

2022 Annual Report to the School Community

School Name: Strathmore Secondary College (8345)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 March 2023 at 09:38 AM by Jillian English (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 17 May 2023 at 08:57 AM by Michael Grant (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

At Strathmore we aim to foster the intellectual growth of students and nurture the shared values of our school community. These values are PRIDE - Perseverance, Respect, Integrity, Diversity and Excellence. 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 is a school of 1905 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 support of parents and the sustained commitment and involvement of staff. The school has 171.61 equivalent full time staff, 6 Principal class, 128.45 Teachers and 37.16 Education Support Staff. We value our teachers and recognise the complexity of their work. In our practice, we have emphasised the importance of using research-based classroom strategies and encourage the use of a common lesson format. We aim to establish a shared, common language, that describes good instruction. Strathmore has a highly regarded International Student Program. It fosters international links with students coming from countries such as China, Vietnam, Japan, Thailand, and Malaysia. Strathmore is the home of the Victorian Space Science Education Centre (VSSEC), a centre of Science, Technology, Engineering and Mathematics (STEM) excellence.

Progress towards strategic goals, student outcomes and student engagement

Learning

Strathmore Secondary College is performing at a high level, and analysis of available teacher judgement data via school-based assessments indicates that students are consistently achieving at or above expected standards. This exceeds the state average and similar schools. Our 2022 VCE mean study score and four-year average indicates that we are performing 'above' state average and 'above' similar schools. Retention rates remain much higher than the state average and higher than similar schools suggesting a positive school culture. Strathmore Secondary College has also maintained a four-year average of 99.6% of students exiting to further studies or full-time employment, which is considerably higher than the state average and higher than similar schools. Our 2022 NAPLAN results indicate that in both Reading and Numeracy across Years 7-9, we are performing higher than the state averages. All students involved in the Program for Students with a Disability (PSD) showed progress at a satisfactory or above level in achieving their individual goals. Students achieved higher than expected levels of growth in numeracy and literacy when involved in the Tutor Learning Initiative and the Middle Years Literacy and Numeracy Support program.

Wellbeing

The data for Student Attitudes to School results improved in comparison with previous years in 2022. Sense of Connectedness increased to 51.4% positive endorsement, higher than similar schools and state averages. Management of Bullying improved significantly on the previous year, although it remains slightly below similar schools.

Our team structure is viewed by the school as a positive protective factor for student wellbeing; the change to allocate two staff members to Form Assembly for Years 7-9 (after the reintroduction of Form Assembly in 2021) has allowed teachers and students to further build positive relationships. In 2023 we also launched the 'Choose Respect' campaign, continuing to emphasise the school values and embed the PRIDE framework across the school. We have also begun to roll out the Strathmore Learning Habits (Resilience, Self-Motivation, Curiosity, Communication, Creativity) in our classrooms to further build engagement and student agency in learning.

The college has also continued to facilitate a student led Respectful Relationships group which is working alongside staff to address some of the issues highlighted in the Attitudes to School Survey results. This has included students presenting to staff on issues identified as significant and important to their experiences at school. We are continuing this work into 2023.

Engagement

The data for student retention and students exiting to further studies or full-time employment continues to be very positive. This illustrates the success of the college in retaining a very high percentage of our students through to the end of secondary education. These results are positive given the ability of our school to maintain a mean VCE Study Score above the state average and above similar Victorian Government secondary schools over the four-year period analysed in the report.

Student exit data for 2022 showed 98.8% of students exiting to further study or full-time employment. This result is well above the state average and similar Victorian Government secondary schools. A comprehensive career education program has been embedded in line with Government policy.

Data for the average number of student absence days is positive and indicates there are less school average days of absence than similar schools or all Victorian Government secondary schools. The average attendance rate per year level from 7-12 is above 90%. Common reasons for non-attendance include illness and extended family holidays. The four-year average indicates that Strathmore has fewer student absences when compared with the state average.

Other highlights from the school year

Strathmore Secondary College values excellence in all areas of the student experience. The college provides opportunities for extension, enrichment and engagement in the broader life of the school. This includes:

- School Production

Bi-annual performance where students have the opportunity to sing, dance, act and work behind the scenes on the production. They are accompanied by high achieving music students who also play the score.

- Music Concerts

- Several music performance concerts including the Mid-Year concert, Jazz nights, Performance Soiree, Chamber concert. There are twenty-three different instruments taught at Strathmore Secondary College.

- Inter-school Sports

- A wide variety of athletics and sporting opportunities are available. This includes school carnivals in swimming and athletics as well as high level performance in the regional and state competitions.

- Art Exhibition

- Senior students exhibit their work in a public gallery.

- Creative Arts Exhibition

- A whole school exhibition to showcase student work across the creative arts and technology, performing arts and music faculties.

- The provision of challenge and enrichment and high ability programs through VSSEC.

- Astronomy and Astrophysics programs.
- Specialised STEM programs based on project-based learning.

Financial performance

Strathmore Secondary College is in a strong financial position at the end of 2022. The school's Strategic Plan and Annual Implementation Plan continue to provide the framework for efficient and effective resource allocation to support the school and to achieve positive student outcomes.

The Student Resource Package (SRP), which funds teacher and support staff salaries, indicates a total school deficit of \$411,215. This includes the Victorian Space Science Education Centre (VSSEC) staff funding and expenditure. For school level budgeting purposes, VSSEC is treated independently, which when removed from the SRP leaves a deficit of \$449,671 for the College. As in previous years, the College's deficit is largely contributed to by the extensive music program and the highly regarded International Program which are both supplemented by Department cash funding and locally raised funds.

The school's operating surplus can largely be attributed to money allocated and funding provided by the Department related to targeted Department initiatives. This unspent money was carried forward to 2023. Also contributing were VSSEC's cash carry over as part of their rolling budget (\$676,000). The College's Equity Funding was used towards teachers, professional learning, special programs and student resources to help support an equitable environment for all students.

For more detailed information regarding our school please visit our website at
<https://www.strathmore.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 1905 students were enrolled at this school in 2022, 870 female and 1035 male.

15 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

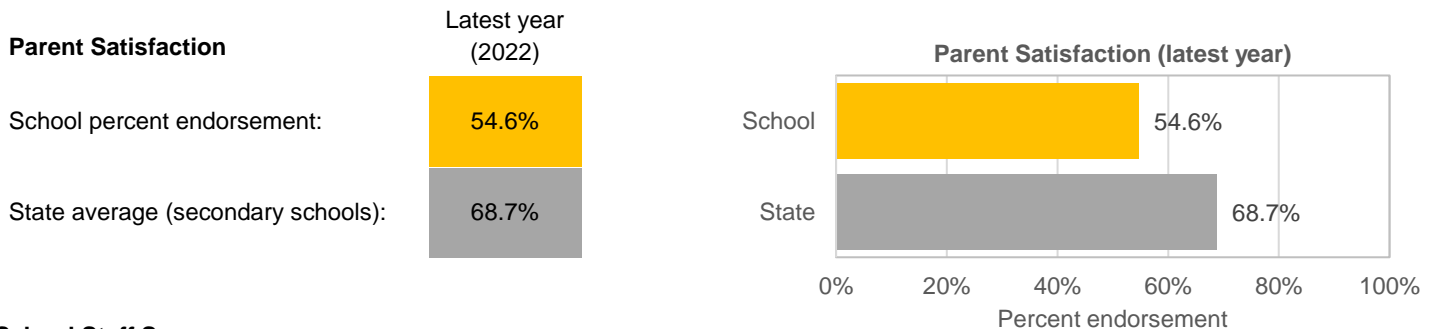
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

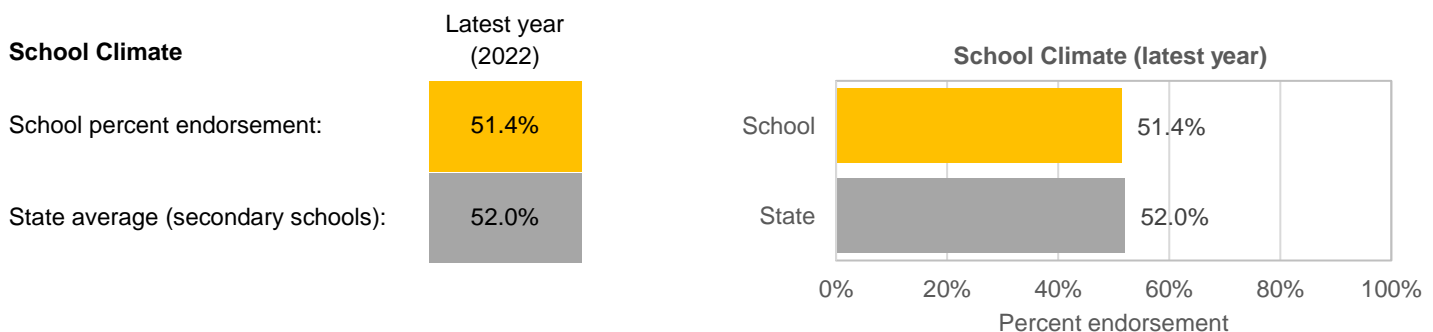


School Staff Survey

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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

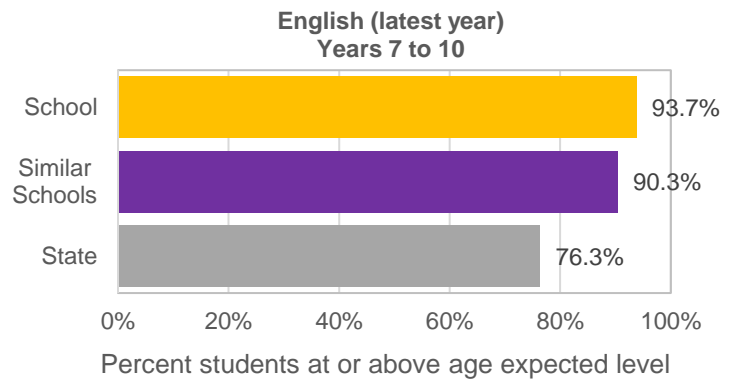
93.7%

Similar Schools average:

90.3%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

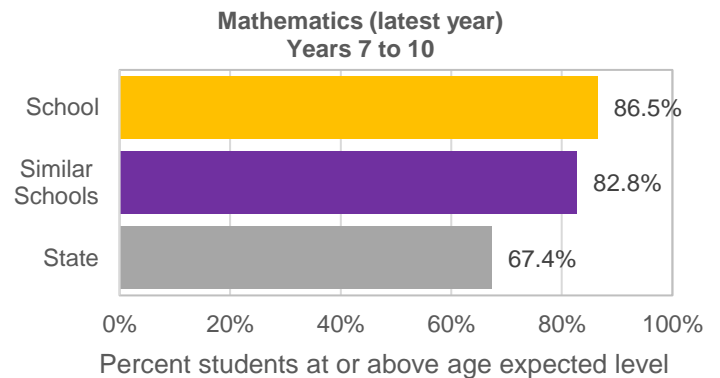
86.5%

Similar Schools average:

82.8%

State average:

67.4%



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.

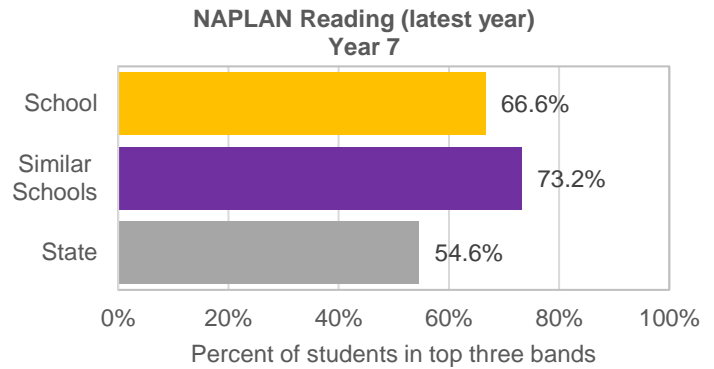
NAPLAN

Percentage of students in the 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.

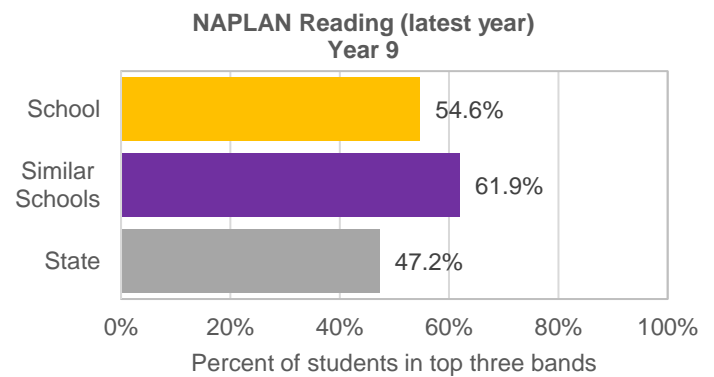
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.6%	68.7%
Similar Schools average:	73.2%	73.7%
State average:	54.6%	55.3%



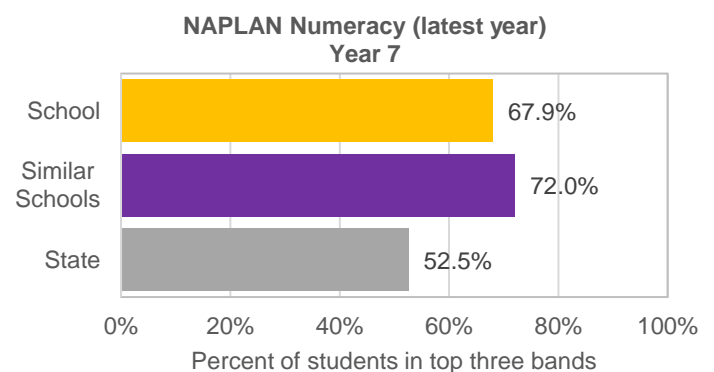
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.6%	54.9%
Similar Schools average:	61.9%	61.1%
State average:	47.2%	46.0%



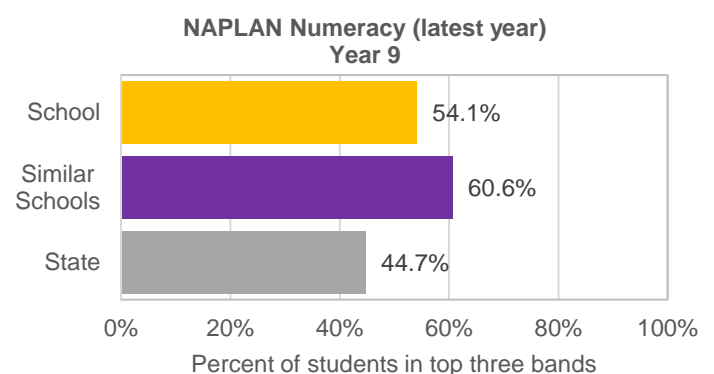
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.9%	70.6%
Similar Schools average:	72.0%	73.9%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.1%	58.4%
Similar Schools average:	60.6%	62.5%
State average:	44.7%	45.6%



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.

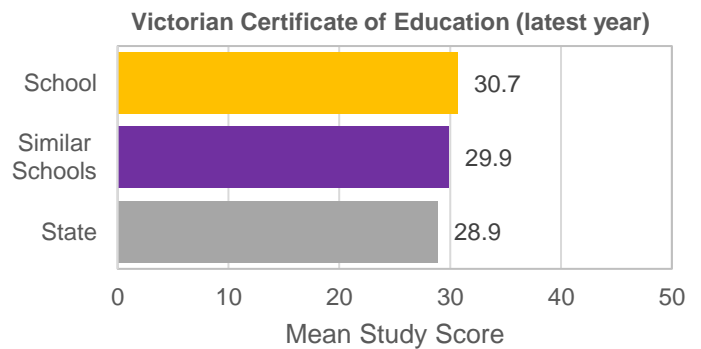
Victorian Certificate of Education (VCE)

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.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	30.7	30.4
Similar Schools average:	29.9	30.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

0%

VET units of competence satisfactorily completed in 2022:

91%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

NDA

WELLBEING

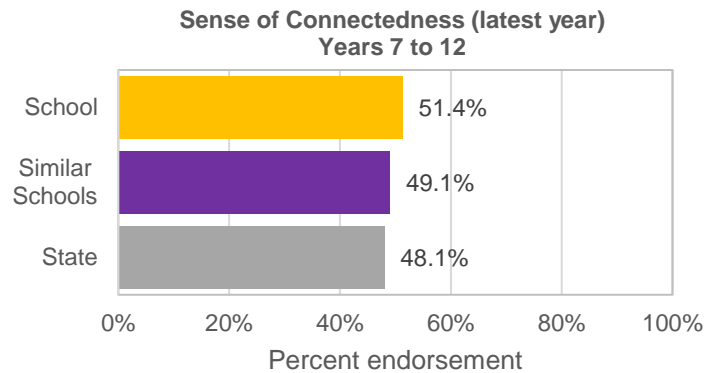
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	51.4%	47.8%
Similar Schools average:	49.1%	53.6%
State average:	48.1%	52.5%

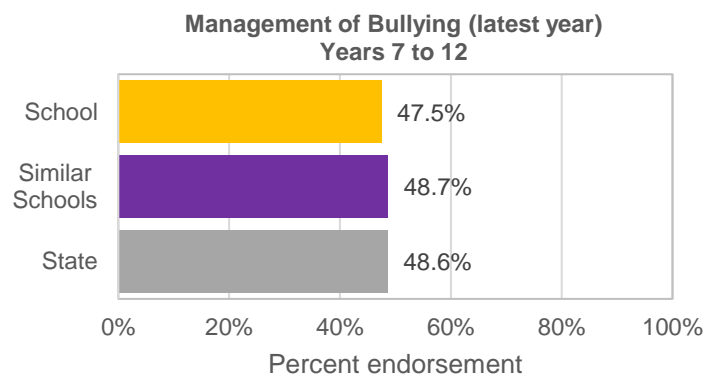


Student Attitudes to School – Management of Bullying

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	47.5%	44.9%
Similar Schools average:	48.7%	54.4%
State average:	48.6%	54.0%



ENGAGEMENT

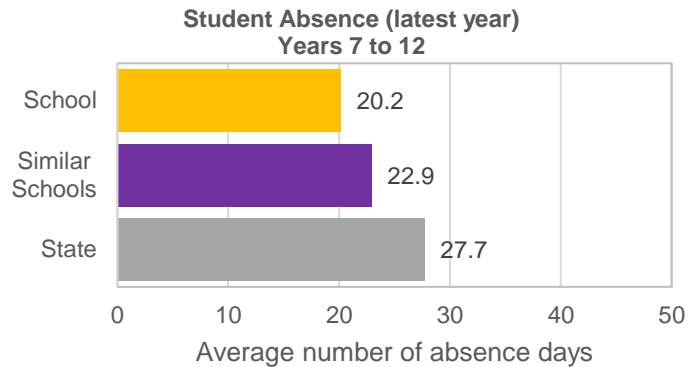
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	20.2	17.2
Similar Schools average:	22.9	17.0
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

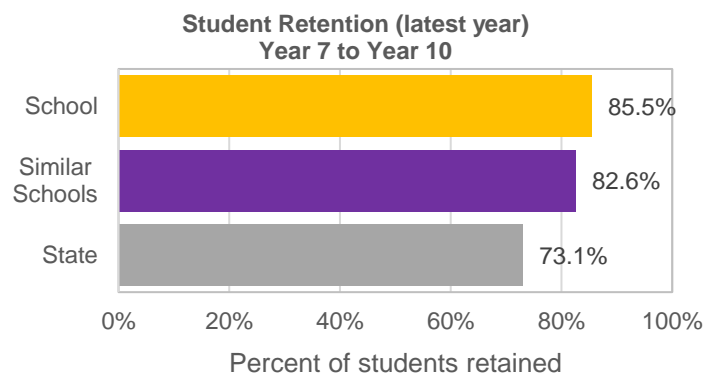
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	89%	88%	90%	93%	92%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	85.5%	86.3%
Similar Schools average:	82.6%	82.0%
State average:	73.1%	73.0%



ENGAGEMENT (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.

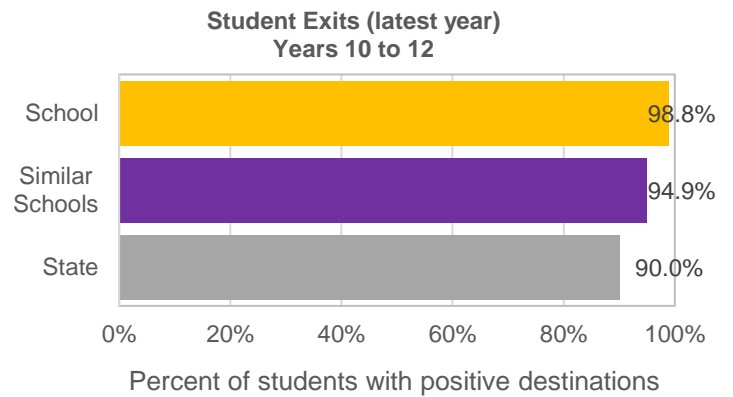
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	98.8%	99.6%
Similar Schools average:	94.9%	95.4%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$20,214,138
Government Provided DET Grants	\$2,845,543
Government Grants Commonwealth	\$12,644
Government Grants State	\$0
Revenue Other	\$120,946
Locally Raised Funds	\$1,446,700
Capital Grants	\$20,000
Total Operating Revenue	\$24,659,972

Equity ¹	Actual
Equity (Social Disadvantage)	\$90,755
Equity (Catch Up)	\$47,473
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$138,228

Expenditure	Actual
Student Resource Package ²	\$20,625,167
Adjustments	\$0
Books & Publications	\$20,441
Camps/Excursions/Activities	\$430,278
Communication Costs	\$44,851
Consumables	\$597,166
Miscellaneous Expense ³	\$512,211
Professional Development	\$167,757
Equipment/Maintenance/Hire	\$686,574
Property Services	\$408,595
Salaries & Allowances ⁴	\$1,030,836
Support Services	\$433,382
Trading & Fundraising	\$156,874
Motor Vehicle Expenses	\$8,448
Travel & Subsistence	\$20,475
Utilities	\$221,505
Total Operating Expenditure	\$25,364,561
Net Operating Surplus/-Deficit	(\$724,588)
Asset Acquisitions	\$165,657

- (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 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$3,961,528
Official Account	\$66,234
Other Accounts	\$15,755
Total Funds Available	\$4,043,518

Financial Commitments	Actual
Operating Reserve	\$733,232
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$275,795
School Based Programs	\$961,611
Beneficiary/Memorial Accounts	\$1,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,822
Capital - Buildings/Grounds < 12 months	\$63,712
Maintenance - Buildings/Grounds < 12 months	\$188,990
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,241,162

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.