

2021 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 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 04 May 2022 at 10:03 AM by Eron Chapman (Principal)

- This 2021 Annual Report to the School Community has been presented to and endorsed by the school council and will be publicly shared with the school community

To be attested by 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

Gowrie Street Primary School's vision is-

"We are a community that takes strength from who we are: our cultures, our histories, our diversity. We will empower our students to seize life's opportunities and overcome its challenges".

MISSION

Our school is committed to achieving its vision, and believes it is essential that we achieve the best academic outcomes possible so that our students can take advantage of the opportunities available to them. In line with our vision, there are some key mindsets regarding how we view our school and the work we do, which are critical to us achieving success. These include that we take a strengths- based approach to both our students and our community. Instead of focusing on what is missing in our community or the gaps in our students' learning, we focus on what they can do and provide to our great school. This informs our work with our parents and families - they are our partners and are critical to the success of our students. It also ensures that we provide our students with a diverse and enriching curriculum that focuses on their strengths and interests, and that exposes them to new knowledge and opportunities.

OBJECTIVE

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

VALUES

Gowrie Street Primary School's values are
Determination, Empathy, Excellence, Pride

WORKFORCE COMPOSITION

Principal and Acting Assistant Principal

1 Learning Specialist

11 Classroom Teachers

3 Learning Tutors/Inventions staff

21 Education Support Staff including Wellbeing Leaders, Business Manager and Office Admin and Play Therapist

2 Koorie Family Liason Officers (In total 3 Aboriginal and Torres Strait Islander staff)

Gowrie St PS currently has 209 enrolments with an increase of prep 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 (this is the highest number in the state) and 17% students who have English as an Additional Language. We celebrate the diversity that exists in our Gowrie Street community and the cultures and histories they share with all of us.

Gowrie Street Kinders offers both a 4 year old and 3 year old Kindergarten programs. We also have two playgroups that run onsite on Monday and Friday.

The school has SFOE of 0.73 an increase on last year. 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 who along with great strengths often have extra challenges in order to come to school everyday ready to learn.

Framework for Improving Student Outcomes (FISO)

This year our school will take a detailed analysis of our SSP as we will be having our four yearly review that will culminate in our new School Strategic Plan 2022-2025

This is a brief commentary of the extent to which we have achieved these things.

Build leadership teams

Build leadership capacity to lead school literacy improvement through distributed instructional leadership and data-driven strategic planning and resource management.

Gowrie Street employed an Assistant Principal for Teaching and Learning starting in 2019. Since then we have seen a lift in teaching practice in literacy (READING) and this was shown in the shift upwards in our Naplan reading data. We have achieved our Reading target -By 2022 the percentage achieving medium to high relative learning growth on NAPLAN reading to increase from 61% to 75% or higher- also lifting those achieving low growth to the lowest in 5 years. We have almost achieved another target-By 2022 the percentage achieved in the top two NAPLAN bands to improve from the 2017 benchmark:- Year 3 reading from 13% to 25% lifting it to 21% but the other positive is again the lift upwards out of the low bands- the lowest number of student in the bottom band in 5 years.

We have struggled to recruit suitable leaders for the school with a high turnover of leadership over the last two years and with an increasing number of graduate teachers finding them within the school has also been a challenge. This has impacted and slowed our progress.

Curriculum Planning and Assessment

Build the capacity of professional learning teams to regularly collaborate to use formative and summative data to inform planning to meet individual learning needs.

Our teachers plan together every week using the data they have gathered across the previous week of learning (formative) to plan the next steps of learning for their classes. They also regularly review summative data to determine the learning for the coming term or next year. We have a new assessment schedule for numeracy and a new Mathematics Pathway to reference for learning progress- work we have done with our numeracy consultant.

Teachers have begun to use Teaching Sprints to make small changes in their practice with high impact on learning for students.

Intellectual Engagement and Self Awareness

Action Plan to accelerate improvement

Our 5 weekly action plans continue to drive our progress towards our AIP goals. 2021 proved a difficult time to be able to achieve all our AIP goals but despite many setbacks we were able to achieve a good number of them.

Achievement

Another year of remote learning took a toll on our students, families and staff. We saw a drop in the number of students participating in the learning program. Much of this was due to challenges many families had in maintaining routines for the length of time of the lockdowns and this caused frustration and arguments in homes. With this in mind, teachers adjusted programs to enable students to do the tasks without parent support but this did not change things a great deal- fatigue had set in.

Despite this there was some great results-

Year 5 Reading - % of students meeting or above benchmark growth will increase from 57% (2019) to 65% (2021).

This was exceeded with 80% students achieving this.

Grade 3 Writing - 17% (2019) to 20% (2021)- This was exceeded with 23% students achieving this.

Year 5 Numeracy- % of students meeting or above benchmark growth will increase from 60.7% (2019) to 70% (2021).

This was exceeded with 74% students achieving this.

Our tutor learning initiative results are as follows

Less than expected growth 30%

Expected growth 44%

More than expected 27%

Significant learning adjustment was made for our PSD students during remote learning with one:one support most days with their ES. This was an area where we also delivered high level support for families as most of our PSD students fall under the SBD category.

Engagement

Our transition back to onsite learning was a highlight of the year. Our students really loved being back at school, with their classes and friends. We facilitated COVID safe classrooms by taking the learning outside and students connected well to this. An example of this was the work the 3-4 team did with their students on Nature Journaling- observing and writing about nature and the world around us. We saw students who had resisted writing for years take up a pen and start journaling. We saw students using their journals in their own time.

Attendance continues to be a challenge for us and we saw a slide downwards from August to the end of the year. We have a wellbeing extensive team whose work is mainly dedicated towards making sure students are at school, on time, every day. We have developed a document that outlines our approach. Paste the link into your browser- <https://tinyurl.com/2p8rfzvw>.

Our Attitudes to School Survey results conveys the feelings our students had about being away from school and feeling a sense of disconnect, despite the best efforts of the school. 2022 will see us address this by doubling down on efforts to engage students through joyful classrooms, camps and excursions that will be made more accessible and extracurricular programs. We will use the arts to engage students in their learning and have an increased focus on incorporating the diverse cultures we cater for into our learning.

Wellbeing

Planning for this year highlighted the need for our school to have a whole school social-emotional curriculum to support the mental health needs of our students. We investigated a number of programs and settled on the evidence-based curriculum of Zones of Regulation. Developed initially for children with Autism it has been shown that all children will benefit from learning that shows them how to identify emotions, name them and then learn strategies where those emotions need regulating. 'Zones' was rolled out after staff training and it has been a big success. Even during remote learning, teachers were able to help students deal with a range of challenging emotions, giving them the language they needed in order to appropriately regulate. The program was so successful we even saw Zones language pop up in the writing of Grade 2 students where they identified the 'zone' characters were in when describing them!

We had planned parent information sessions around Zones but these have been delayed until 2022.

Gowrie St has a wrap-around approach to health and wellbeing and our wellbeing teams continued to work through COVID lockdowns delivering families food, learning resources, supporting them to access housing, mental health support, access to medical needs and understanding COVID restrictions.

We had a large number of students each day onsite during remote learning due in the most part to their level of vulnerability and this was an ongoing project to monitor and review. Those students who remained onsite have shown high levels of progress compared to some of their peers.

Finance performance and position

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 well-being interventions also, such as play therapy, our paediatric clinic, Hands-On Learning program, Family Liason Officers, among others. Locally raised funds were largely the costs of both our stationery packs, uniforms and camps. We received a grant to increase our after school activities program and this remains largely unspent due to COVID lockdowns and restrictions but will be utilised in 2022.

We were also successful in gaining a grant at the end of the year to purchase and install shade sails in order to create new outdoor learning spaces.

We adjusted our staffing budget due to Leadership staff going on Leave without Pay and we did a cash to credit payment to adjust for a deficit in 2020.

For more detailed information regarding our school please visit our website at
<http://www.gowriestps.vic.edu.au/>

Draft

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 218 students were enrolled at this school in 2021, 109 female and 109 male.

16 percent of students had English as an additional language and 32 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).

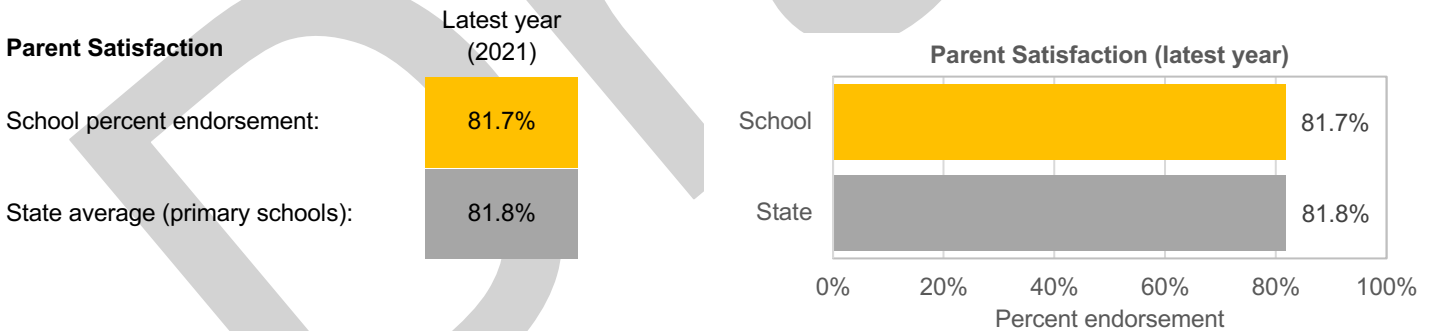
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

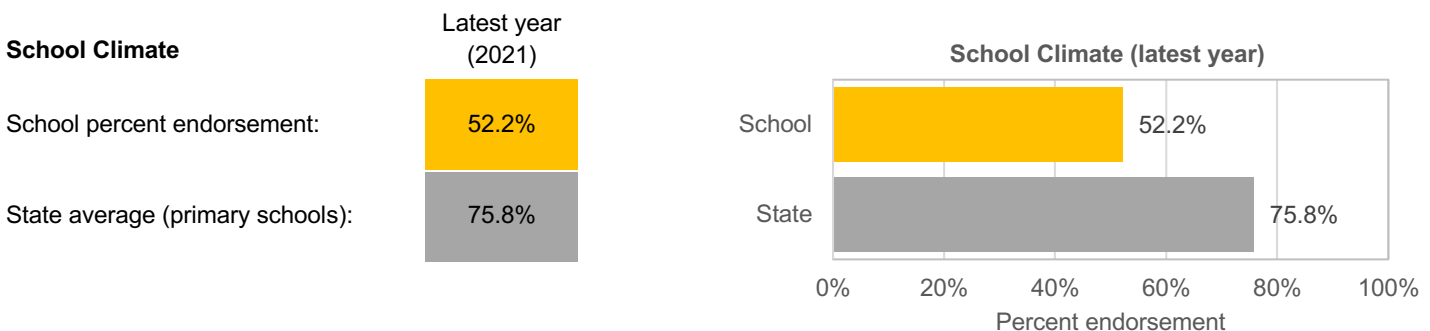


School Staff Survey

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

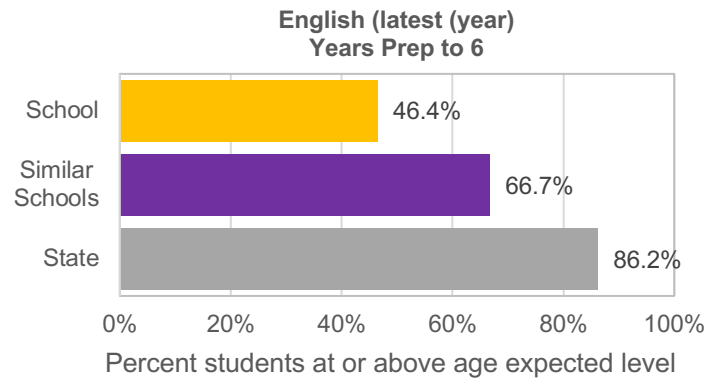
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

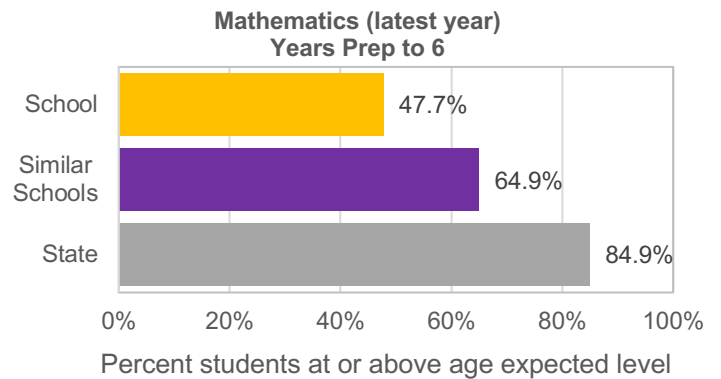
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	46.4%
Similar Schools average:	66.7%
State average:	86.2%



Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	47.7%
Similar Schools average:	64.9%
State average:	84.9%



ACHIEVEMENT (continued)

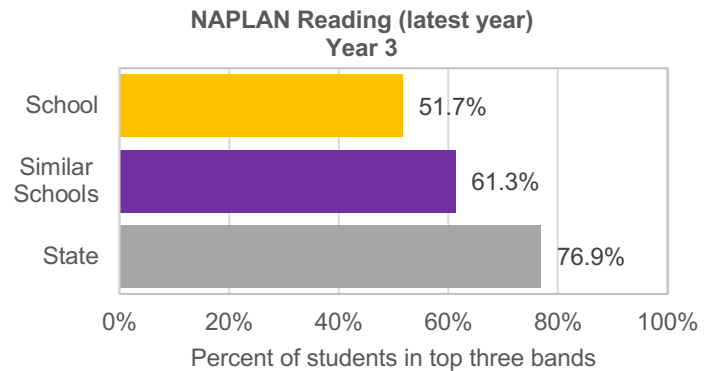
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NAPLAN

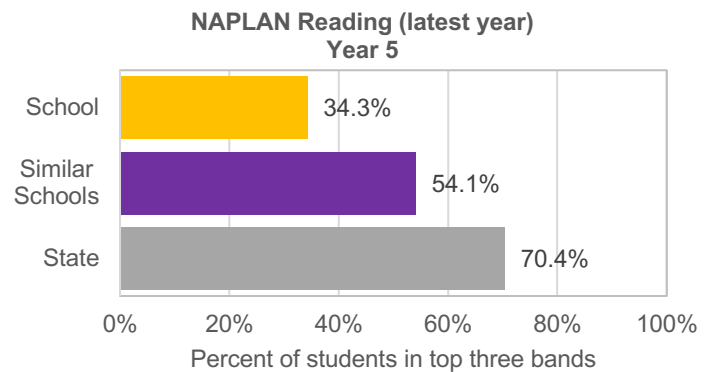
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

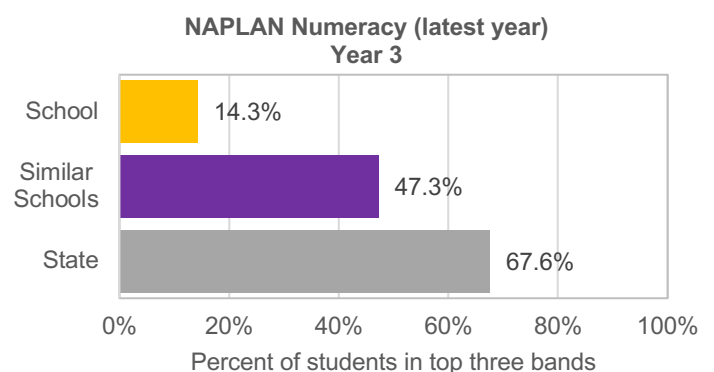
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	51.7%	45.7%
Similar Schools average:	61.3%	58.2%
State average:	76.9%	76.5%



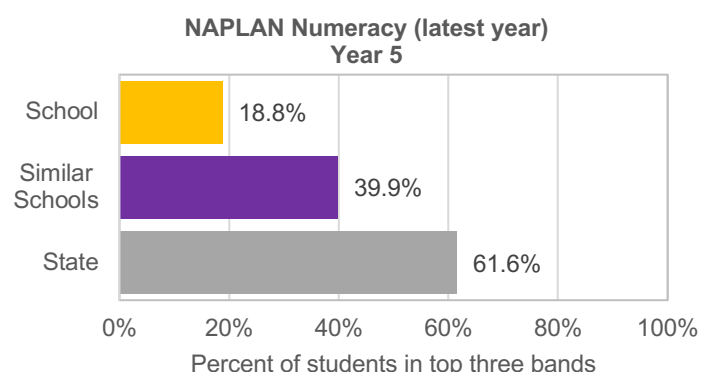
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	34.3%	30.9%
Similar Schools average:	54.1%	50.1%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	14.3%	28.3%
Similar Schools average:	47.3%	47.6%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	18.8%	21.3%
Similar Schools average:	39.9%	38.0%
State average:	61.6%	60.0%



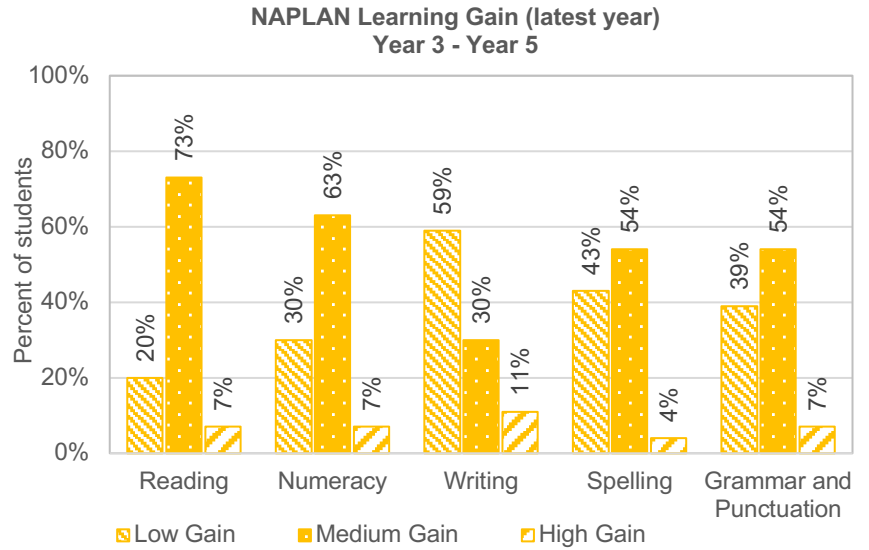
ACHIEVEMENT (continued)

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:	20%	73%	7%	21%
Numeracy:	30%	63%	7%	22%
Writing:	59%	30%	11%	12%
Spelling:	43%	54%	4%	18%
Grammar and Punctuation:	39%	54%	7%	16%



ENGAGEMENT

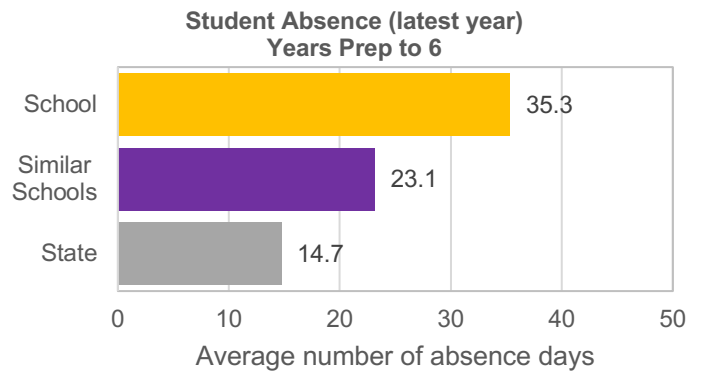
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	35.3	34.8
Similar Schools average:	23.1	20.6
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):	81%	84%	81%	84%	87%	82%	78%

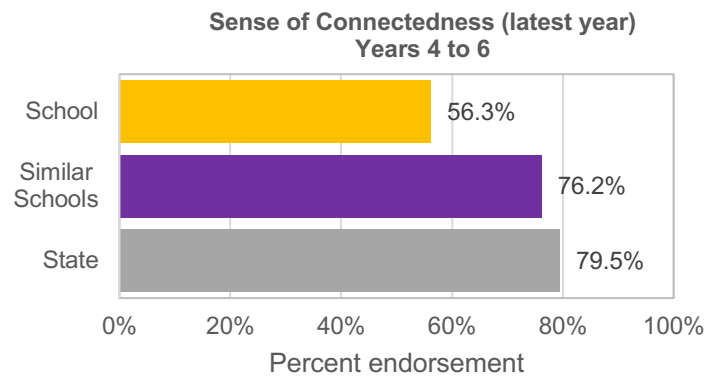
WELLBEING

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:	56.3%	64.3%
Similar Schools average:	76.2%	78.0%
State average:	79.5%	80.4%

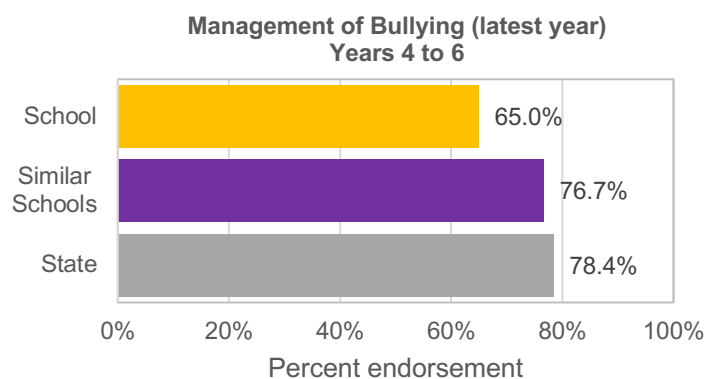


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	65.0%	62.7%
Similar Schools average:	76.7%	78.3%
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	\$3,009,573
Government Provided DET Grants	\$953,743
Government Grants Commonwealth	\$39,837
Government Grants State	\$68,500
Revenue Other	\$47,661
Locally Raised Funds	\$40,661
Capital Grants	\$0
Total Operating Revenue	\$4,159,975

Equity ¹	Actual
Equity (Social Disadvantage)	\$872,678
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$872,678

Expenditure	Actual
Student Resource Package ²	\$3,211,034
Adjustments	\$0
Books & Publications	\$8,991
Camps/Excursions/Activities	\$49,078
Communication Costs	\$5,690
Consumables	\$54,244
Miscellaneous Expense ³	\$104,579
Professional Development	\$29,203
Equipment/Maintenance/Hire	\$76,646
Property Services	\$170,755
Salaries & Allowances ⁴	\$261,132
Support Services	\$60,262
Trading & Fundraising	\$20,549
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,333
Total Operating Expenditure	\$4,085,496
Net Operating Surplus/-Deficit	\$74,480
Asset Acquisitions	\$41,545

- (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	\$1,048,812
Official Account	\$32,813
Other Accounts	\$0
Total Funds Available	\$1,081,625

Financial Commitments	Actual
Operating Reserve	\$134,162
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$48,346
School Based Programs	\$832,400
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,716
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,081,625

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.