

2024 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 \(VIT\)](#)
- 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 04 April 2025 at 05:07 PM by Eron Chapman (Principal)

- As executive officer of the school council, I attest that this 2024 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 15 May 2025 at 08:35 AM by Eron Chapman (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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Gowrie Street Primary School is a vibrant and inclusive learning community guided by the vision: *“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.”* The school's core values—Determination, Empathy, Excellence, and Pride—shape its educational programs, fostering sense of purpose, kindness, high expectations, and a strong sense of belonging among students. Located in Shepparton, Victoria, Gowrie Street Primary School serves a diverse student population in a regional setting. The school is committed to providing a nurturing and inclusive environment where all students can thrive.

In 2024, Gowrie Street Primary School had a dedicated team of educators and support staff. The school was led by a Principal and an Assistant Principal, supported by two Leading Teachers specialising in Numeracy and Disability Inclusion and a Learning Specialist for Literacy. There were 11 Classroom Teachers delivering our whole school, targeted and engaging curriculum programs, and four Learning Tutors. Additionally, 21 Education Support Staff played a vital role in student learning and wellbeing, including Wellbeing Leaders, a Business Manager, Office Administration staff, and a Play Therapist.

The school also operates an on-site kindergarten service for three- and four-year-old children, staffed by three experienced early childhood educators. This service supports early learning and smooth transitions into primary school, reinforcing the school's commitment to lifelong learning and connection to our community.

Gowrie Street Primary School supports a diverse student body, including a significant proportion of students from culturally and linguistically diverse backgrounds. The school prioritises equity and inclusion, ensuring all students, regardless of background, receive quality education and holistic support. Many students face social disadvantage, and the school actively addresses these challenges through tailored wellbeing initiatives and community partnerships. We, once again, provided an extensive extra-curricular program to support our students to have experiences they might otherwise not- including the Grade 6 Leadership camp to train sheep dogs, the 5-6 Camp to the Outdoor School in Nilhacootie and their going to see a performance in Melbourne of A Christmas Carol after completing a reading unit of work on this classic. We offered instrumental music for the first time in many years.

The school is distinguished by its strong commitment to student welfare and community engagement. Providing all the food students need to eat each day through our healthy eating program, our extensive well-being services including Paediatric clinic and Play Therapy, and tailored intervention strategies, help students overcome barriers to learning. Through our values-driven approach, Gowrie Street Primary School continues to empower students to achieve their full potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2024 Gowrie Street maintained a strong focus on improving student outcomes in Reading, Writing, Number and Algebra, and Statistics and Probability. While the school did not meet its ambitious targets of increasing the percentage of students achieving 'at or above' growth in Teacher Judgements across these key areas, significant progress was made.

There were clear signs of improvement, with many year levels showing measurable growth in student achievement. In several cases, the school came very close to meeting its goals, demonstrating the impact of targeted teaching strategies, strong instructional leadership, and consistent learning support. The progress reflects the hard work and determination of staff and students alike, and signals positive momentum toward future improvement.

Key initiatives such as Learning Tutor support, teaching at students' point of need, and regular data analysis have strengthened classroom practice and allowed for targeted, meaningful instruction. Staff collaboration and the implementation of the 'WALKTHRU' process of teacher learning, have also played an important role in refining curriculum, and increasing responsive teaching and assessment practices. These key elements meant our Staff Opinion survey showed the most positive results in the five years of data available for teacher responses and we met or almost met all targets but one for our Strategic Plan targets.

Our students responded to their learning in lots of positive ways. Our partnership with ACRE that supported our students to understand entrepreneurship through the creation of small-scale social enterprises that spanned semester 2 was rated their favourite learning of the year.

Wellbeing

Student wellbeing continues to be a central focus at Gowrie Street Primary School, reflecting the values of Empathy, Pride, and Determination. The Attitudes to School Survey provides valuable insight into student experiences and highlights areas of success and opportunities for growth.

In 2024, the school set a goal to improve students' sense of connectedness from 75% to 80%. While the initial result was 67% (the survey is conducted in April), a follow-up survey conducted in Term 4 showed an encouraging increase to 77%, indicating strong progress in creating a supportive and inclusive school environment across the year.

The target for students not experiencing bullying was 70%, and the school exceeded this, achieving 76%. This reflects the positive impact of consistent behaviour support strategies, student voice initiatives, the promotion of respectful relationships and our 2024 new learning program Friendology- explicitly learning how to manage friendships and conflict and how to use appropriate language for those conflicts.

Respect for diversity, another key measure, had a goal of 85%, with 2024 data showing a result of 71%. While this fell short of the target, it reinforces the importance of continued focus on cultural inclusion and understanding.

Importantly, the proportion of students who reported not experiencing racism increased from 57% to 67%. Notably, Aboriginal students reporting they had not experienced racism rose significantly from 33% to 55%. However, fewer students felt confident knowing what to do if they experienced racism, with 64% responding positively against a target of 85%. This highlights an important area for future focus, including education, awareness, and access to clear reporting pathways.

Engagement

Student attendance at Gowrie Street Primary School has remained relatively stable over the past five years, with fluctuations of only 1-2% in either direction. While various targeted strategies have been implemented to support attendance and retention, these efforts have yet to result in significant shifts in overall attendance data.

Several initiatives aim to address barriers to attendance. The provision of daily meals ensures that all students have access to nutritious food, supporting their ability to engage in learning. The introduction of the scooter bus service has been a valuable tool in reducing tardiness for a small number of students, though it has not led to an overall increase in attendance rates.

Programs that amplify student voice and agency, such as the school's art partnership with Kaiela Arts, have fostered strong cultural connections and personal growth for participating students. However, these engagements have not directly translated into improved attendance. Similarly, increased leadership opportunities, the Hands-On Learning program, and the Yorta Yorta Language and Culture program are highly valued by students and contribute to their sense of belonging, yet attendance data remains unchanged.

While attendance remains an area of focus, the school's commitment to well-being, engagement, and cultural identity ensures that students who attend are actively involved in meaningful learning experiences. Future strategies will build on these initiatives while exploring new approaches to address persistent attendance challenges.

Financial performance

Gowrie Street ended the year in a financial deficit; however, this shortfall can be covered in 2025. A significant portion of expenditure was directed towards essential repairs identified in the school's rolling Facilities Audit. One of the major projects was the upgrade of the school hall, which is now a welcoming and functional space for assemblies. Additionally, new line markings allow for indoor sports such as basketball, further enhancing student engagement and physical activity.

The school benefits from substantial equity funding to support students experiencing social disadvantage. Funding allocations enabled the employment of four Learning Tutors and a Leading Teacher for Disability Inclusion (DI), who successfully completed 20 DI profiles—securing additional support funding for all but one student. Late in the year, the school received Koorie Literacy and Numeracy funding and secured ongoing funding for its After School Care program.

Furthermore, the school was awarded a \$30,000 Active Schools grant, reinforcing its commitment to student wellbeing and engagement through physical activity.

**For more detailed information regarding our school please visit our website at
<https://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 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 194 students were enrolled at this school in 2024, 100 female and 93 male.

20 percent of students had English as an additional language and 33 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).

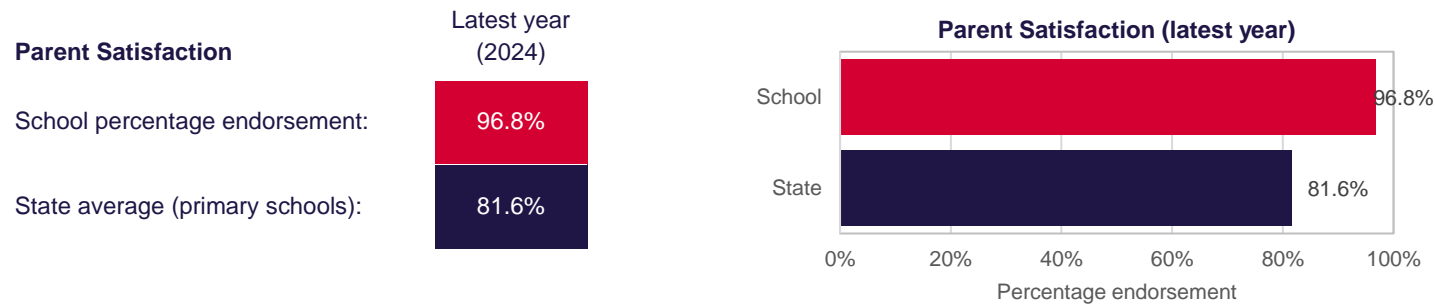
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The 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.

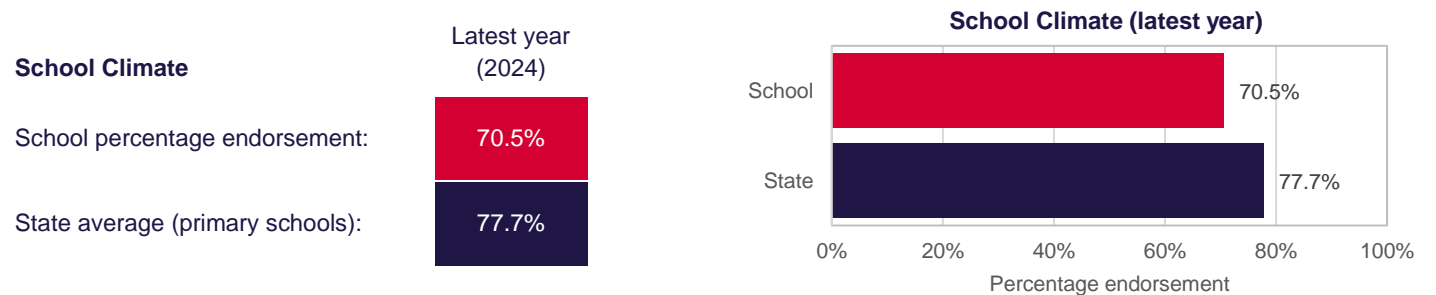


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

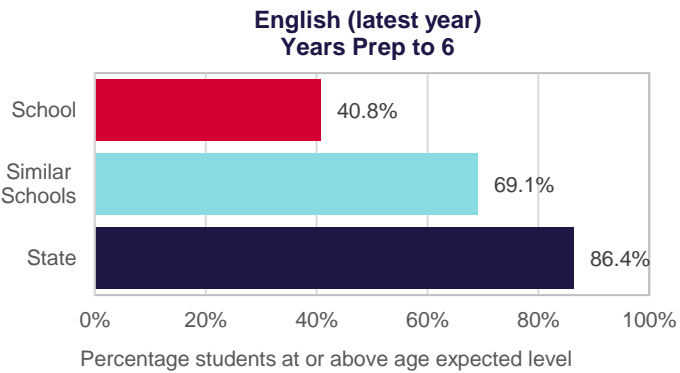
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

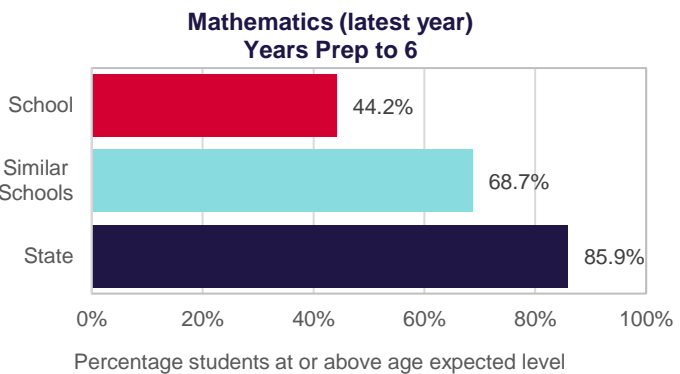
English
Years Prep to 6

School percentage of students at or above age expected standards:	Latest year (2024) 40.8%
Similar Schools average:	69.1%
State average:	86.4%



Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:	Latest year (2024) 44.2%
Similar Schools average:	68.7%
State average:	85.9%



LEARNING (continued)

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

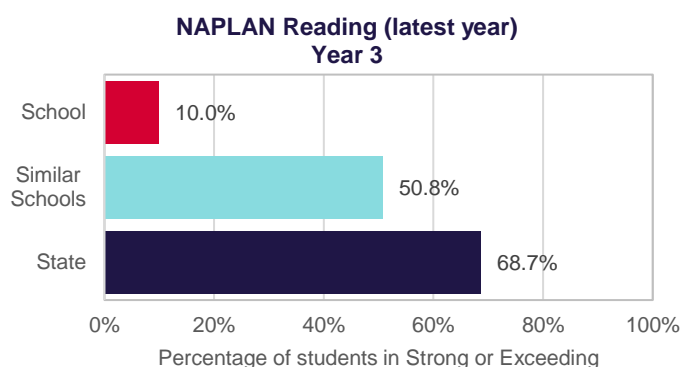
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

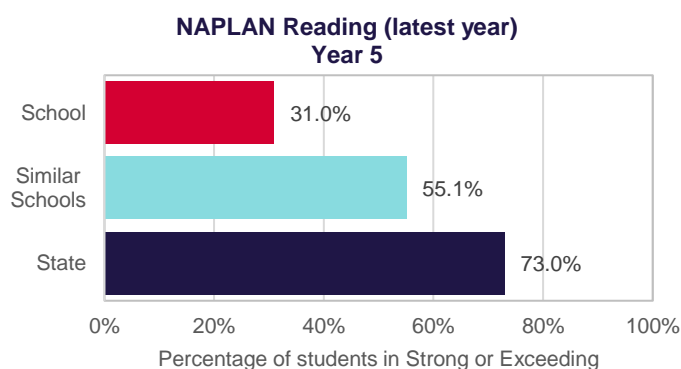
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	10.0%	15.7%
Similar Schools average:	50.8%	49.5%
State average:	68.7%	69.2%



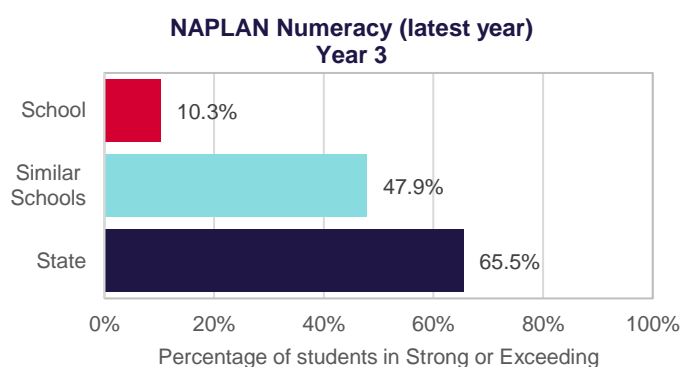
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	31.0%	27.9%
Similar Schools average:	55.1%	57.7%
State average:	73.0%	75.0%



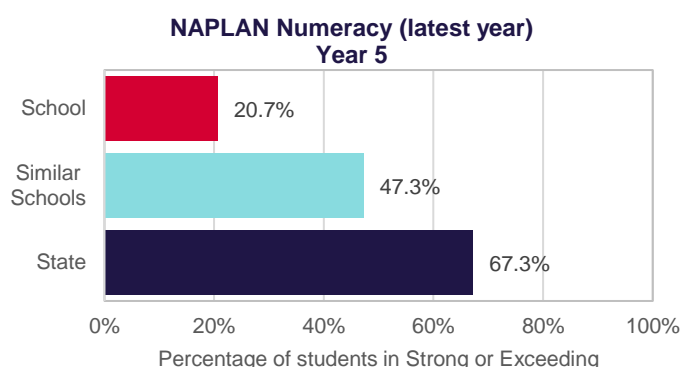
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	10.3%	16.0%
Similar Schools average:	47.9%	46.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	20.7%	22.4%
Similar Schools average:	47.3%	47.3%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

37.0%

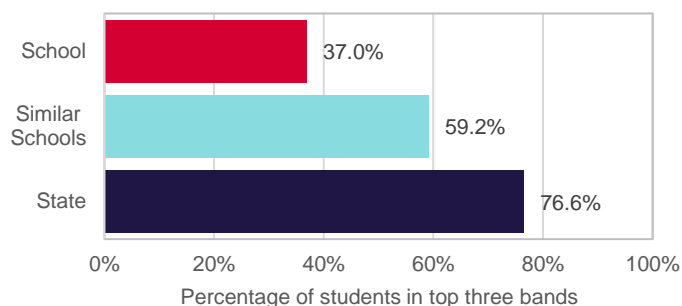
Similar Schools average:

59.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

29.6%

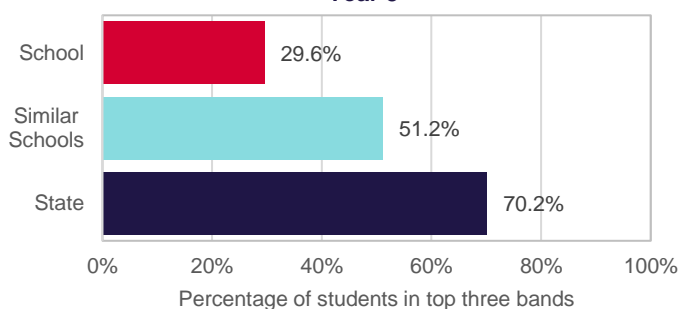
Similar Schools average:

51.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

15.4%

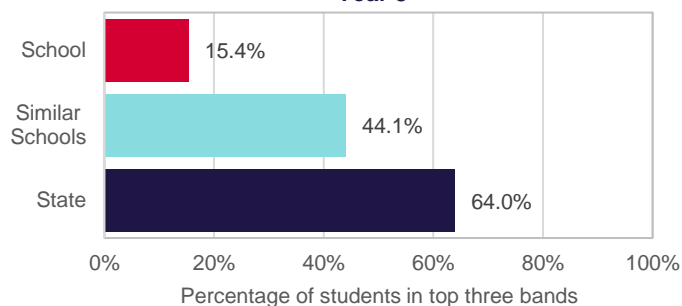
Similar Schools average:

44.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

7.4%

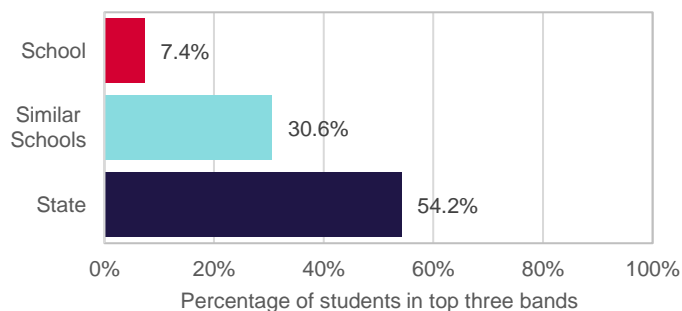
Similar Schools average:

30.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

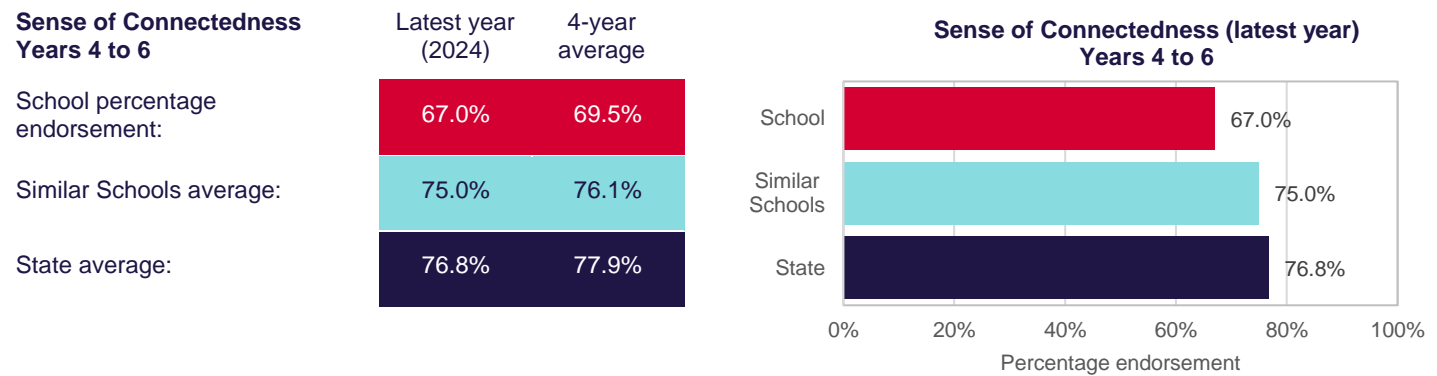


WELLBEING

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.

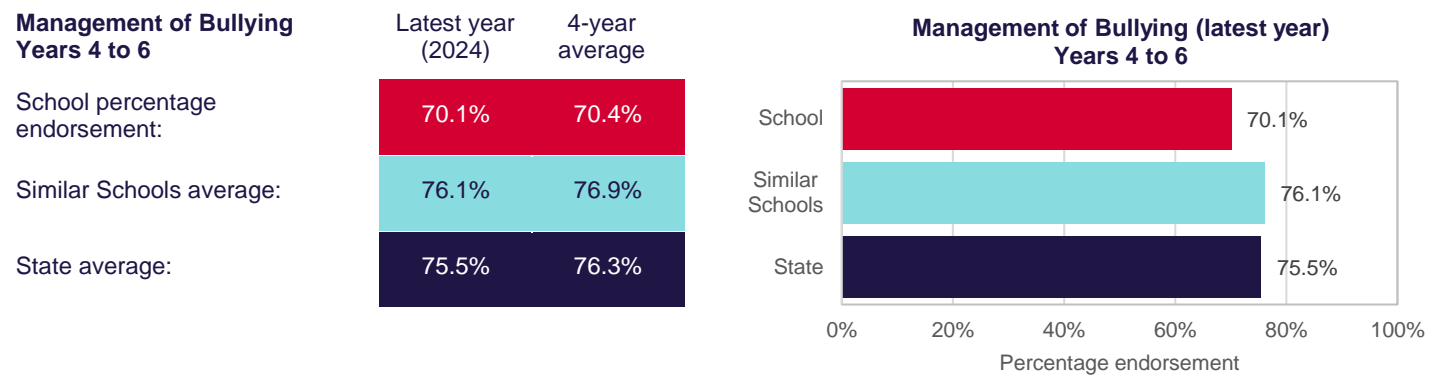
Student Attitudes to School – Sense of Connectedness

The 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).



Student Attitudes to School – Management of 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).

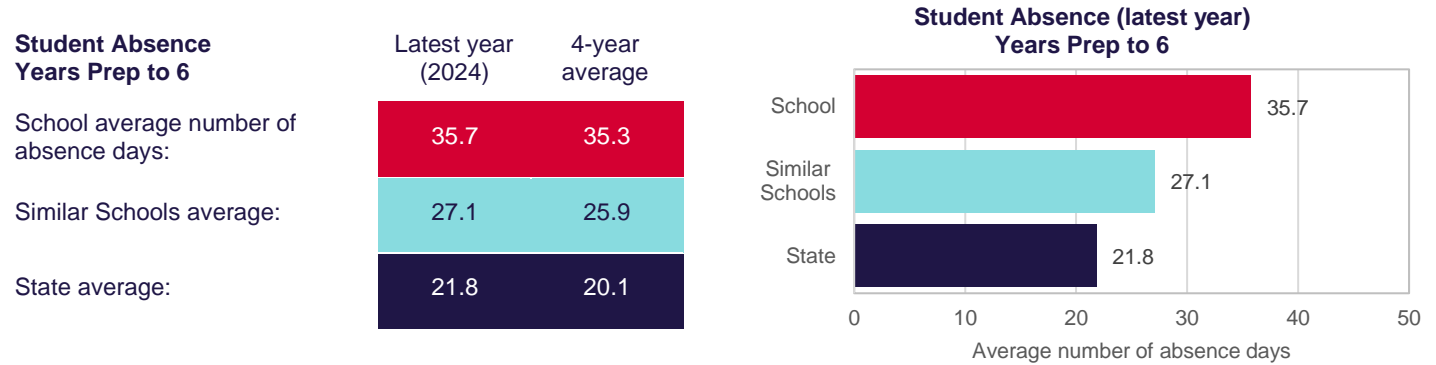


ENGAGEMENT

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.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	83%	84%	81%	81%	87%	76%	83%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,340,605
Government Provided DET Grants	\$1,139,771
Government Grants Commonwealth	\$12,384
Government Grants State	\$0
Revenue Other	\$74,162
Locally Raised Funds	\$59,867
Capital Grants	\$0
Total Operating Revenue	\$4,626,790

Equity ¹	Actual
Equity (Social Disadvantage)	\$836,969
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$836,969

Expenditure	Actual
Student Resource Package ²	\$3,606,446
Adjustments	\$0
Books & Publications	\$2,699
Camps/Excursions/Activities	\$160,093
Communication Costs	\$4,908
Consumables	\$98,660
Miscellaneous Expense ³	\$28,832
Professional Development	\$16,725
Equipment/Maintenance/Hire	\$33,390
Property Services	\$468,410
Salaries & Allowances ⁴	\$295,782
Support Services	\$99,474
Trading & Fundraising	\$22,667
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,892
Total Operating Expenditure	\$4,886,978
Net Operating Surplus/-Deficit	(\$260,188)
Asset Acquisitions	\$364,875

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$669,838
Official Account	\$96,700
Other Accounts	\$0
Total Funds Available	\$766,538

Financial Commitments	Actual
Operating Reserve	\$152,215
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$90,314
School Based Programs	\$114,276
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,645
Repayable to the Department	\$316,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$242,303
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$918,753

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.