



2021 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 2021 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 30 March 2022 at 10:24 AM by Brendan Bicknell (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 March 2022 at 10:30 AM by Tunya Jarvis (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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 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 around 500 for a number of years, however a drop in enrolment numbers the last 2 years sees the our 2020 enrolment number at 462 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 2021 was the third year of the strategic plan the school focussed on Literacy and Numeracy outcomes and student agency in their learning. Again this was interrupted by remote and flexible learning, however teachers still provided a valuable learning program with these key foci.

Framework for Improving Student Outcomes (FISO)

In 2021, the school's AIP focused on implementation of the DET priorities of Learning Catch-Up and Extension Priority, Happy Active & Healthy Kids Priority and Connected Schools Priority. This included developing a whole school data wall, implementation of the TLI and well resourced Professional Learning around Trauma Informed Practice.

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 two focus areas were around wellbeing and learning. Remote learning guides for teachers, students and parents was revised with teachers making regular contact with parents and students via phone calls, email or via the Seesaw App.

Achievement

In 2021 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. Other data measures were put in place to gauge how students were performing including Essential Assessment. During remote learning, staff used Seesaw and Google Classroom to provide online lessons for students. Seesaw was used in all year levels, whilst google classroom was mainly used in Year 6. Both these were also a great communication tool between home and school.

Teacher judgement data in English and Maths in 2021 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 3 bands in Year 5 Numeracy with 60.7% of students achieving this, which is well above the four year average of 48.3%.

The AToS data collected in 2021 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.

Staff responses in the Staff Opinion Survey were lower than previous years. With only 14 responses, the results therefore do not depict a true indication of the whole group.

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 in the past. 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 5 .

Engagement

Guthrie Street Primary School has continued to develop Student Voice, Student 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 as well as produced short videos encouraging healthy practices during lockdown. 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 whilst in the remote learning environment and created safe, happy learning environments to assist learning to the highest possible standards. 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 remote learning, especially in 2021. Staff value attendance at Guthrie Street and regular parent contact with families to track attendance was still expected from the teachers.

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). Respectful Relationships continues to be embedded across all year levels. This EQ curriculum umbrella and common language helped improve student wellbeing even during remotely learning in 2021. '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. Staff all had one or more students to mentor and would catch up regularly for a 'check in.'

The return of the Attitude to School Survey in 2021 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.

Finance performance and position

2021 Financial performance and Position.

Guthrie Street Primary School has maintained a strong financial position over the last 2 years impacted by COVID. We were able to further use our carry forward funds to supplement our teaching structure so that we could continue to offer the students the best possible teaching and class structures based on reduced number of enrolments.

As a school we continually monitor our financial position regularly with all reports being presented to school council on a monthly or bi-monthly basis.

With the funds received from our BARR classification, we have been able to continue to implement bush fire strategies to protect the school in any bushfire emergencies. We have replanted our grounds so that they are bush fire compliant and updated our schools sound system to improve the awareness of announcements and emergency communication.

We were also able to complete the upgrade of our synthetic turf area with the outdoor sports courts re surfaced utilising both community and department funds. This has provided our students with a much safer and improved surface to play on. To complement this, we also upgraded our security system with increased video surveillance to keep the safety of our staff, students and grounds as a main priority.

We made the decision at the end of 2021 to outsource our OSHC program to 'Their Care', after 18 years providing a school council run program. This was a decision made with the interests of our students at the forefront and we believe that Their Care will be able to provide a greater range of available care to help support our families during vacation and before and after school periods.

We were also proud to be able to offer all our students their camps or school based activity for the year. This was a great achievement given the constant challenges presented via COVID complications. We were also able to offer the whole school an excursion to 'Funfields' to say thankyou for the tough year it had been.

We continue to value the professional development of our staff and provide our teachers with extensive professional learning opportunities. 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. We will be able to improve our STEM resources throughout the school by providing a dedicated ICT area and improved Science area. We will continue to provide our weekly breakfast club and work to provide greater outdoor spaces for our students to learn in. Any additional funding will be directed to achieve our priorities and initiatives through our school goals and AIP via improved teaching and learning programs.

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 479 students were enrolled at this school in 2021, 228 female and 251 male.

10 percent of students had English as an additional language and 11 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).

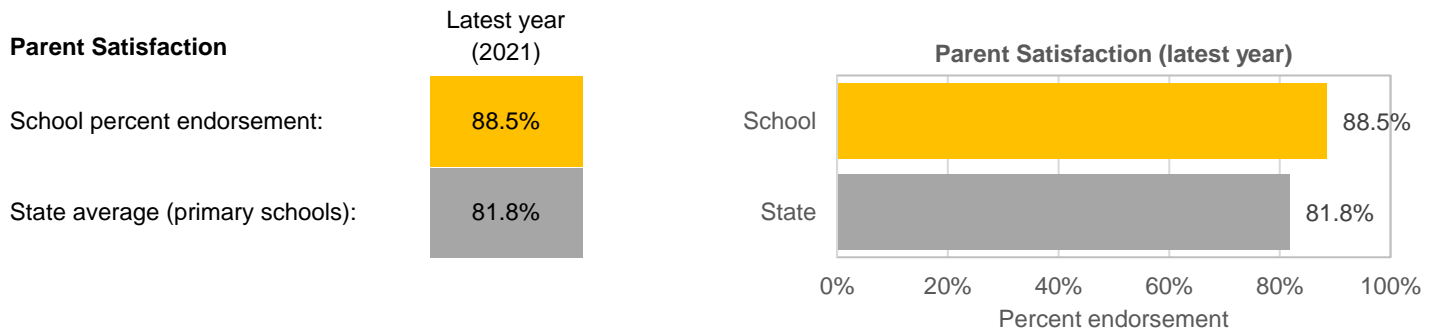
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

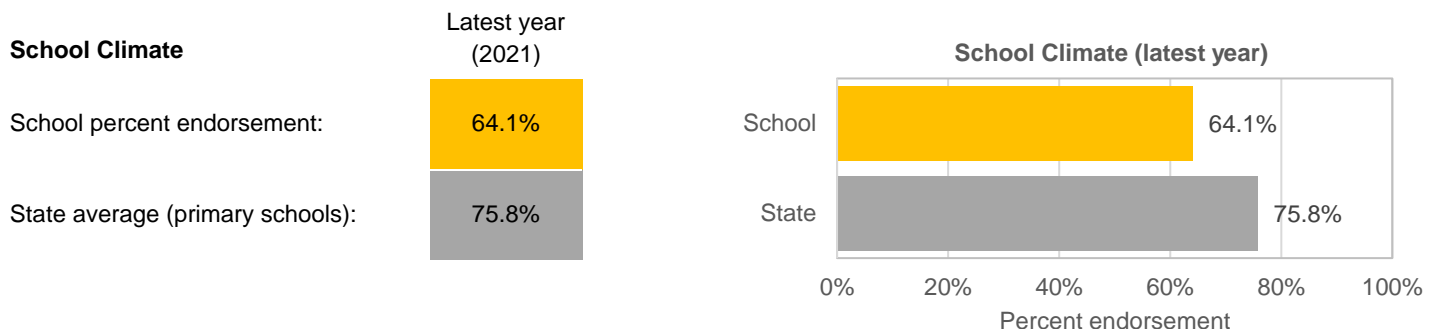


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

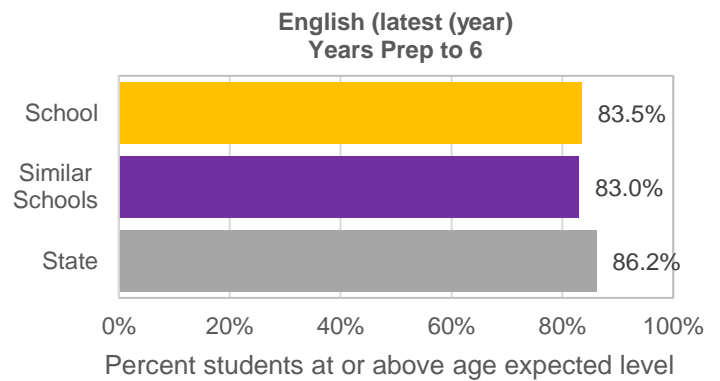
83.5%

Similar Schools average:

83.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

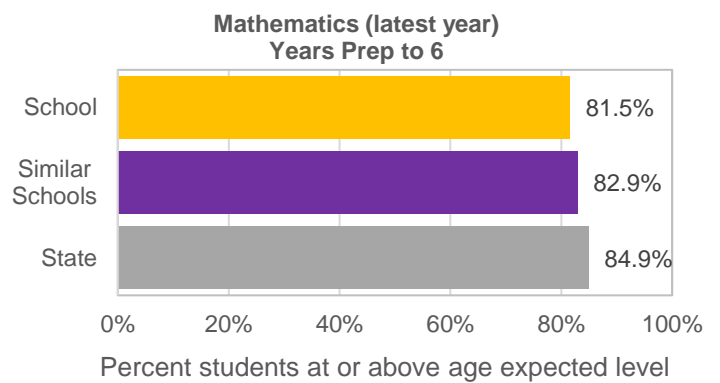
81.5%

Similar Schools average:

82.9%

State average:

84.9%



ACHIEVEMENT (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.

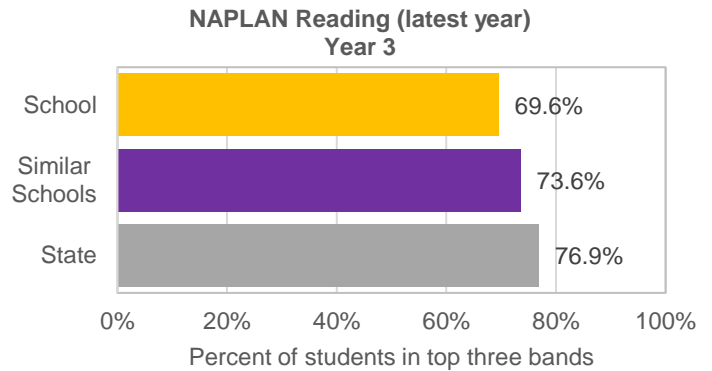
NAPLAN

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 2018, 2019 and 2021 data.

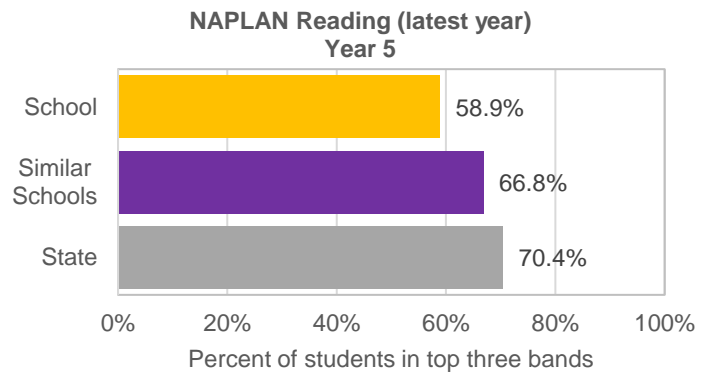
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.6%	69.7%
Similar Schools average:	73.6%	73.9%
State average:	76.9%	76.5%



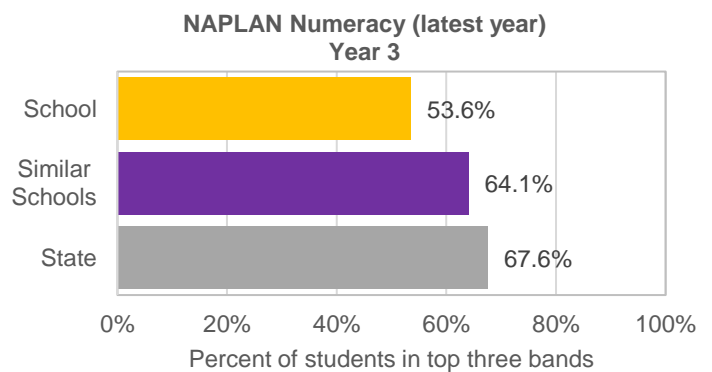
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.9%	54.5%
Similar Schools average:	66.8%	66.2%
State average:	70.4%	67.7%



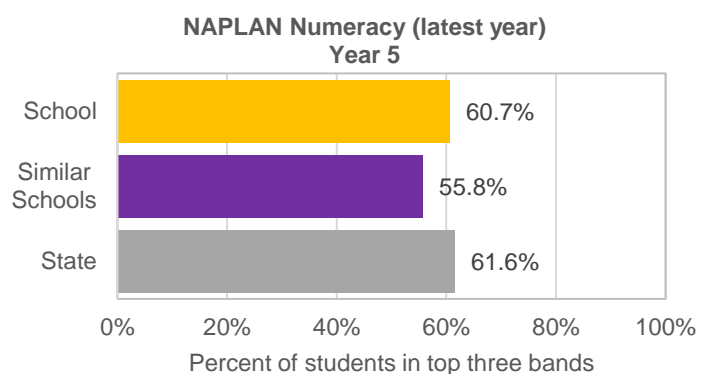
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.6%	58.2%
Similar Schools average:	64.1%	65.0%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.7%	48.3%
Similar Schools average:	55.8%	55.8%
State average:	61.6%	60.0%



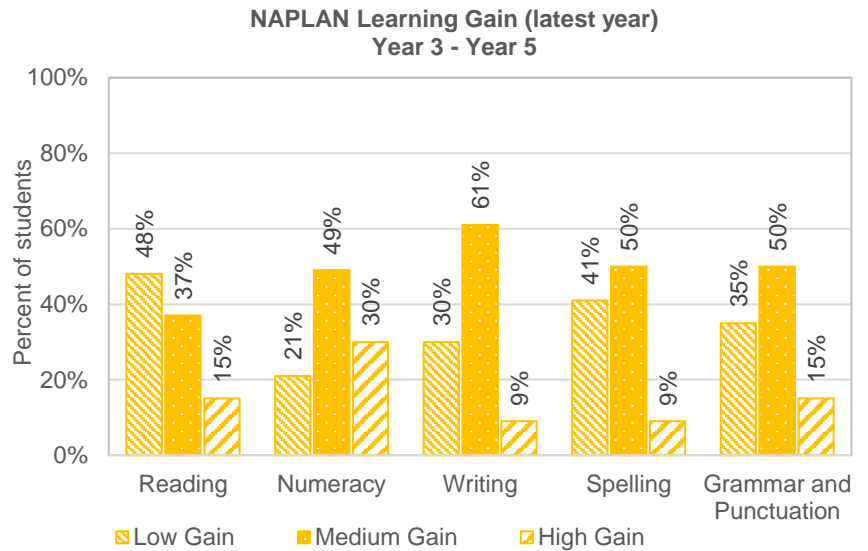
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	48%	37%	15%	19%
Numeracy:	21%	49%	30%	22%
Writing:	30%	61%	9%	17%
Spelling:	41%	50%	9%	19%
Grammar and Punctuation:	35%	50%	15%	20%



ENGAGEMENT

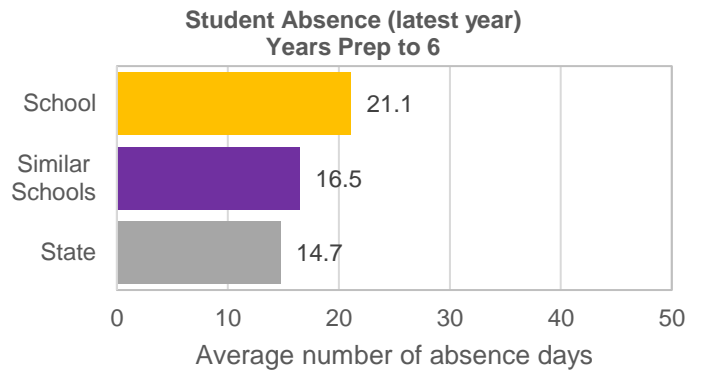
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	21.1	16.1
Similar Schools average:	16.5	15.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	89%	87%	92%	88%	91%	89%	91%

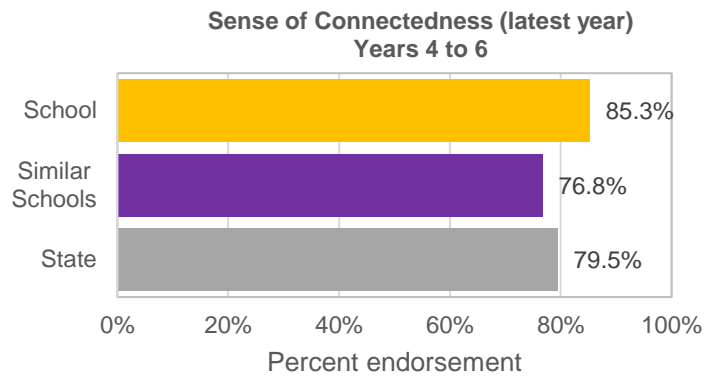
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	85.3%	85.4%
Similar Schools average:	76.8%	78.8%
State average:	79.5%	80.4%

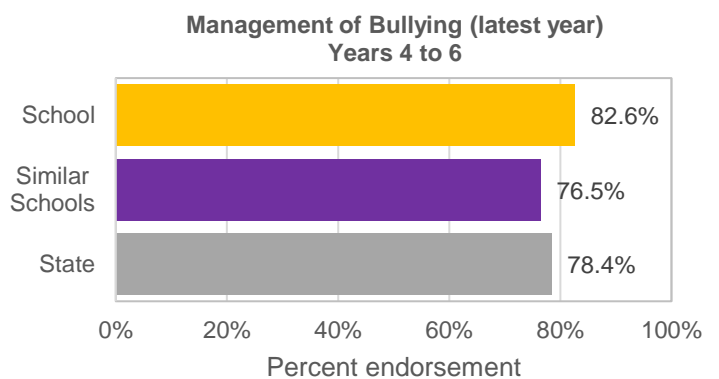


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.6%	83.8%
Similar Schools average:	76.5%	79.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,214,857
Government Provided DET Grants	\$753,349
Government Grants Commonwealth	\$94,169
Government Grants State	\$0
Revenue Other	\$6,226
Locally Raised Funds	\$376,698
Capital Grants	\$0
Total Operating Revenue	\$5,445,299

Equity ¹	Actual
Equity (Social Disadvantage)	\$162,852
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$162,852

Expenditure	Actual
Student Resource Package ²	\$4,199,930
Adjustments	\$0
Books & Publications	\$2,773
Camps/Excursions/Activities	\$148,472
Communication Costs	\$4,723
Consumables	\$128,492
Miscellaneous Expense ³	\$16,342
Professional Development	\$50,584
Equipment/Maintenance/Hire	\$86,901
Property Services	\$288,808
Salaries & Allowances ⁴	\$359,667
Support Services	\$0
Trading & Fundraising	\$45,514
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,163
Total Operating Expenditure	\$5,365,368
Net Operating Surplus/-Deficit	\$79,931
Asset Acquisitions	\$8,141

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$721,629
Official Account	\$31,331
Other Accounts	\$0
Total Funds Available	\$752,960

Financial Commitments	Actual
Operating Reserve	\$166,897
Other Recurrent Expenditure	\$1,924
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	\$31,220
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$53,900
Capital - Buildings/Grounds < 12 months	\$87,140
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$70,000
Capital - Buildings/Grounds > 12 months	\$40,000
Maintenance - Buildings/Grounds > 12 months	\$200,000
Total Financial Commitments	\$721,082

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.