

2022 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).
- 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 27 March 2023 at 03:34 PM by Brendan Bicknell (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 27 March 2023 at 03:36 PM by Travis Kreeck (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- 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

Guthrie Street Primary School prides itself on innovation in education and welcomes staff who can help us build these strengths across our Foundation to Year 6 offering.

Consider:

- We are the only primary school in Shepparton to have a deaf facility as our second campus, where we offer specialised teaching and the integration of Auslan into the school.
- Guthrie St is highly regarded for its EQ Program, which helps our students develop their social and emotional capabilities to improve success in academic work.
- We boast an exemplary art program that emphasises skill development, creativity, appreciation and presentation.
- We were the first school to introduce a very unique staff member in bringing a well-being dog on board!

Being innovative also means having high-end information and communications technology to complement our modernised classrooms. Our students even enjoy podcast facilities.

Catering to students from Foundation to Year 6, we have more than 50 staff, including a full-time nurse, and some 470 students on large premises featuring an indoor gymnasium and outdoor classroom.

Our “backyard” extends to the nearby Broken River and its natural environment, accessed by a network of walking and biking tracks. A footbridge connects our school community to the Australian Botanic Gardens and its outdoor learning opportunities.

New teachers to our school invariably choose to stay – contributing to our proud culture of education innovation, expertise and enjoyment.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school continued to focus on improving all student learning outcomes and maximise relative growth in literacy and numeracy. The AIP targets set around top 2 bands in Reading and Writing were not achieved. We continued to use other data measures gauge how students were performing including Essential Assessment. Teacher judgement data in English and Maths in 2022 were similar to previous years and in line with similar schools and state averages. NAPLAN Data remains fairly stable across reading with last year's results similar to the last 4 year average. However they are still low compared to similar school and state averages. The one highlight of NAPLAN was the substantial increase in the percentage of students in the Top 2 bands in Year 3 Numeracy with 43% of students achieving this, which is well above similar schools, network schools and state averages. The AToS data collected in 2022 continues to demonstrate that our students have a great sense of connectedness with better than similar schools and state averages. The school also rates highly when compared to other schools when managing Bullying. We had a much higher uptake of staff responses in the Staff Opinion Survey than 2021 which was pleasing. Staff felt the school climate overall was positive with 76% agreeing. Again this was well above the state. Future directions for the school will focus on improving our writing data as this is an area that is well below like schools. The school will continue to work on improving reading outcomes and maintain the great Numeracy NAPLAN results, with a high percentage of students in top 3 bands in Year 3.

Wellbeing

Student Wellbeing continues to be highly valued at Guthrie Street Primary School. Teachers in all year levels deliver a rich curriculum including Emotional Intelligence, Respectful Relationships and The Resilience Project (Gratitude,

Empathy and Mindfulness) all whole school approaches (Tier 1). Respectful Relationships continues to be embedded across all year levels. This EQ curriculum umbrella and common language helped improve student wellbeing. 'Compass' is used to track student's health and wellbeing and this helps teachers and wellbeing team maintain a high level of care for all students. The Attitude to School Survey in 2022 confirmed our thoughts about how connected our students are to school with a high percentage of them endorsing this. This is well above similar schools and the state average. The school Chaplain worked closely with individual students, supporting their emotional needs (Tier 3). At the end of 2022, the school appointed a Mental Health Leader (MHL) to help support the work of the Chaplain with the Mental Health in Schools funding. This MHL will support the existing programs and continue the work of Rock & Water and Seasons for Growth (Tier 2).

Engagement

Guthrie Street Primary School has continued to develop Student Voice, Student Agency and Leadership amongst all year levels. The Student Leadership and Student Voice and Agency Team were involved in community events such as Anzac Day and NAIDOC week. They contributed to the ideas and promotion of our school Fun Run and volunteered at our weekly Breakfast Club. 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. Guthrie Street generally has excellent attendance rates across all year levels. However, even with a strong focus on attendance, there was an increase in unexplained absences during 2022. Staff value attendance at Guthrie Street and regular parent contact with families to track attendance was still expected from the teachers. This will be a strong focus and feature as a target in the 2023 AIP.

Other highlights from the school year

Throughout 2022 the school gradually emerged from a Covid hangover and slowly got back to normal things. Some of these were:

- Camps- both Positive Start (free) camps and our usual camps across Years 3-6 which included Billabong Ranch Echuca, Phillip Island Surf Camp and Canberra.
- Fun Run
- School House Athletics & Swimming Carnival
- School Fete
- Whole School Excursion to Funfields
- Development of our Vegie Garden and introduction of chooks

There were many things to celebrate over the year, but getting back to some sort of normality in the second half of the year without any restrictions was the real celebration. This gave us the opportunity to participate in as many excursions and camps as we possible could. j

Financial performance

Guthrie Street Primary School is in a sound financial position due to management decisions made by school council and effective financial controls maintained by the principal and the business manager.

The school has benefited from government grants in 2022 to continue to upgrade our grounds with a new outdoor learning/seating area under shade sails and more shade sails placed over the foundation playground. Our locally raised funds have also allowed us to create a state of the art ICT lab with 30 new computers and a dedicated Podcast Room.

We continued to provide an extensive professional learning program for our teachers to strengthen our instructional model and provide the best quality teaching and learning programs for our students. We have continued to invest time in the Resilience Project and Respectful Relationships to complement our schools EQ values. Individual support for students with disabilities and specific learning needs has been supported through the provision of ES staff in classroom situations. Speech therapy, OT, play therapy and psychologists have also been engaged to support the specific needs of these students as well as the introduction of our newest staff member "Louie" our welfare dog.

We also employed two trainees which was a first in a long time for the school. They were able to provide additional support to our classroom teachers and education support staff being in the classrooms as well as being generally involved in all aspects of the school.

With the decision to outsource our Outside School Hours Care to Their care in 2021, 2022 showed we made the right decision, with our kids being re-invigorated to return to the program and with the before school and January care options the school, as well as our students have benefited from the provision of this program.

We continued to provide all our students their camps or school based activity for the year. This was a great achievement given the constant challenges presented via not only COVID still but the floods that occurred in Term 3. We once again also sent the whole school on an excursion to 'Funfields', which they all loved.

We continue to support the provision of a school canteen to provide a small amount of funds to the school. We have introduced chickens to our outdoor garden area, and have increased our breakfast program to two mornings per week to provide support for our families and students with a full belly on two mornings.

Through our Equity funding we were able to continue to offer differentiated programs for our students while enabling our teachers the opportunity to build their capacity for learning through our ongoing coaching and development programs. Going forward our accumulated funds are going to allow us to provide the teaching and classroom structures that we believe provide the best support and educational environment for our students. Increasing to 21 classes and reducing the number of students within our classes to allow for more focussed, individualized instruction. Any additional funding will be directed to achieve our priorities and initiatives through our school goals and AIP via improved teaching and learning programs.

For more detailed information regarding our school please visit our website at

<https://www.guthriestps.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 447 students were enrolled at this school in 2022, 215 female and 232 male.

8 percent of students had English as an additional language and 10 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).

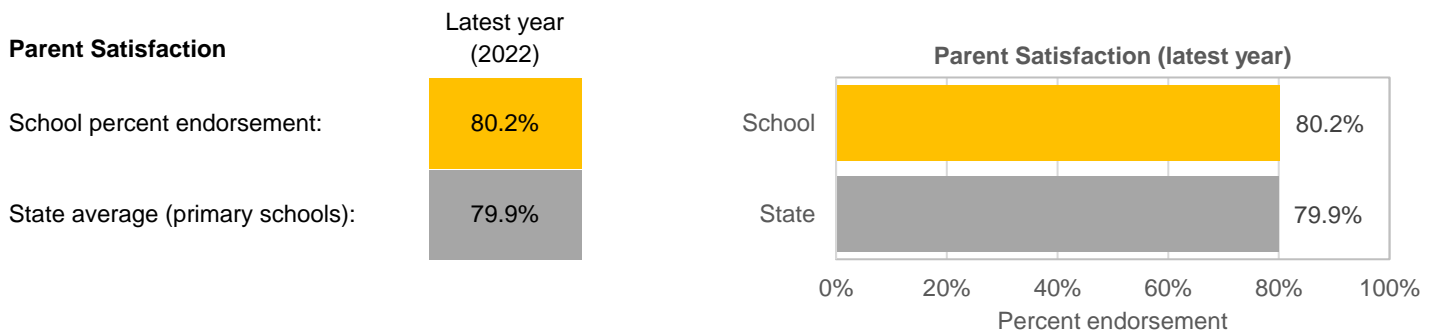
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

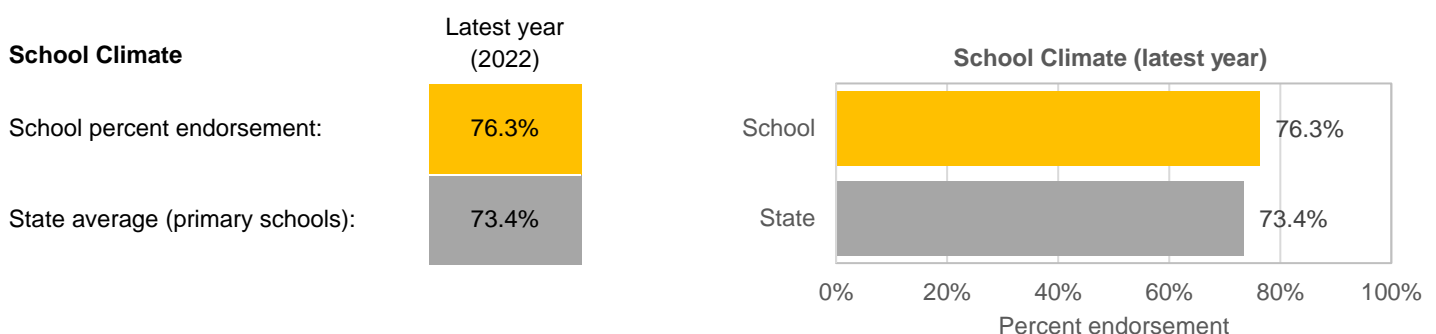


School Staff Survey

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.



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 Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

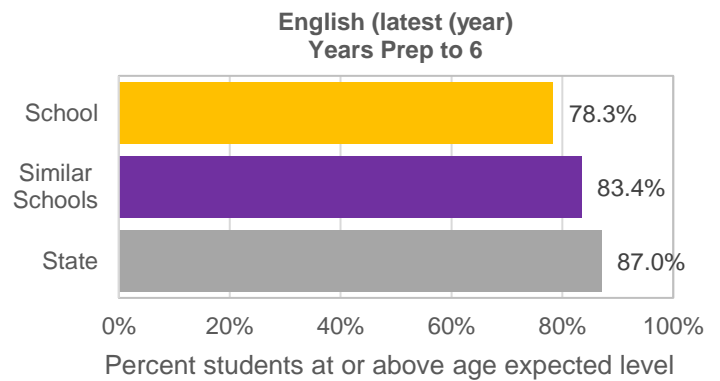
78.3%

Similar Schools average:

83.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

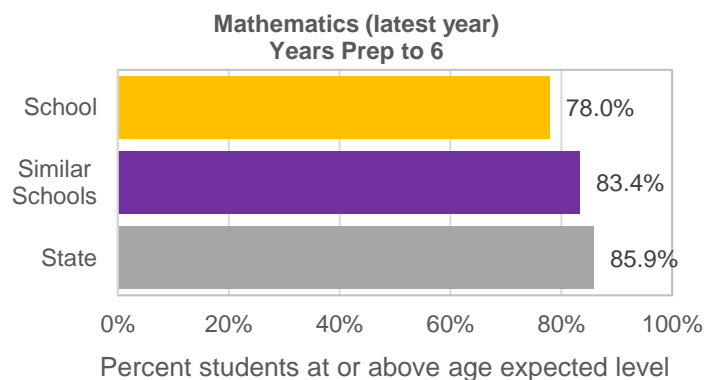
78.0%

Similar Schools average:

83.4%

State average:

85.9%



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.

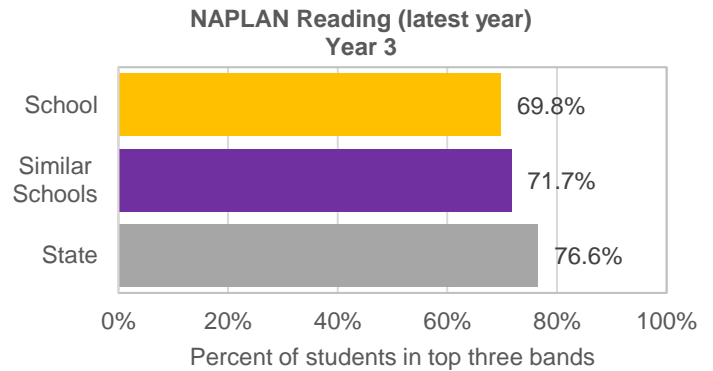
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

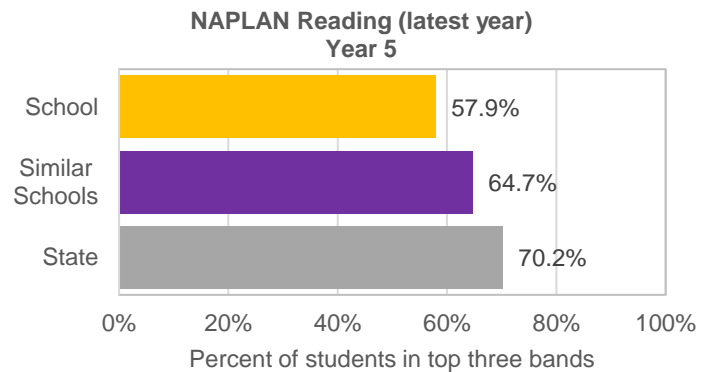
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.8%	69.8%
Similar Schools average:	71.7%	72.1%
State average:	76.6%	76.6%



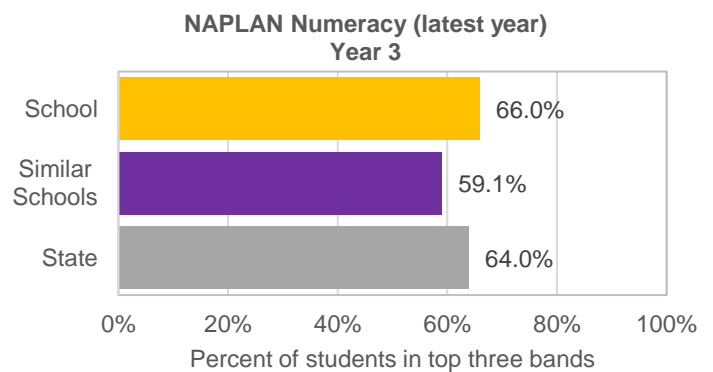
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.9%	57.4%
Similar Schools average:	64.7%	65.1%
State average:	70.2%	69.5%



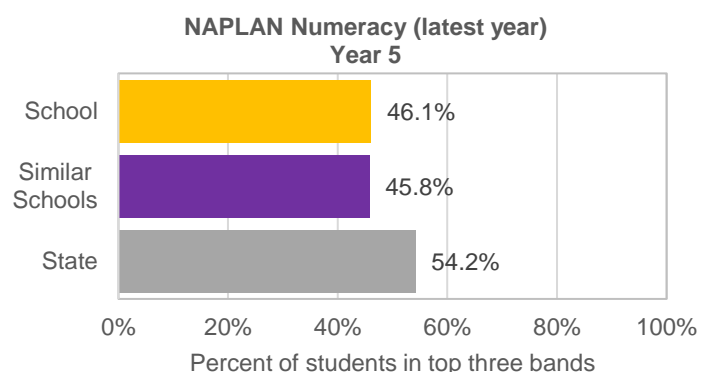
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.0%	58.1%
Similar Schools average:	59.1%	61.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.1%	52.2%
Similar Schools average:	45.8%	51.9%
State average:	54.2%	58.8%



WELLBEING

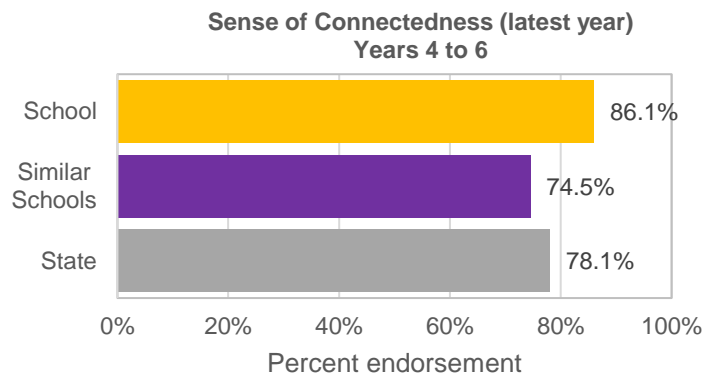
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	86.1%	86.4%
Similar Schools average:	74.5%	76.1%
State average:	78.1%	79.5%

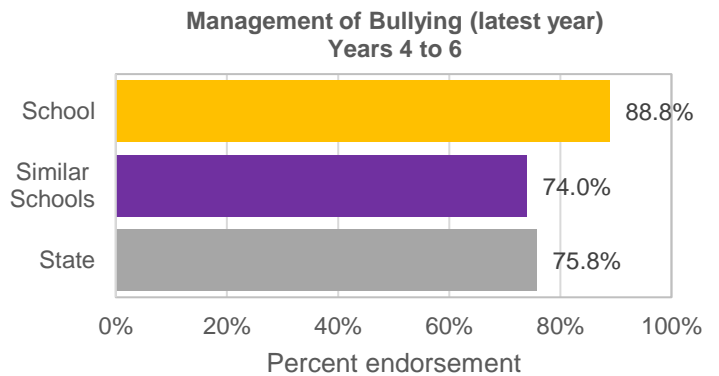


Student Attitudes to School – Management of Bullying

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 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.8%	86.3%
Similar Schools average:	74.0%	76.2%
State average:	75.8%	78.3%



ENGAGEMENT

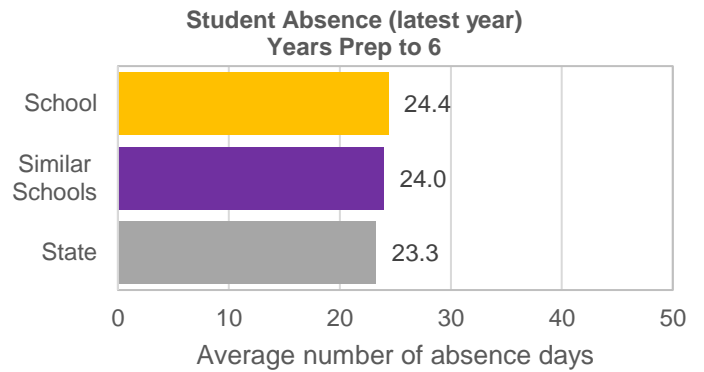
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.4	18.7
Similar Schools average:	24.0	17.6
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	88%	87%	89%	86%	89%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,224,182
Government Provided DET Grants	\$768,768
Government Grants Commonwealth	\$5,370
Government Grants State	\$0
Revenue Other	\$56,037
Locally Raised Funds	\$319,798
Capital Grants	\$25,000
Total Operating Revenue	\$5,399,156

Equity ¹	Actual
Equity (Social Disadvantage)	\$173,037
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$173,037

Expenditure	Actual
Student Resource Package ²	\$4,134,997
Adjustments	\$0
Books & Publications	\$2,707
Camps/Excursions/Activities	\$158,419
Communication Costs	\$4,013
Consumables	\$143,498
Miscellaneous Expense ³	\$55,698
Professional Development	\$50,880
Equipment/Maintenance/Hire	\$122,664
Property Services	\$245,262
Salaries & Allowances ⁴	\$449,792
Support Services	\$841
Trading & Fundraising	\$47,057
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,475
Utilities	\$38,322
Total Operating Expenditure	\$5,455,625
Net Operating Surplus/-Deficit	(\$81,469)
Asset Acquisitions	\$41,270

- (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 25 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	\$560,278
Official Account	\$27,687
Other Accounts	\$0
Total Funds Available	\$587,965

Financial Commitments	Actual
Operating Reserve	\$198,850
Other Recurrent Expenditure	\$19,025
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$25,865
Funds for Committees/Shared Arrangements	\$54,666
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$48,500
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$80,000
Total Financial Commitments	\$591,906

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.