SCHOOL PERFORMANCE REPORT FOR 2013

Under the Schools Assistance Act 2008, Australian Government funding is provided to Strathcona, as to other schools and school systems. Associated compliance requirements include:

(i) Participation in national testing.
(ii) Collection of information on student background characteristics for national reports.
(iii) Provision of information published by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the My School website.
(iv) Reporting to parents on student progress.
(v) Publication of information relating to the School, including key student outcomes and information on satisfaction.

An Annual Report was distributed in December 2013 and is accessible on the School website. This report provides a comprehensive overview of Strathcona's activities and achievements.

The following report in response to (v) above reiterates some key aspects of the Annual Report and includes details not available at the time of publication of the Annual Report in December 2013, in particular VCE results for the 2013 cohort of students and further details determining the level of satisfaction of parents, students and staff.

I trust that you will enjoy reading these details and join with me in celebrating the outstanding progress and achievements of Strathcona in 2013.

Our School – an overview

Strathcona, established in 1924, provides a distinctive education in a Christian environment for students throughout Melbourne's east and north. Strathcona has grown to become one of Melbourne's leading girls' schools.

The School has three campuses, Senior School and Early Learning Centre in Scott Street, Canterbury, Junior School in Prospect Hill Road, Canterbury and the Year 9 Campus in Yarra Street, Hawthorn.

Every student receives individual care in a friendly, supportive environment, while being challenged through innovative programs to achieve to the highest possible level academically and in her co-curricular pursuits.

There is extensive choice in subjects with the VCE program offering all prerequisites for tertiary courses and a wide selection of studies in Mathematics, Sciences, Humanities, Business and Creative Arts. Languages studied at Strathcona are French, Italian and Mandarin Chinese.

Strathcona's diverse co-curricular program encourages participation in a wide range of activities including drama, music and sporting activities, debating and public speaking. An extensive International Links Program enables students to participate in tours to France, Italy and China and to
take part in exchanges with schools in the USA, South Africa, New Zealand, Korea, Japan and China. Additionally, Strathcona is registered to enrol 30 international students. Strathcona’s inclusive educational philosophy and extensive curriculum and co-curricular programs are complemented by outstanding facilities. The most recent work undertaken was the refurbishment of Featherstone Hall. Prior to this, an extensive renovation of the Aquatic and Fitness Centre was undertaken, supported by a Federal Government “Building the Education Revolution” grant of $2 million. The Year 9 student facilities were refurbished in 2011 and the Year 7 & 8 levels were refurnished. Current work involves the construction of a new Learning Centre on the site of the former Spicer and Hopkins buildings due to be completed Term 2, 2015. The Centre will provide a new library and IT servicing, a Middle School Centre and a new Science Centre.

**2013 Financial Report**

**Operating Income and Expenditure**

Strathcona is a not for profit organisation that is primarily funded by School Fees 86%, Recurrent Government grants 14%. (Please refer to Income 2013 pie chart below.) Strathcona acknowledges the support of the Australian Government and Victorian Government in the form of recurrent grant funding.

Maintaining current student enrolments, combined with ongoing government grant support will ensure that we are well placed to maintain and further develop our School.

All of Strathcona’s income is directed towards providing the best possible educational staff, programs and facilities for our students. (Please refer to Expenditure 2012 pie chart below).

The School Board endeavours to keep School fees as affordable as possible for parents each year without sacrificing the educational service provided. We strive to maintain the financial discipline of ensuring that operating expenditure does not exceed income. If, in any year, a surplus is achieved, it is reinvested in the School to maintain and enhance the facilities.

![Income 2013 Pie Chart](Image)

![Expenditure 2013 Pie Chart](Image)
Capital Expenditure

During 2013 we spent $3.05 million on improving our facilities including a major renovation of Featherstone Hall.

12% of these funds came from generous donations from our School community to the Strathcona Building and Maintenance Fund. These donations, combined with a grant from the Australian Government Digital Education Revolution scheme (2%), have enabled Strathcona to undertake these improvements with limited new borrowings (loans 2%).

Teacher standards and qualifications / Professional development

The Strathcona staff are highly qualified and committed to the achievement of best practice. They are registered with the Victorian Institute of Teaching. In 2013, 17 men and 90 women made up our teaching staff and 10 men and 29 women our teaching support staff and extra subject teachers. A full list of qualifications of staff is available on the School website. For 2013, it is noted that 58% had achieved qualifications of Post Graduate Diplomas, Masters degrees and Doctorates beyond the basic teacher training.

The Australian Institute for Teaching and School Leadership (AITSL) sets the standards required of teachers under the headings Professional Knowledge, Professional Practice and Professional Engagement. The seven standards are: know students and how they learn; know the content and how to teach it; plan for and implement effective teaching and learning; create and maintain supportive and safe learning environments; assess, provide feedback and report on student learning; engage in professional learning; engage professionally with colleagues, parents/carers and the community.

As part of registration, teachers are required to engage in twenty hours per year of professional learning addressing these Standards.

In late 2012, we introduced a new online system called StaffPD. This system facilitates teachers’ applications for organised professional learning opportunities and automatically maintains records of professional learning. Teachers can enter their reflections of sessions they have attended and also log activities that meet the standards but that they have done in their own time. It helps us to track
the status of staff qualifications in regard to Anaphylaxis, First Aid, CPR, Asthma and Life Guard training.

Our professional learning takes many forms, including professional reading, attendance at conferences and workshops, peer coaching and staff seminars. A group of staff participated in an Australian Government Quality Teacher Program (AGQTP) entitled Seeing and Doing: improving pedagogy through focused observation. This has been timely for Strathcona as we have taken steps over the past couple of years towards incorporating classroom observation into the teachers’ Professional Standards Scheme. Other teachers have begun to participate with the intention that all will be involved in this powerful learning process from 2014.

Other funded training has included a Module for the Feuerstein Instrumental Enrichment Program; GRIN (Getting Ready for Numeracy) and ICT Peer Coaching.

Our staff have participated in a diverse range of other workshops and conferences, including: numerous subject based conferences; Legal Issues for School Leaders; How Immersive Technology will Shape Our Future Leaders; Girls in Education International Conference; Conference for the Australian Council of Educational Leaders; Conference for the Australian College of Educators; The Mental Health and Wellbeing of Young People, and many others. Postgraduate studies were also undertaken by five staff in 2013.

Sixteen teachers were VCE external Assessors, greatly adding to the knowledge of Strathcona staff of the fine details that lead to the success of our senior students.

All teachers at Strathcona regularly participate in the Professional Standards Scheme, which is designed to ensure that they are developing professionally in a focused way. Some of the topics chosen this year have been: professional learning from classroom observation; authorship of textbooks; formative assessment; learning from samples of student work; student feedback; student acquisition of academic language; iPads and differentiation in Year 3. The Professional Standards Scheme is under review and in future will link more closely with the AITSL Standards for Teachers and involve all teachers in classroom observation with their peers.

The commitment of our staff is further attested to in the attendance and retention rates. In 2013, the average rate of absence of teaching staff for health reasons or carer’s leave was 1.96 days. Such absences were covered by other teaching staff and relief teachers.

Eight staff took Long Service Leave for one term or less and seven staff were on maternity leave for part of the year. Suitably qualified replacement teachers were employed to cover these periods of leave.

In 2013, teaching staff turnover (of ongoing staff) was 0.93%. Twelve staff filled short-term replacement contracts.

There were no indigenous staff employed by the School in 2013.
Student attendance at school

Student attendance records indicate commitment to involvement in school programs. Absences were generally due to ill health, appointments and opportunities for overseas travel.

Average days present for Prep – Year 12:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.4</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.3</td>
</tr>
<tr>
<td>Year 7</td>
<td>96.5</td>
</tr>
<tr>
<td>Year 8</td>
<td>96.5</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 10</td>
<td>96.6</td>
</tr>
<tr>
<td>Year 11</td>
<td>96.4</td>
</tr>
<tr>
<td>Year 12</td>
<td>97.2</td>
</tr>
</tbody>
</table>

Parents are required to account for absences, contacting the School on the day of absence and submitting a note of explanation on the day of return to school. Unaccounted for absences are followed up by class teachers (Mellor House) and Form Tutors and Year Coordinators (Years 7 – 12). Accurate records noting reasons for absences are maintained. Student attendance is overseen by the Dean of Students, who coordinates assistance for students with medical or pastoral concerns.

Student retention rates are excellent. As an example, of the 79 students who were enrolled in Year 9 in 2010, 72 of these students completed Year 12 in 2013. Relocation of families and specific course choices were the predominant reasons for change.

Senior Secondary outcomes

VCE Data

The 2013 cohort achieved impressive results consistent with the high standard of academic achievement seen in the School for many years.

- 8.3% achieved an ATAR over 99 (6 students)
- 25% achieved an ATAR over 95 (18 students)
- 50% achieved an ATAR over 90 (36 students)
- 83.3% achieved an ATAR over 80 (60 students)
- The median ATAR was 89.6
- The median Study Score was 36
- 30.2% of Study Scores were 40 and above

(ATAR – Australian Tertiary Admissions Ranking)
The tertiary courses and destinations of our students:

### Offers by Institution:
**Year 12: 2013**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monash</td>
<td>45</td>
</tr>
<tr>
<td>Melbourne</td>
<td>7</td>
</tr>
<tr>
<td>Deakin</td>
<td>10</td>
</tr>
<tr>
<td>Swinburne</td>
<td>5</td>
</tr>
<tr>
<td>Latrobe</td>
<td>8</td>
</tr>
<tr>
<td>RMIT</td>
<td>3</td>
</tr>
<tr>
<td>ACU</td>
<td>2</td>
</tr>
<tr>
<td>TAFE</td>
<td>1</td>
</tr>
</tbody>
</table>

### Offers by Area of Study:
**Year 12: 2013**

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science/Health</td>
<td>35</td>
</tr>
<tr>
<td>Arts/Humanities/Media</td>
<td>25</td>
</tr>
<tr>
<td>Commerce/Management</td>
<td>15</td>
</tr>
<tr>
<td>Creative/Performing Arts</td>
<td>10</td>
</tr>
<tr>
<td>Education</td>
<td>8</td>
</tr>
<tr>
<td>Legal</td>
<td>5</td>
</tr>
<tr>
<td>Sport/Rec</td>
<td>2</td>
</tr>
</tbody>
</table>
Student outcomes in national literacy and numeracy testing

Key student outcomes - NAPLAN

NAPLAN (National Assessment Program Literacy and Numeracy) assesses students in Years 3, 5, 7 and 9 in numeracy and literacy. This testing provides the parents with feedback on how their daughters have performed in literacy and numeracy compared with other students in the State. These reports were sent home in October. The School has access to the details of the marking of the tests to assist with assessing the curriculum directions of the School and for tracking the specific needs of individual students. The results must be seen as a snapshot of performance on the day of the test and are not an indication of a student’s potential. On average, our students perform approximately one to two years above the average score for students in the State. The data also reinforces our focus on differentiation as it details the levels that the students are operating at, supporting the information gleaned by the teachers in their day-to-day work with the students.

We are most interested in the growth of our students from test to test, which on average is very strong, but the data can highlight to us students who perhaps could be doing a little better. We believe, as research supports, that a broad curriculum is advantageous in developing literacy and numeracy skills in all students, and that it is not just in English and Mathematics that these skills are learnt and reinforced.

The following graphs show the results of Strathcona this year compared with the rest of the State. In more than half of the tests, 50% of Strathcona students scored better than 75% of students in the State.

Year 3

Year 5
Parent, student and teacher satisfaction with the School

In 2013, Strathcona followed the annual procedure of conducting Exit Surveys with Year 12 students and parents. Likert scales and open comments were used.

Year 12 Student Exit Survey (62.5% participation)

In this survey, students are asked to respond to a variety of questions about their experience at Strathcona.

Responses were sought on satisfaction with specific subjects. In response to whether they were 'highly satisfying', the majority of responses were in the 'strongly agree' and 'agree' categories. Student comments expanded on the Likert scale responses, providing insights into sources of satisfaction such as the commitment of staff and the generous personal support provided. Constructive feedback is valued as it can inform approaches to teaching and guidance with study. Academic advice is noted as 85.7% 'highly satisfying/satisfying' and Careers advice 71.5% 'highly satisfying/satisfying'.

There is a high participation rate of Year 12 students in co-curricular areas across a wide range of activities each year and this was the case again in 2013. Students indicate the enjoyment from such activities and the leadership experience gained. The highest percentage response for 'highly satisfying/satisfying' was gained by sport, debating, drama productions, musicals and the Building Bridges program.
On the opinion scale seeking feedback on Strathcona meeting the needs of the Year 12 students, 74.28% of responses were in the categories 'well' to 'very well'. The overall Year 12 experience was rated 57.14% 'highly satisfying' and 37.14% 'satisfying'.

**Year 12 Parent Exit Survey** (40.3% participation)

Parents were invited to respond to a variety of questions about life at Strathcona. It is pleasing to note as in previous years the overwhelmingly positive response to the question, "Do you feel that you made the right decision to enrol your daughter at Strathcona?"

A high level of satisfaction with the School in the following categories is noted:

- Communication - very highly/ highly satisfied - 86.2%
- Pastoral care - excellent/ very good - 89.6%
- Academic program - excellent/ very good - 89.7%
- Opportunities for co-curricular development - highly satisfied/ well satisfied - 79.3%

In response to questions concerning what was most valued, parents indicated, for example:

- bringing out the best in students
- academic support
- the relationship between teachers and students
- the focus on achievement
- the warm, friendly, caring environment
- special events (Performing Arts, Valedictory celebrations, Services, Presentation Night) - the Year 9 experience

Strathcona staff are committed to maintaining high levels of satisfaction and value feedback from parents and students.

**Strategic Plan 2011-2015**

Surveys and anecdotal feedback reinforce the School’s emphasis on a balanced education including strong academic programs, pastoral care and co-curricular and leadership opportunities. Our commitment to supporting a wide range of abilities and talents and developing strong values in a Christian environment is also recognised as being significant in parent decisions to enrol their daughters at Strathcona and sons in the Early Learning Centre.

As we move forward, the Strategic Plan underpins the areas of curriculum, teaching & learning, pastoral care, the co-curricular program, teacher satisfaction, resourcing of staff and having the School operating at an optimal enrolment level.

I sincerely thank and congratulate all who have contributed to the advancement of our School for the benefit of the young people in our care.

Helen Hughes  
Principal

June 2014