

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

Attested on 25 March 2024 at 05:17 PM by Jillian English (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2024 at 10:44 PM 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)
- Senior Secondary completions and mean study score

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

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 1949 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 188.18 equivalent full time staff, 6 Principal class, 143.87 Teachers and 38.31 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. We also aim to foster learning habits which include resilience, self-motivation, curiosity, communication and creativity. As a school it is our responsibility to ensure our graduating students are properly equipped to face the many challenges and exciting opportunities that lie ahead.

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 by a considerable margin and is on parity with similar schools. Our 2023 VCE mean study score and VCE completion rates indicate that we are performing 'above' the state average. Year 7-10 student 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 98.7% of students exiting to further studies or full-time employment, which is considerably higher than the state average and higher than similar schools.

Our 2023 NAPLAN Reading results for Year 7 indicate that the number of students achieving Strong or Exceeding is above similar schools and well above state. However, fewer students achieved Strong or Exceeding in Reading than similar schools at Year 9. The College is presently conducting a review of the Junior Reading program and Support for Literacy Program to assist with achieving higher levels of growth.

Our 2023 NAPLAN Numeracy results indicate parity with similar schools at both Year 7 and Year 9 and are well above the state average for both year levels. We have implemented extension programs for high ability students in the area of mathematics which should result in higher levels of growth and more students achieving Strong or Exceeding proficiency levels in NAPLAN.

All students involved in Disability Inclusion (Tier 3) 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 in 2023 was higher than our four year average despite being slightly lower when compared to our 2022 results. Sense of Connectedness had 49.1% positive endorsement in 2023, higher than similar schools and state averages. Management of Bullying decreased on the previous year, and remains 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 has allowed teachers and students to further build positive relationships. In 2024 we continue to implement our PRIDE framework across the school. This aligns with our school values. We are looking forward to implementing programs from the Mental Health Menu including Youth Mental Health First Aid and Blue Edge programs. We have also continuing 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 2024.

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 school education. These results are positive given the ability of our school to maintain a mean VCE Study Score above the state average. The 4 year average for student exit data showed 98.7% of students exiting to further study or full-time employment. This result is well above the state average and above 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 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:

- PRIDE (Perseverance, Respect, Integrity, Diversity, Excellence) Framework activities including Year 7 Transition Camp, Year 9 Naarm Program.
- 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 2023 even after posting a net operating deficit of \$65,490. 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 \$243,676. 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 \$273,279 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 ongoing cash operating surplus can largely be attributed to money allocated and funding provided by the Department related to targeted Department initiatives. This unspent money is carried forward to 2024. 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

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 1949 students were enrolled at this school in 2023, 904 female and 1043 male.

17 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).

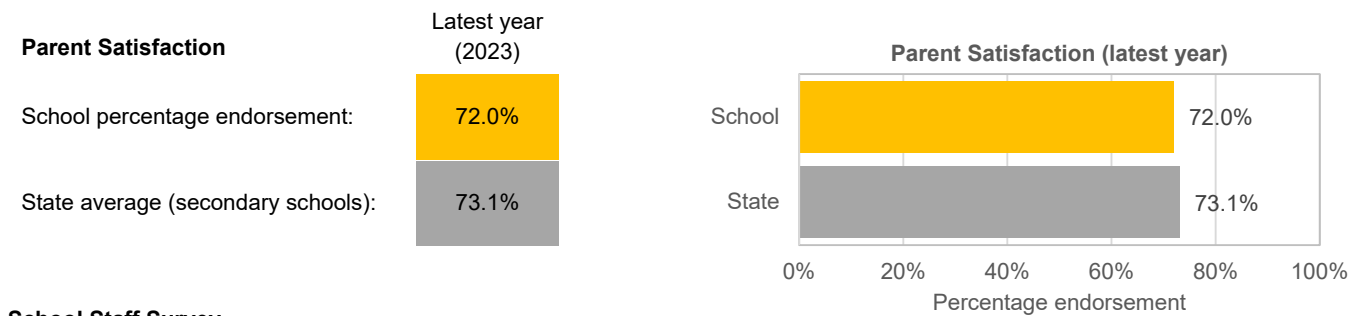
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

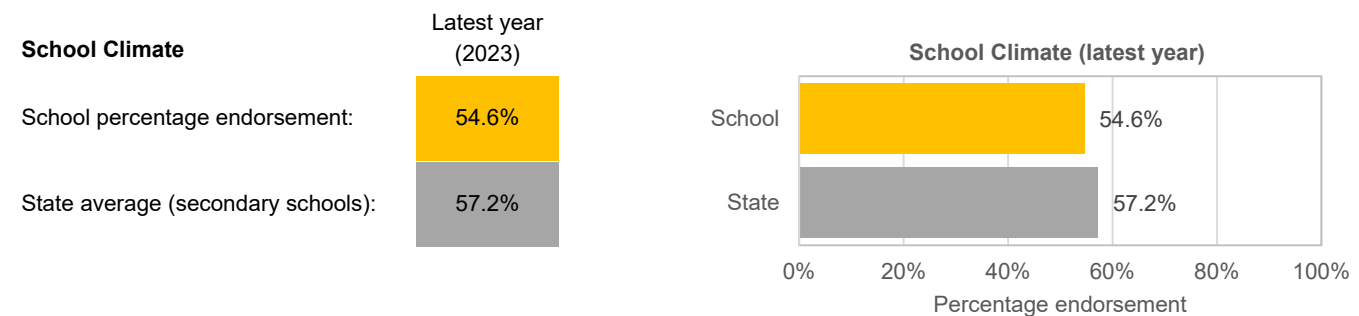


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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



LEARNING

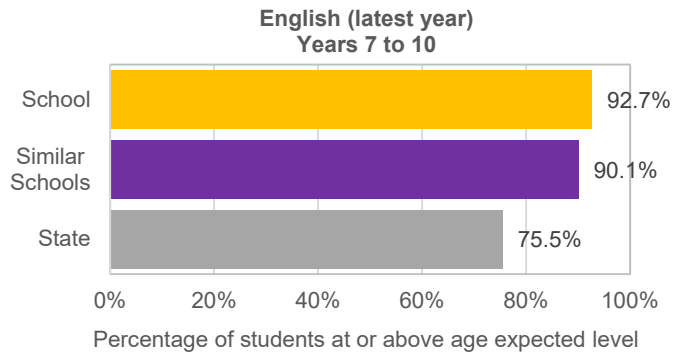
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

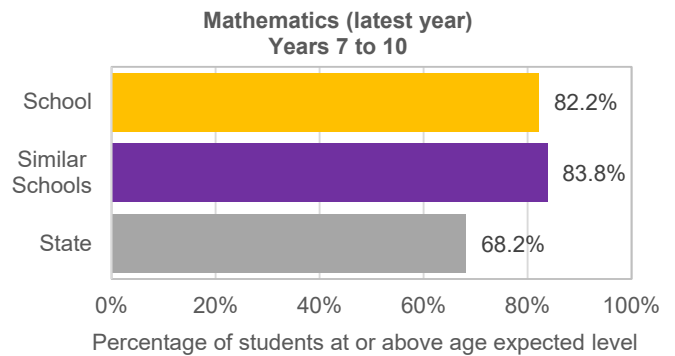
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	92.7%
Similar Schools average:	90.1%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	82.2%
Similar Schools average:	83.8%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

Reading Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

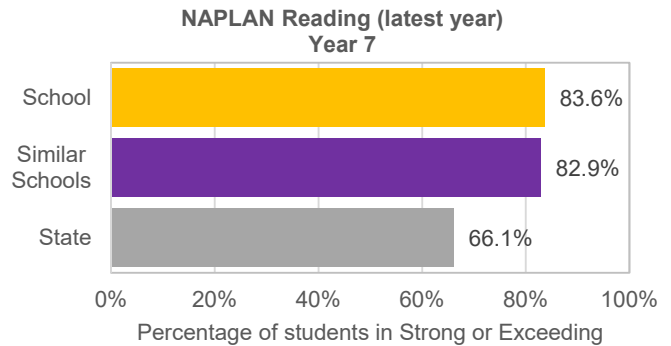
83.6%

Similar Schools average:

82.9%

State average:

66.1%



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

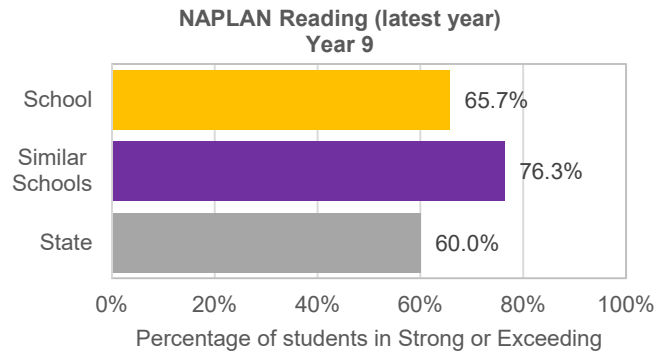
65.7%

Similar Schools average:

76.3%

State average:

60.0%



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

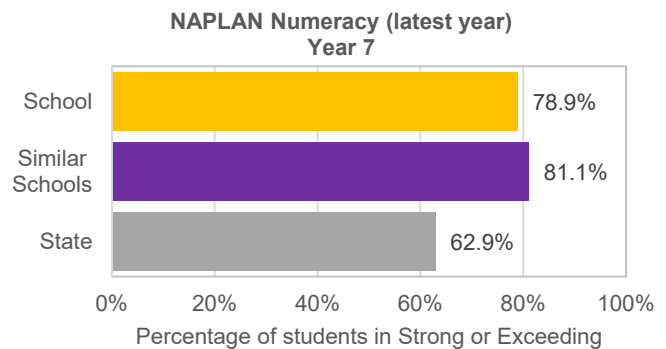
78.9%

Similar Schools average:

81.1%

State average:

62.9%



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

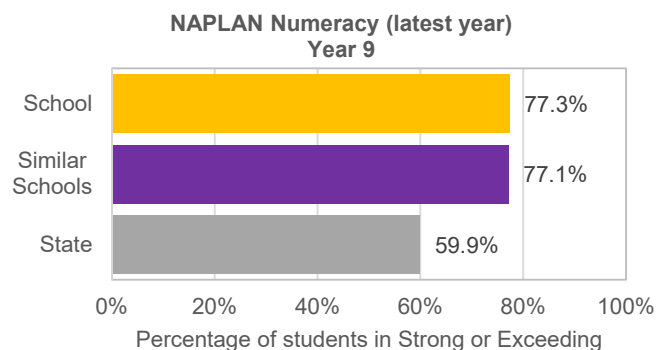
77.3%

Similar Schools average:

77.1%

State average:

59.9%



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

Reading Year 7

Latest year
(2022)

School percentage of students in the top three bands:

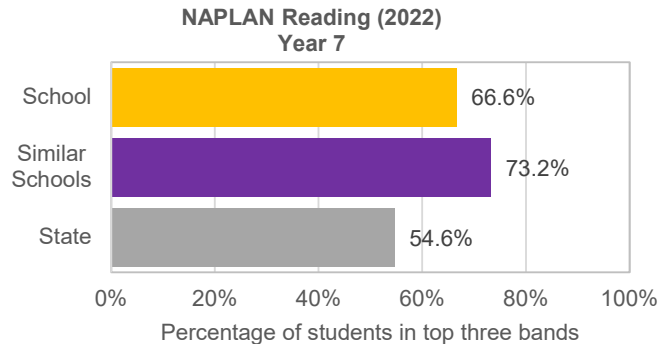
66.6%

Similar Schools average:

73.2%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students in the top three bands:

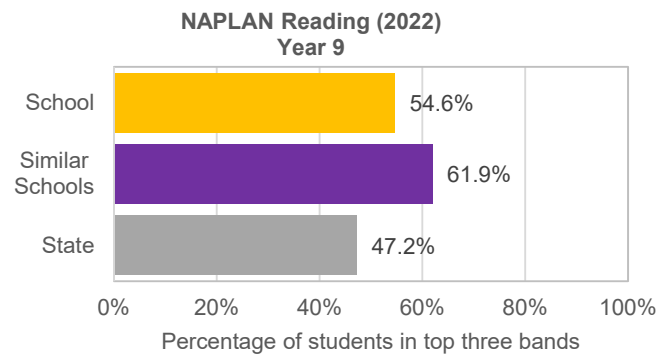
54.6%

Similar Schools average:

61.9%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students in the top three bands:

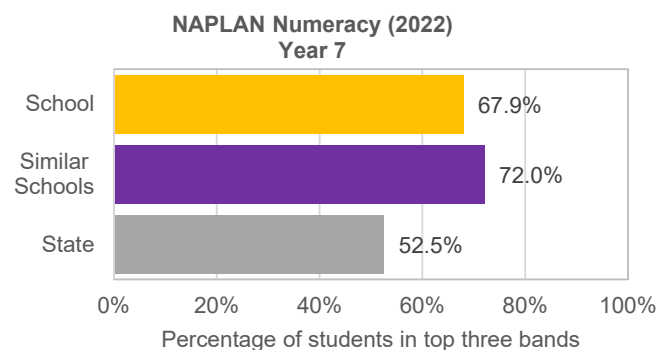
67.9%

Similar Schools average:

72.0%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students in the top three bands:

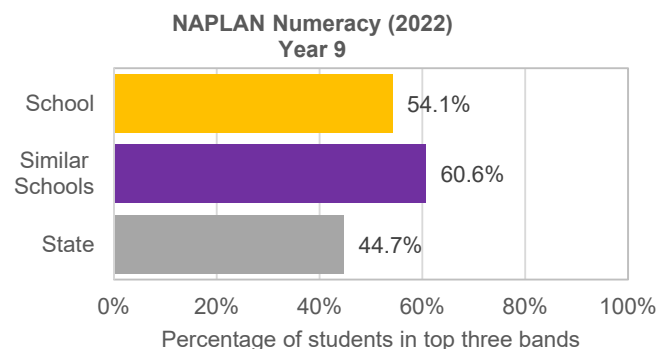
54.1%

Similar Schools average:

60.6%

State average:

44.7%



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 Senior Secondary Certificate

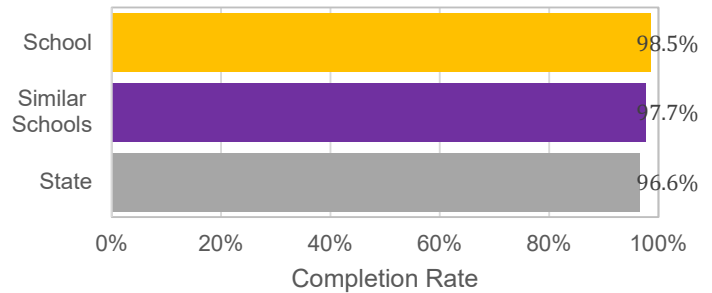
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	98.5%	98.0%
Similar Schools completion rate:	97.7%	97.8%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.3

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

Percentage VET units of competence satisfactorily completed in 2023:

84%

WELLBEING

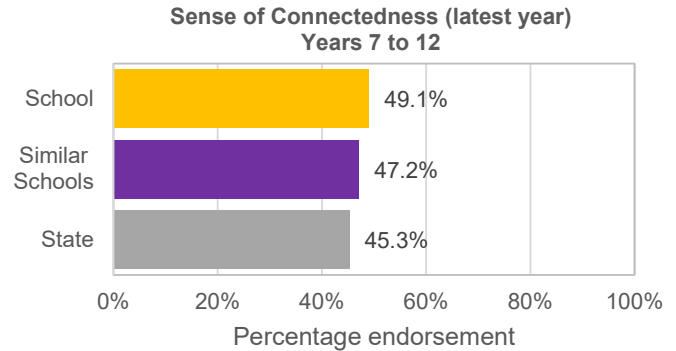
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	49.1%	48.4%
Similar Schools average:	47.2%	51.2%
State average:	45.3%	49.9%

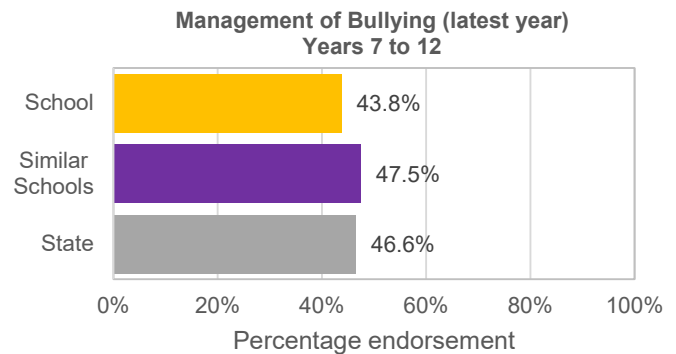


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	43.8%	44.1%
Similar Schools average:	47.5%	51.5%
State average:	46.6%	51.0%



ENGAGEMENT

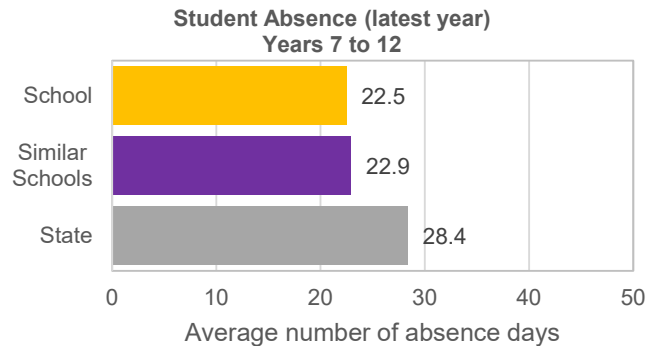
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	22.5	18.7
Similar Schools average:	22.9	18.6
State average:	28.4	23.8



Attendance Rate (latest year)

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

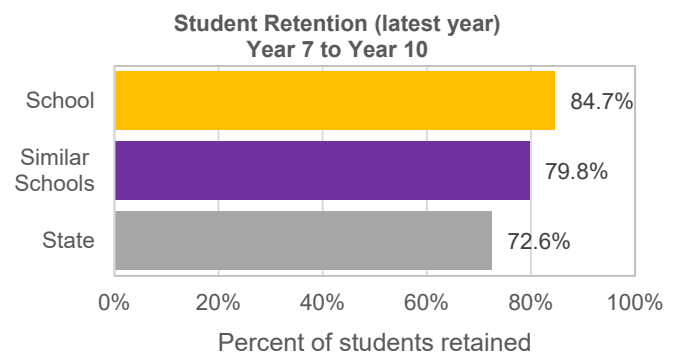
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	89%	86%	88%	87%	91%	93%

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 (2023)	4-year average
School percent of students retained:	84.7%	85.9%
Similar Schools average:	79.8%	81.7%
State average:	72.6%	73.8%



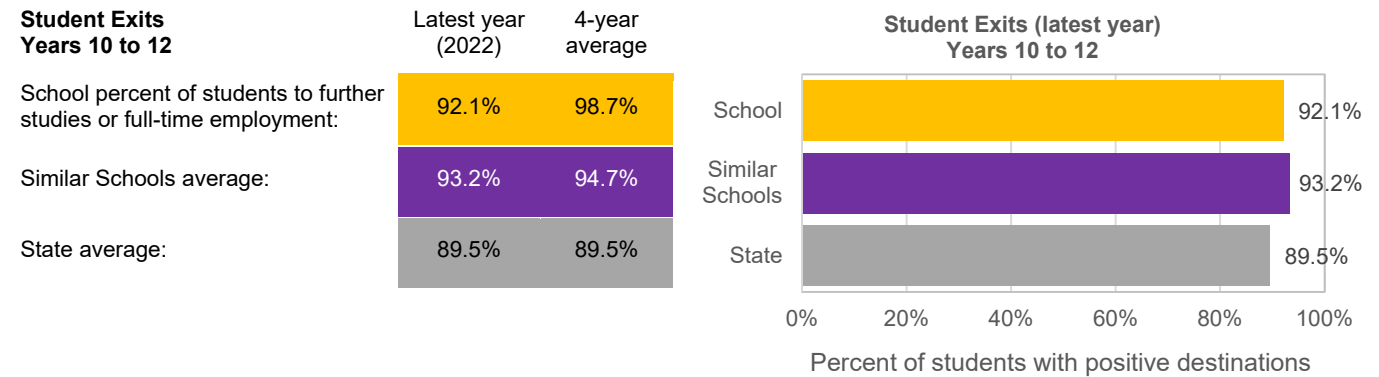
ENGAGEMENT (continued)

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'.



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$21,892,657
Government Provided DET Grants	\$2,865,834
Government Grants Commonwealth	\$42,738
Government Grants State	\$0
Revenue Other	\$261,012
Locally Raised Funds	\$1,478,447
Capital Grants	\$0
Total Operating Revenue	\$26,540,688

Equity ¹	Actual
Equity (Social Disadvantage)	\$99,113
Equity (Catch Up)	\$64,293
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$163,407

Expenditure	Actual
Student Resource Package ²	\$22,030,389
Adjustments	\$0
Books & Publications	\$19,019
Camps/Excursions/Activities	\$554,281
Communication Costs	\$46,156
Consumables	\$670,337
Miscellaneous Expense ³	\$274,737
Professional Development	\$210,016
Equipment/Maintenance/Hire	\$507,812
Property Services	\$468,579
Salaries & Allowances ⁴	\$1,063,436
Support Services	\$467,668
Trading & Fundraising	\$20,528
Motor Vehicle Expenses	\$7,052
Travel & Subsistence	\$38,275
Utilities	\$227,893
Total Operating Expenditure	\$26,606,178
Net Operating Surplus/-Deficit	(\$65,490)
Asset Acquisitions	\$964,959

- (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 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$2,941,867
Official Account	\$123,750
Other Accounts	\$55,142
Total Funds Available	\$3,120,759

Financial Commitments	Actual
Operating Reserve	\$696,772
Other Recurrent Expenditure	\$57,976
Provision Accounts	\$0
Funds Received in Advance	\$430,121
School Based Programs	\$561,675
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,208
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$188,147
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,938,899

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