

2025 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 \(VIT\)](#)
- 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 27 March 2026 at 01:40 PM by Angela Grumley (Principal)

- As executive officer of the school council, I attest that this 2025 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 2026 at 01:40 PM by Angela Grumley (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Guthrie Street Primary School is committed to the education the whole child and developing their unique skills and talents. Guthrie Street is committed to a strong focus on teaching and learning. We welcome staff who can contribute to our positive culture and help us build on our strengths across our Foundation to Year 6 programs. Our school motto, Do Your Best to Be Your Best, reflects our diligence to fostering student growth and achievement.

The school is known for providing a broad and balanced education based on the Victorian Curriculum 2.0, with a strong emphasis on core subjects such as English and Mathematics. It also offers a range of specialist programs, including The Arts, Physical Education, and Science, supporting both academic and creative development.

A distinctive feature of Guthrie Street Primary School is its focus on inclusion and communication. The school integrates Auslan (Australian Sign Language) into its language program and hosts a dedicated Deaf Facility that supports students who are deaf or hard of hearing, promoting a bilingual learning environment.

In addition to academics, the school places importance on students' wellbeing through an Emotional Intelligence (EQ) program, which teaches skills such as empathy, gratitude, and mindfulness. It also provides structured transition programs to help students move smoothly from kindergarten to primary school and from primary to secondary education.

New teachers who join Guthrie Street Primary School quickly become part of our strong, supportive community and they generally stay. Together we continue to build a culture of educational innovation, collaboration and expertise.

Overall, Guthrie Street Primary School is recognised as a community-focused school that values inclusivity, student wellbeing, and a well-rounded education.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 we remained committed to enhancing student learning with a continued focus on reading comprehension and numeracy. We invested in the professional development of our teachers by actively participating in courses and Communities of Practice. The Numeracy Learning Specialist, classroom teacher and Assistant Principal participated in the Numeracy Community of Practice building on the work that we have been doing on problem solving and number fluency - Blitzmaster over the last two years. A highlight was sharing a video of our years work in numeracy. Four classroom teachers from Foundation to Year 2, Literacy Learning Specialist and Acting Principal participated in the F-2 Literacy CoP where we worked with local network schools.

This initiative helped enhance our current literacy instructional practice. We continued to work with an Education Consultant to continue upskilling our leaders and teachers. We celebrated student achievements at our weekly assemblies. Celebrations included writing, reading nights, Blitzmaster levels, sporting achievements and EQ Award winners. Our 2025 NAPLAN results were pleasing. This was the first year that we could measure relative growth for our Year 5 students. In reading 60% of our students achieved exceeding or strong proficiency compared to 74% at the state level, 68% for similar schools and 50% across the network. In Numeracy a highlight was 63% of our Year 5 students achieved in the exceeding or strong category. This was higher than our network schools at 46%. The state average was 69%. Relative growth in Year 5 reading - 11% of students achieved high growth and in Numeracy 15% showed high growth.

Wellbeing

Guthrie Street Primary School has made a strong commitment to student wellbeing, investing considerable time, effort, and resources. All classrooms deliver Emotional Intelligence and Respectful Relationships lessons, and the school uses Compass to track and support student health and wellbeing. A range of communication templates such as positive feedback, yard incident reports, and classroom updates are used to keep parents informed. Staff consistently use Compass to share insights into student wellbeing, family backgrounds, friendships, and social dynamics, helping ensure every student receives the support they need to succeed. A highlight this year has been the emphasis on Good News notes to parents via Compass and our referral process to allied health stakeholders.

In 2025, the school expanded its wellbeing focus by employing a Student Wellbeing Officer and allocating a full-time teacher to lead Mental Health, Wellbeing, and Disability Inclusion initiatives. Additional supports include a part-time Speech Therapist and scheduled Occupational Therapy visits to enhance student learning and wellbeing. We have engaged with community programs (Catholic Care) to support our students through small group sessions of drumming and whole class sessions of emotional regulation. Disability Inclusion funding also enables the employment of additional Education Support Staff who work in classrooms to provide targeted assistance. We established a wellbeing hub to offer accessible support for students, staff, and families.

Engagement

Guthrie Street Primary School has made a strong commitment to strengthening Student Voice, Student Agency, and Leadership across all year levels. Staff have participated in a range of professional learning sessions to build their knowledge and understanding in these areas. As part of this work, teachers provide students with opportunities to help shape the direction of their learning, particularly in reading and writing. Student surveys are regularly conducted to gather feedback on learning directions, classroom experiences, and school programs across a range of curriculum areas. The Student Leadership Team and the Student Voice and Agency Team play an important role in school events, activities, and in contributing to the overall direction of learning within the school.

Our teachers have also placed significant emphasis on building strong relationships with students across all year levels. As a staff, we have focused on Wellbeing High Impact Teaching Strategies to further support student engagement. Guthrie Street consistently maintains high attendance rates across the school, and we have invested resources to further improve attendance, as outlined in our Annual Implementation Plan (AIP) goal to reduce the average number of absence days across all year levels. Attendance is a high priority at Guthrie Street, and regular communication with families to monitor and support attendance is an important expectation for all teachers. Our staff strive to connect with students and learn about them to make our school a place where all students can learn and feel comfortable in the environment.

Other highlights from the school year

This year we had our 5/6 performance Middle Years Mania at Eastbank in Shepparton. The theme for this year was 'Music through the Ages.' Teachers and students collaborated to write the script for each of the class performances and chose the music to accompany it. The annual community events such as the school fete, Mothers Day and Fathers Day Breakfasts before school and the end of year Christmas barbecue continued to be great community celebrations that were well supported by our families. The school Fun Run raised \$12,720.98 which went towards helping to upgrade two out of our three playgrounds. The new upgrades were well received by the students. Foodbank and Food Share provided food to support our school community. Breakfast Club was available on Thursday and Friday mornings before school from 8:00am-8:30am. Cereal, toast, milk and fruit was on offer.

School camps continued in 2025 with our students going to different locations for a variety of experiences. Year 3 Billabong Ranch - Echuca, Year 4 Camp Alexandra, Year 5 Phillip Island and Year 6 Urban Camp - Melbourne. All these camps were a chance for students to develop life skills, problem solving skills, resilience and a chance to build relationships with their peers.

Financial performance

Guthrie Street Primary School entered 2025 following a period of significant investment in learning environments and facilities. These enhancements have strengthened the quality of spaces for students and staff, reflecting the school's commitment to a modern, engaging, and supportive learning environment.

The school's total operating revenue for 2025 was \$6,679,210, sourced from the Student Resource Package, DET Grants, and locally raised funds. Strategic financial management continues to ensure that resources are allocated effectively to support student learning, wellbeing, and community engagement.

Recent investments have focused on improving both educational and physical infrastructure. This includes school-based programs, maintenance and minor works, new playground spaces for senior and middle years, and the development of a wellbeing garden. These improvements support contemporary teaching practices and enhance the overall learning environment.

The school maintains a strong commitment to equity, allocating \$237,817 to address social disadvantage. This ensures that all students have access to the resources and support required to succeed, regardless of their socio-economic background.

In summary, Guthrie Street Primary School has balanced targeted investment in high-quality programs and facilities with careful financial planning. These initiatives have strengthened the learning environment, positioned the school for long-term sustainability, and continue to support positive outcomes for all students while being able to provide a more balanced and restrained financial approach to the future.

**For more detailed information regarding our school please visit our website at
<http://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 471 students were enrolled at this school in 2025, 212 female and 259 male. 11% had English as an additional language and 10% 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 **Medium**.

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	95.4%	
	Similar schools	80.6%	
	State	82.0%	

School Staff Survey

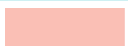
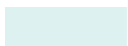
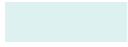
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	73.2%	
	Similar schools	73.8%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	78.2%	
	Similar schools	80.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	74.6%	
	Similar schools	79.0%	
	State	84.2%	

NAPLAN

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

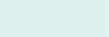
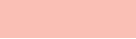
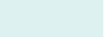
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	47.5%		48.4%
	Similar schools	61.5%		61.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	59.7%		60.6%
	Similar schools	67.8%		67.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.8%		50.3%
	Similar schools	58.5%		59.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	62.7%		57.1%
	Similar schools	60.4%		58.2%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	71.9%	
	Similar schools	70.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	88.7%	
	Similar schools	67.8%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	79.4%		80.3%
	Similar schools	73.9%		73.8%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	83.4%		83.4%
	Similar schools	73.9%		73.5%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	20.1	21.8
	Similar schools	23.0	23.0
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	90.1%	
Year 1	School	91.0%	
Year 2	School	89.5%	
Year 3	School	89.5%	
Year 4	School	90.3%	
Year 5	School	88.6%	
Year 6	School	90.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,584,151
Government Provided DET Grants	\$900,217
Government Grants Commonwealth	\$11,377
Government Grants State	\$0
Revenue Other	\$30,814
Locally Raised Funds	\$399,771
Capital Grants	\$0
Total Operating Revenue	\$6,926,330

Equity	Actual
Equity (Social Disadvantage)	\$294,636
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$294,636

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$5,577,972
Adjustments	\$0
Books & Publications	\$2,907
Camps/Excursions/Activities	\$168,331
Communication Costs	\$5,781
Consumables	\$127,113
Miscellaneous Expenses ²	\$56,281
Agency Staff	\$0
Professional Development	\$43,030
Equipment/Maintenance/Hire	\$25,274
Property Services	\$305,150
Salaries & Allowances ³	\$433,315
Support Services	\$90,447

Expenditure	Actual
Trading & Fundraising	\$86,123
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,975
Utilities	\$58,606
Total Operating Expenditure	\$6,984,306
Net Operating Surplus/-Deficit	(\$57,976)
Asset Acquisitions	\$86,920

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$234,300
Official Account	\$14,180
Other Accounts	\$0
Total Funds Available	\$248,479

Financial Commitments	Actual
Operating Reserve	\$234,389
Other Recurrent Expenditure	\$16,511
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,350
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$54,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$328,249

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.