

# 2020 Annual Report to The School Community



School Name: Guthrie Street Primary School Shepparton (5020)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 29 March 2021 at 09:55 AM by Brendan Bicknell (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 March 2021 at 01:33 PM by Tunya Jarvis (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with a disability 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

Guthrie Street Primary School was established in the 1970s and is situated to the south end of Shepparton and is surrounded by residential area. Our enrolment trend has been relatively stable fluctuating between 500 and 530 with an 2020 enrolment of 502 students .

The school has a variety of learning spaces within its buildings, a combination of single classrooms, adjoining rooms and more open flexible spaces.

Guthrie Street Primary School has a diverse student and community population. The community comprises many different cultures and has students from a variety of social and economic backgrounds. Despite a relatively stable Student Family Occupation (SFOE) index score of around .041, in recent years the school's population of EAL students has slightly increased and there has been an increase in the population of socially and economically disadvantaged students.

The school curriculum content is guided by the Victorian Curriculum. Literacy and Numeracy instruction remains at the core of the work that is done at the school. Guthrie Street Primary School has a Deaf Facility which supports ten (F-6) hearing impaired students from Shepparton and surrounding areas. AUSLAN is the School's Languages program and other specialist programs offered include The Arts, Physical Education and Science.

Guthrie Street Primary School is a school dedicated to providing purposeful, stimulating and challenging learning experiences to help our students achieve personal success and develop healthy social and emotional competencies. Education is a cooperative effort amongst school, home and the community which emphasises learning as a continuous process to help ensure the best educational performance by our students.

We believe that:

- o All students can learn and have the right to learn.
- o Students are empowered through a strong knowledge base and creative problem solving skills.
- o Teachers facilitate learning through meaningful learning experiences.
- o Students can learn by active involvement in the learning process.
- o A strong focus on literacy and numeracy is essential for effective learning.
- o Developing the social and emotional skills of students improves learning outcomes and attitudes.
- o Involved and informed parents and community members are an integral part of a successful educational process.
- o Each of our students can become respectful, responsible and effective learners and productive community members.

The school has a strong EQ program that has Five pillars/values that guide and influence behaviours across the school community. The culture of Guthrie Street Primary School has changed so that EQ is part of our everyday being. The Five EQ pillars are:

- Self Motivation
- Self Control
- Self Awareness
- Empathy
- Building Relationships

The school has also embedded the core values the Resilience Project into our EQ program of Gratitude, Empathy and Mindfulness.

The School Strategic Plan is focussing on the following areas:

- Student voice, leadership and agency
- High impact teaching strategies
- Literacy and Numeracy, particularly improving reading, writing and mathematics
- Curriculum planning and assessment
- Instructional and shared leadership.

Specifically the four key SSP goals are:

- 1) To improve all student learning outcomes and maximise relative growth in literacy.
- 2) To improve all student learning outcomes and maximise relative growth in numeracy.
- 3) To improve engagement through student agency and voice.
- 4) To have effective professional school leadership that drives continuous school improvement in student learning, engagement and wellbeing outcomes.

Our goal over the period of the Strategic Plan is to improve student outcomes in achievement, engagement and wellbeing. As 2020 was the second year of the strategic plan the school focussed on Literacy and Numeracy outcomes and student agency in their learning. This was interrupted by remote and flexible learning, however teachers still provided a learning program

**Framework for Improving Student Outcomes (FISO)**

In 2020, the school's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment. This included:

- implementation of a whole school literacy instructional model
- improving teacher capacity to embed a guaranteed and viable curriculum in literacy.

However due to Covid 19 and remote and flexible learning the school turned its AIP focus to support the wellbeing of students and staff. The three focus areas were around making connections, building learning endurance and focusing on having strong routines in place. Remote learning guides for teaches, students and parents was devised with teachers making regular contact with parents and students via weekly phone catch ups.

**Achievement**

In 2020 the school continued to focus on improving all student learning outcomes and maximise relative growth in literacy and numeracy. However due to remote learning and NAPLAN being cancelled for the year, other measures were put in place to gauge how students were performing including Essential Assessment. During remote learning, staff used Seesaw to provide online lessons for students. This platform was used in all year levels and was also a great communication tool between home and school.

The AToS was not completed in 2020 due to COVID 19 and remote learning, however the school created its own surveys to gauge how remote learning was going with a focus on student wellbeing.

Staff responses in the Staff Opinion Survey also reflected stable results with targets around Collective Efficacy and Collective Focus on Student Learning around the 75% target.

Future directions for the school will focus on the learning growth from Year 3 to Year 5. This has been an area that the school has not performed as well in. Year 5 targets for the top 2 bands in NAPLAN in all domains in recent years have not reached targets set. With the re-emergence of NAPLAN in 2021, this will be a focus.

**Engagement**

Guthrie Street Primary School has continued to develop Student Voice, Agency and Leadership amongst all year levels, even during remote learning. During the remote learning period, student leadership teams met regularly via Zoom and held online assemblies for the whole school. Learning Sprints in teacher PLC meetings had a focus of student wellbeing and attendance. Our teachers worked tirelessly to build strong relationships with students in all year levels whilst in the remote learning environment and created safe, happy learning environments to assist learning to the highest possible standards. Guthrie Street has excellent attendant rates across all year levels. However, even with a strong focus on attendance, there was a slight increase in unexplained absences during remote learning. Staff value attendance at Guthrie Street and regular parent contact with families to track attendance was still expected from teachers.

**Wellbeing**

Student wellbeing at Guthrie Street Primary School is highly valued. Teachers in all year levels deliver a rich curriculum including Emotional Intelligence, Respectful Relationships and Gratitude, Empathy and Mindfulness. This curriculum and common language helped improve student wellbeing even during remotely learning in 2020. 'Compass' is used to track students health and wellbeing and this helps teachers and wellbeing staff maintain a high level of care for all students.

The main AIP goal for 2021 is Happy Active and Healthy Kids and staff, through programs like our new Tutor Learning Initiative and our Mentor program, are supporting at risk students.

The return of the Attitude to School Survey in 2021 will add value to our school for both teachers and students and will provide data to help the school identify areas of improvement and celebrate great things happening in our school.

**Financial performance and position**

2020 Financial Performance and Position

Guthrie Street Primary School had a consolidating year in 2020 with our Finances. Continuing to hold a strong financial position, even with the reduction in our carry forward surplus being reduced to \$64,720 due to the continued provision of teaching and class structures by the school to support our AIP and the part funding of the Tutor Initiative. We continue to monitor our financial position regularly with all reports presented to our finance committee and school council on a monthly or bi-monthly basis.

We were able to minimise spending due to COVID19 and the enforced remote learning periods that the school endured, while continuing to provide all resources and learning for both onsite and remote students.

At the end of 2020, we were re-classified as a BAAR school and received funding to make our school's grounds bushfire friendly and ready. The funding received and part of the schools funds will be used to improve our bushfire readiness with our grounds areas to be improved and brought up to standard. We have also allocated funds to upgrade our signage for the school and a major project for 2021 which will be the replacement of our Tiger Turf area.

We continued to have great numbers for our OSHC programme and were able to continue providing this program to our families throughout the remote learning periods. We continue to provide exceptional after school and school holiday care, which continues to be an asset to our school community.

Our school canteen and in-house lunch order programme provided our students with a great and affordable option for lunch orders one day a week and the set up of our canteen kitchen area was funded through locally raised funds held by the school. This is another great asset that Guthrie Street can provide our families.

We provided our teachers with extensive support throughout the periods of remote learning and invested in programs and technology for both our staff and students so that learning and teaching could continue to be as seamless as possible. Our Equity funding also enabled us to provide our students and teachers with support and required programs once we returned to on-site learning, this ensured that all our students were able to stay as up to date and on site where possible.

Going forward our accumulated funds are going to allow us to provide the teaching and classroom structures that we continue to believe provide the best support and educational environment for our students. We look forward to improving our outdoor area to provide our students with a safe place to play and learn. Any additional funding will be directed towards achieving our priorities and initiatives through our school goals and AIP via improved teaching and learning programs and healthy happy kids.

# 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.

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 502 students were enrolled at this school in 2020, 233 female and 269 male.

8 percent of students had English as an additional language and 9 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) which takes into account parents' occupations and education.

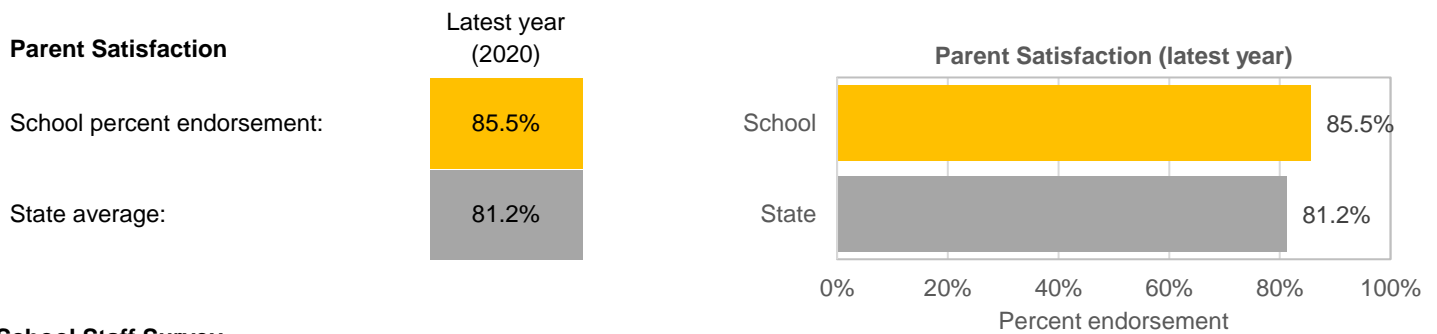
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

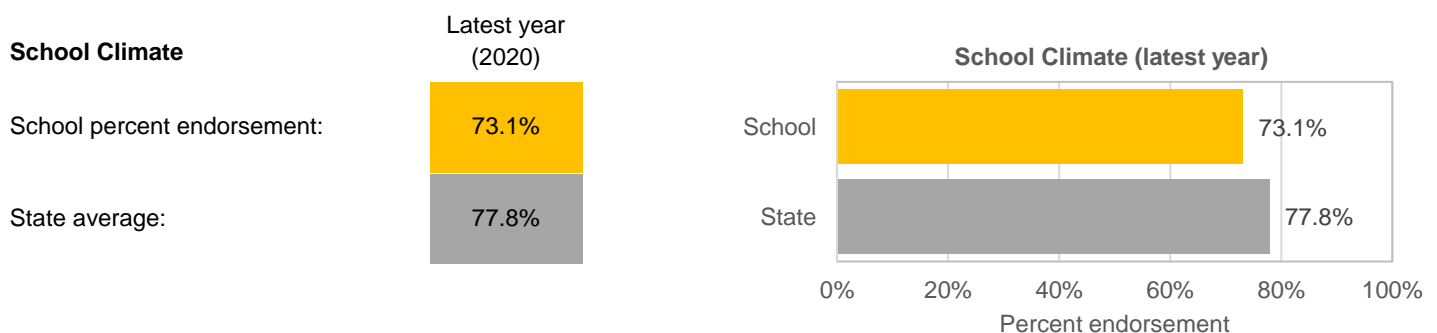


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

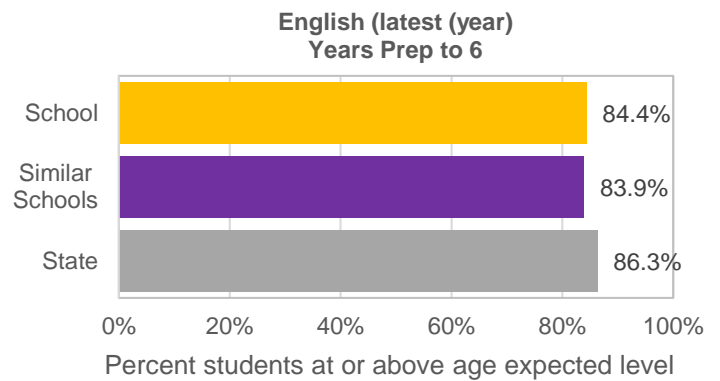
84.4%

Similar Schools average:

83.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

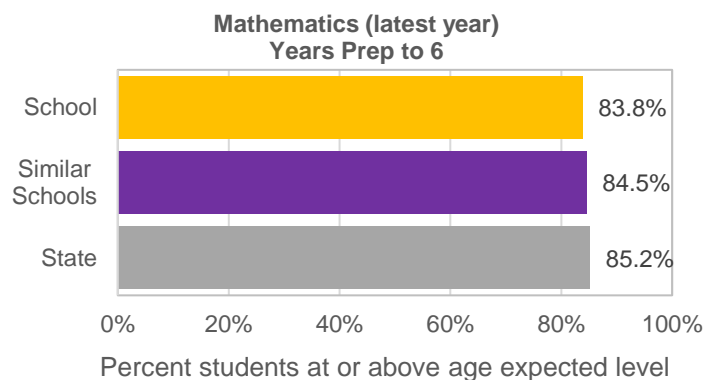
83.8%

Similar Schools average:

84.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

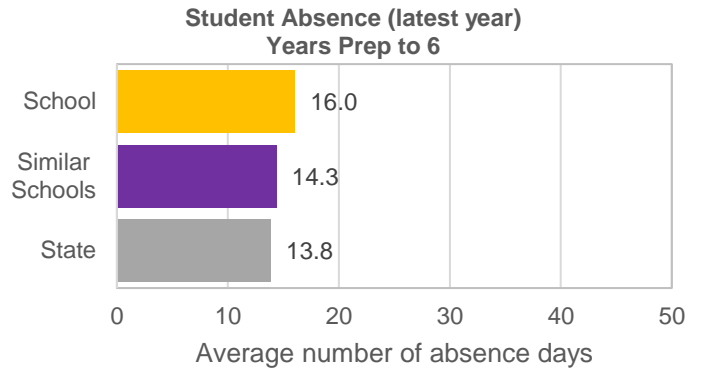
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.0	14.1
Similar Schools average:	14.3	15.2
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	91%	92%	93%	93%	91%	91%

## WELLBEING

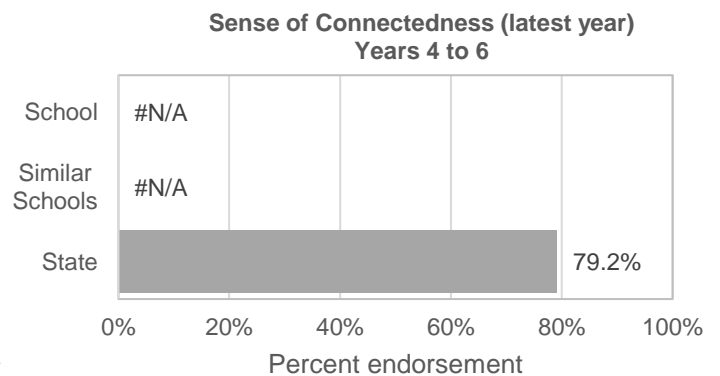
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.1%
Similar Schools average:	NDP	80.2%
State average:	79.2%	81.0%



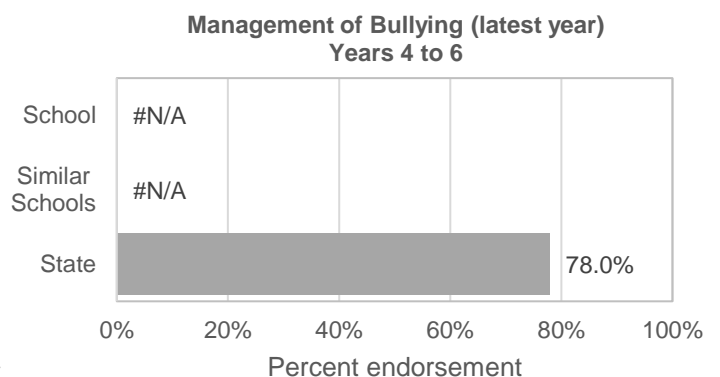
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	84.6%
Similar Schools average:	NDP	80.6%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,310,120
Government Provided DET Grants	\$784,103
Government Grants Commonwealth	\$142,093
Government Grants State	\$2,200
Revenue Other	\$16,972
Locally Raised Funds	\$299,144
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,554,631</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$163,766
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$163,766</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,252,239
Adjustments	NDA
Books & Publications	\$2,468
Camps/Excursions/Activities	\$137,938
Communication Costs	\$7,616
Consumables	\$123,853
Miscellaneous Expense <sup>3</sup>	\$26,403
Professional Development	\$24,649
Equipment/Maintenance/Hire	\$85,028
Property Services	\$152,357
Salaries & Allowances <sup>4</sup>	\$357,139
Support Services	NDA
Trading & Fundraising	\$62,166
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$31,540
<b>Total Operating Expenditure</b>	<b>\$5,263,396</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$291,235</b>
<b>Asset Acquisitions</b>	<b>\$15,322</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$670,690
Official Account	\$40,723
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$711,413</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$163,193
Other Recurrent Expenditure	\$3,544
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$3,085
Repayable to the Department	\$47,240
Asset/Equipment Replacement < 12 months	\$20,250
Capital - Buildings/Grounds < 12 months	\$130,200
Maintenance - Buildings/Grounds < 12 months	\$22,000
Asset/Equipment Replacement > 12 months	\$70,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$200,000
<b>Total Financial Commitments</b>	<b>\$659,512</b>

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