2,606,868</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$18,130,786</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$13,366,632</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$40,449</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$34,391</td>
</tr>
<tr>
<td>Consumables</td>
<td>$432,580</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$1,118,695</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$232,781</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$1,457,695</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$1,085,217</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$484,230</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$39,382</td>
</tr>
<tr>
<td>Utilities</td>
<td>$135,772</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$18,427,805</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/Deficit        | ($297,019) |
| Asset Acquisitions                   | $10,450    |

#### Financial Position as at 31 December, 2015

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$990,461</td>
</tr>
<tr>
<td>Official Account</td>
<td>$136,625</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$12</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$1,127,399</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$49,392</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$23,612</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$316,250</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$738,145</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$1,127,399</strong></td>
</tr>
</tbody>
</table>

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

### Financial performance and position commentary

The student resource package (SRP), which funds teacher and support staff salaries, indicates a deficit. One factor for this is the extensive music program run at Strathmore. The SRP funding allocation for this innovative and well regarded program is supplemented by locally raised funds.

There was a net operating deficit for 2015. As indicated in the 2014 report, funds received in 2014 for the library redevelopment were carried over into the 2015 budget. However, the revenue statement does not include carried over funds. Because of this we appear to have a deficit. Also, as part of the library redevelopment, we injected school funds to
build excellent locker spaces to free up classrooms. Also, there was an unexpected expenditure of about $90,000 on asbestos removal for the library. We have put in a claim for reimbursement for this expenditure.

Because of this additional expenditure, the school reserve is $49,392 which is a little lower than in previous years. The long-term aim is to maintain a reserve of about $100,000.