

2020 Annual Report to The School Community



School Name: Gowrie Street Primary School Shepparton (4657)



- 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 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 07 June 2021 at 11:00 AM by Eron Chapman (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 07 June 2021 at 04:11 PM by Ane Fotu (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

The school's vision- We are a community that takes strength from who we are: our diversity, our histories and our cultures. We will empower our students to seize life's challenges and overcome its challenges. This vision is underpinned by our values of Determination, Excellence, Empathy and Pride.

Gowrie St PS currently has 219 enrolments. We are located in the north-end of Shepparton. We have a large school grounds, with a number of additional buildings and resources and two large ovals. Notable resources and programs include a Library, Breakfast Program, the Manega complex (where we teach Yorta Yorta language) and our Oral Language Centres. Our student population includes 34% of students who are Aboriginal and Torres Strait Islander and 12% students who have English as an Additional Language. We appreciate greatly these communities within our Gowrie Street community and the cultures and histories they share with all of us. We have approximately 40 staff members, including a Principal, an Assistant Principal, 17 teachers and 17 Education Support staff.

We are lucky to have our own Kinder, overseen by our School Council. It offers both a 4 year old and 3 year old Kinder program. We also have our own Community Hub, supported by Community Hubs Australia, which provides early childhood literacy and play, adult literacy programs and other cultural programs to a diverse range of community members. Both of these programs mean that we can provide support to our community's young people from birth to Grade 6.

The school has an SFO of 0.85 and an SFOE of 0.72. This means that the majority of our students come from a low socio-economic background and our enrolments show that these numbers are going up year by year. We believe this brings with it a whole range of strengths, including great resilience and creativity. But we must also be realistic that it also presents challenges that can impact the learning outcomes of our students. While this can be seen to an extent within the outcomes reflected in this report, we do not accept it as inevitable. We have put considerable effort into a strategy that we believe will see considerable improvement in these outcomes. We are underway in implementing this strategy and believe the impacts will be seen over the next 2-5 years.

To ensure a clear and effective strategy, we have developed a Theory of Change. We also recently completed a Strengths Based Review, by a panel made up of school staff members, Department of Education & Training staff and families from our School Council. This review identified a number of strengths of the school, as well as opportunities. These have informed the findings as part of this Annual Report.

Framework for Improving Student Outcomes (FISO)

The FISO self-evaluation review identified some real areas of strength. This included our 'leadership teams' in which we identified we were excelling based on a number of features. This includes diverse distributed leadership, a vibrant School Improvement Team, and clear/explicit processes around school improvement.

We also identified a clear strength around 'setting expectations and promoting inclusion' - this reflects what we have recognised through our data in terms of a much calmer and more productive environment. It means strong processes around establishing explicit routines and expectations. And also excellent supports for our Tier 2 and 3 students.

We also identified strong progress in the areas of teaching & learning, with excellent practices around collaborative planning and the use of formative assessment, and also high-impact, best practice instructional models.

We wanted to note that we found it difficult for the 'Building communities' continua to reflect what we feel is the strength of our current work in that area. We work extensively with parts of our community to build what we can provide our students - just to name a few, Lighthouse, the Neighbourhood Schools/Dr Eastaugh, our Community Hub. We have also worked closely with them this year to align their work to our AIP, with a number of meetings. We did not think the Continua reflected this work.

Achievement

Remote learning brought with it a number of challenges that have affected our students' overall progress. Despite the comprehensive learning program the school delivered- daily online teacher-led lessons for every subject at every level, plus teacher availability all day, every day for students to interact with, a number of our cohorts did not make their expected progress. Where individual students were able to be supported by their families to develop home work habits, those students were able to progress. The 3-4 cohort were by far our most engaged during the remote learning periods and as such here is where we did see some progress, especially in reading.

The cohort that suffered the most from this was our Foundation students- on top of this that cohort's high absences when school was able to run, has meant that many of those students were unable to achieve Foundation end of year standards. In 2021 the government has provided schools with extra funding in order to 'catch students up' and we have allocated most of this resource to those students with support, then going to students in other year levels who failed to make any or low reading progress.

Our overall performance in this area is lower than but when viewed cohort by cohort there are many areas where our students achievement is in line with students from SIMILAR SCHOOLS.

Our Naplan targets will move across to 2021 as there was no Naplan for 2020.

We have also put in place an extension program for some of our students identified as able to make accelerated progress in reading and vocabulary learning.

There continues to be an achievement/engagement gap between our Koorie and non-Koorie, reflecting the overall disparity of socio-economic outcomes also. Targeted literacy support is in place and this year we added a Koorie Family Liaison Officer role as student attendance for this cohort is affecting their progress.

Our PSD and OoHC students attract a number of supports with strong processes in place that supported their learning. A number of these students actually benefited from remote learning for a variety of reasons. Substantial ES support was given to PSD-funded students during this time and our OoHC students and families benefitted from our strong Wellbeing teams support during the lockdown period.

The school's AIP directly addresses identified areas of need in response to the disrupted last year.

Engagement

The sense of connectedness goal was not met, in fact, went backward. Further work with students found that it was the time away from school during remote learning that informed this result. The survey was conducted just as students came back to school from the second round of remote learning. We worked quickly as a school to begin to address this at the end of last year, trialling an afterschool activities program. This has been planned to become embedded in 2021. As a result of working with students to more fully unpack the data from the survey that informs this data, we found that sometimes students were struggling with regulation and this was impacting their feelings of connectedness to others. As a result, we have started teaching a social-emotional curriculum that focuses on regulation. We have also started to see connectedness positive results especially with younger students as a result of our Peer Support Program. The same exists for effective classroom behaviour and our Zones Of Regulation will address this.

We did not meet our voice and agency goal however we slightly improved. Again unpacking this further with students we have found that students may not understand where they actually have voice and agency and so decisions have been made to lift student awareness of their voice and agency. Planning is also in place to reactivate Junior School Council.

Attendance continues to be the school's main concern. Here along with strategies that already exist such as attendance awards, teacher/parent communication, case management and home visits, we have added another Koorie Family Liaison officer, will be utilising Department supports more rigorously and being creative with our new attendance policy.

Wellbeing

A highlight towards our school goals has been the lift in positive endorsement in our Parent Survey. This data shows in all areas improvements in our families and community's satisfaction with the school. We believe this is due to the high level of connection the school made with families over remote learning periods. It is pleasing to see that our community and families are feeling that they are partners with the school in their children's education. We also believe that the high-level support the school gave families in a well-being sense over the remote learning time contributed to this result. The school worked hard to visit families, checking in, providing devices and internet, and accessing other services for families in need.

Our students came back from remote learning and both times settled well back into school. This was achieved by

ensuring students were engaged and excited and we made sure that the learning plan was high energy and active. The 3-6 students had lots of choice in their learning and were able to choose an afternoon elective and a weekly writing club (to focus on a genre of their choice).

Students were given daily PE to get active and in the fresh air which also saw many benefits. Moving to 2021 students will have two PE sessions a week and this will be taken by their teacher. We have seen some disengagement in the past where students did PE with a specialist but early signs suggest where they stay with their teacher engagement is high.

Areas identified in our AIP for 2021 are implementing an afterschool activities program with the help of a grant the school has applied for. This will support our wellbeing, attendance and connectedness goals.

Financial performance and position

A deficit was recorded at the end of 2020. This deficit is an 'on paper' deficit that may also be described as a 'managed or strategic deficit'. Due to some complexities with how funds are distributed to schools, it looks on paper as if we have overspent, however, this deficit is easily covered by cash that we hold in our bank accounts. It is a strategic move that with the support of the Department's Strategic Finance Officers we are implementing.

We had no extraordinary revenue or expenditure items during this time.

We receive funding from a range of sources, most significantly equity funding. This funding supports a range of targeted programs for targeted cohorts. This includes our intervention programs, as well as supporting our Yorta Yorta Language & Culture program, Breakfast program, Education Support Staff and our large Wellbeing team. It supports wellbeing interventions also, such as play therapy, our pediatric clinic, Hands on Learning program, Family Liason Officers, among others. Locally raised funds were largely the costs of both our stationary packs, uniforms and camps.

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

<http://www.gowriestps.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.

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 235 students were enrolled at this school in 2020, 117 female and 118 male.

16 percent of students had English as an additional language and 31 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.

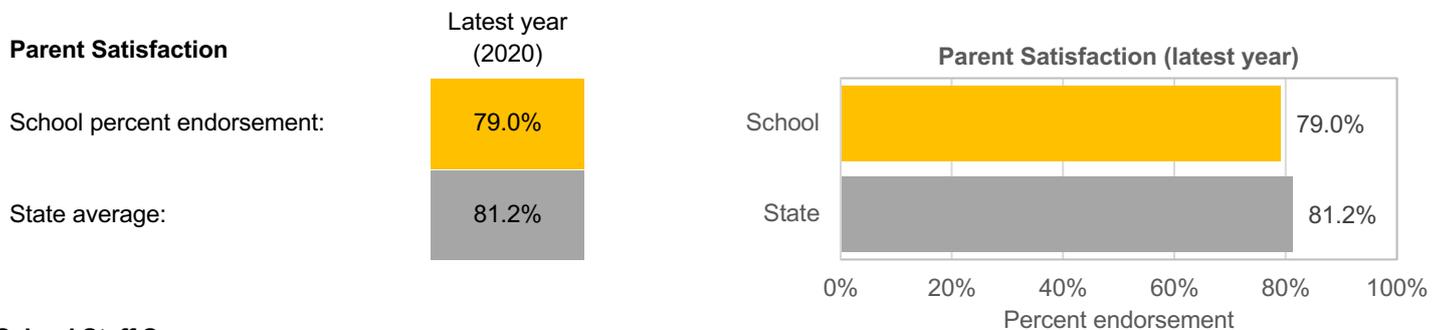
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

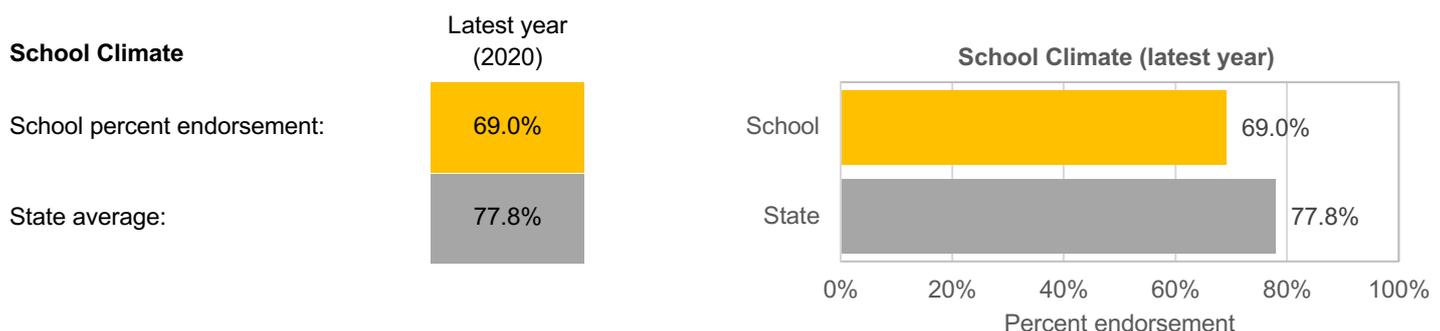


School Staff Survey

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:

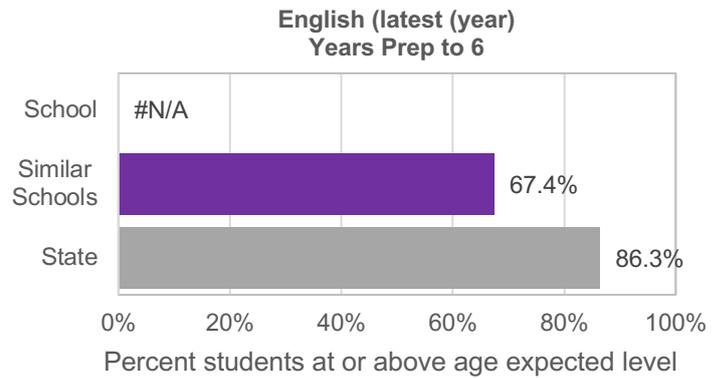
NDA

Similar Schools average:

67.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

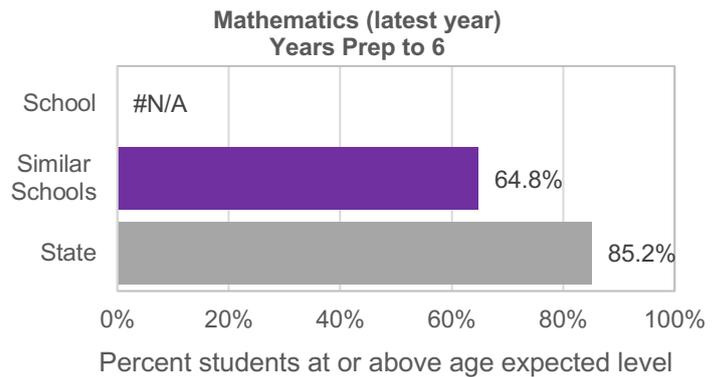
NDA

Similar Schools average:

64.8%

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

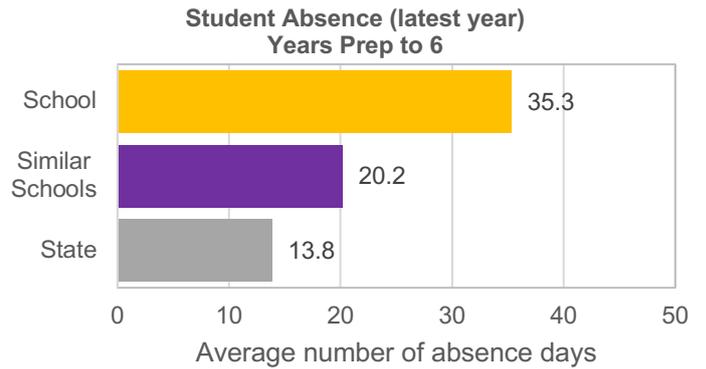
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	35.3	33.0
Similar Schools average:	20.2	19.7
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):	82%	83%	81%	87%	83%	78%	80%

WELLBEING

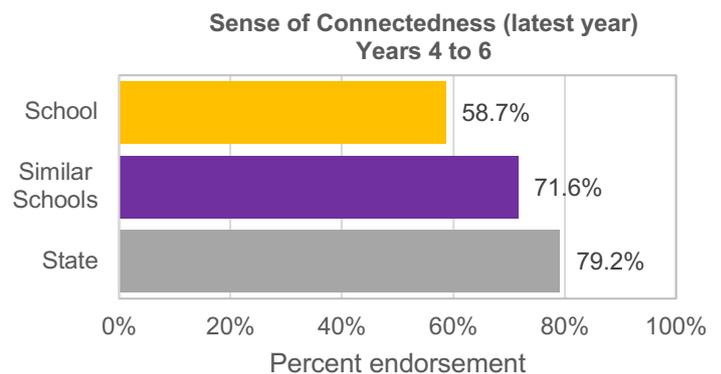
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	58.7%	65.2%
Similar Schools average:	71.6%	79.3%
State average:	79.2%	81.0%



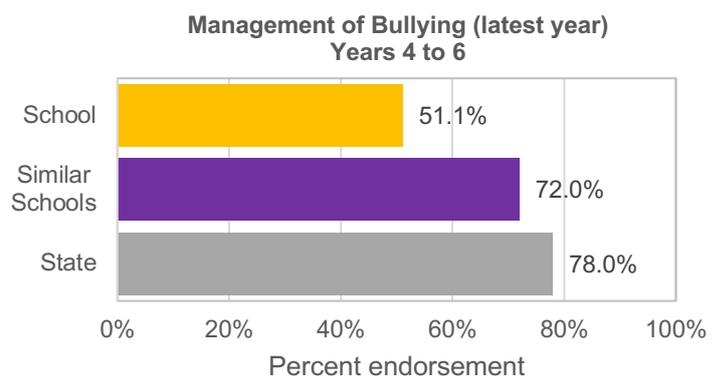
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	51.1%	62.4%
Similar Schools average:	72.0%	79.8%
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	\$3,004,735
Government Provided DET Grants	\$1,108,194
Government Grants Commonwealth	\$13,549
Government Grants State	NDA
Revenue Other	\$77,580
Locally Raised Funds	\$69,135
Capital Grants	NDA
Total Operating Revenue	\$4,273,193

Equity ¹	Actual
Equity (Social Disadvantage)	\$888,069
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$888,069

Expenditure	Actual
Student Resource Package ²	\$3,246,367
Adjustments	NDA
Books & Publications	\$11,819
Camps/Excursions/Activities	\$26,466
Communication Costs	\$4,934
Consumables	\$65,703
Miscellaneous Expense ³	\$62,267
Professional Development	\$30,825
Equipment/Maintenance/Hire	\$46,130
Property Services	\$151,198
Salaries & Allowances ⁴	\$357,569
Support Services	\$41,199
Trading & Fundraising	\$19,939
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$4,588
Utilities	\$51,848
Total Operating Expenditure	\$4,120,852
Net Operating Surplus/-Deficit	\$152,342
Asset Acquisitions	\$53,280

- (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

Funds available	Actual
High Yield Investment Account	\$748,309
Official Account	\$67,946
Other Accounts	NDA
Total Funds Available	\$816,255

Financial Commitments	Actual
Operating Reserve	\$134,307
Other Recurrent Expenditure	\$310
Provision Accounts	NDA
Funds Received in Advance	\$48,269
School Based Programs	\$340,178
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$27,971
Repayable to the Department	\$243,220
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$22,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$816,255

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.