

**2018 Annual Report to
The School Community**



**School Name: St Georges Road Primary School
Shepparton (4666)**



- 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 Regulation 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 2018 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 20 March 2019 at 09:18 AM by Kerri Souter
(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 Regulation 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 2018 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 20 March 2019 at 07:14 PM by Jackie Ciszewski
(School Council President)

St Georges Road Primary School Shepparton (4666)

About Our School

School context

St Georges Rd Primary School is situated south of the central business district of Shepparton which is well known for its culturally diverse demographic. Surrounding the school are established homes and rental properties for families that mainly walk to school from within the local neighbourhood. The buildings comprise a modern flexible learning space for senior classes, a multipurpose hall and performing arts room, a library/ multimedia centre and a dedicated visual arts room. Foundation to Grade 2 classes were accommodated in an LCT, with portable buildings for the Year 3 and Year 5 classes. An additional withdrawal space was established for EAL intervention and a shared space was utilised as a primary Language centre classroom and an Out of School Hours Care facility. The Shepparton English Language Centre (Campus 2) and the Arthur Mawson Children's Centre are also located on our school site. Our school grounds have well shaded playgrounds, open spaces for play and fitness activities as well as areas for passive play. The playground facilities are used daily on a staggered timetable by the Shepparton English Language Centre. The preschool accesses the Kitchen Garden. At each year level there are 3 straight classes- totalling 21. There is a canteen onsite.

The enrolment in 2018 was 450 students with a profile that is socially, linguistically and culturally diverse. 51% of students are from Non-English Speaking Backgrounds, representing 22 countries with higher proportions from middle-eastern, African and south pacific regions. Around 10% of these families arrived as refugees over the last two years. 18% of the student population are Aboriginal. The Student Family Occupation Index rises incrementally in line with enrolments and is at 0.85. St Georges Rd Primary School celebrates our rich diversity through the curriculum, special events, student led assemblies and leadership development programs, which are strong features of our school.

The staffing composition includes 30.4 Equivalent to Fulltime teachers for classroom, specialist, curriculum leadership and literacy and numeracy intervention programs. The senior leadership team comprised a Principal, an Assistant Principal responsible for student learning and a Student Engagement and Wellbeing Assistant Principal. A strong focus has been placed on Literacy, Numeracy and social competencies. Instructional leadership capacity was strengthened in 2018 to include leading teachers in the roles of Literacy Teaching and Learning Leader, Numeracy Teaching and Learning Leader, Junior Literacy Learning Specialist and an Attendance, Engagement and Wellbeing Leader. In 2018, a new EAL role was established as an intervention and transition support from intensive English tuition into mainstream programs. The specialist program offered to students includes the Performing Arts, Visual Arts, Multimedia and LOTE- Italian; for students in Foundation to Year 3. The Health and Physical Education program incorporates a social curriculum - Play is the Way; and includes House Group competitions, Koorie Games, Active After School programs and weekend netball and soccer teams which strengthen a climate of positive engagement and school pride. A large team of Education Support staff, 32 in total, complement an extensive range of programs including an Administration team, the Program for Students with Disabilities (17 funded students), Family Liaison Officers supporting Arabic and Afghani families, a Play Therapist, and ICT support. Visiting allied health supports such as a paediatrician, speech pathologist, occupational therapist, psychologist, student counsellor and a chaplain provide wrap around support to students and families. In 2018 the school was successful in establishing a Community Hub to strengthen the Home-School partnership. Community partnerships have been established to enhance our impact on student learning and engagement including homework clubs, weekly reading volunteers, student leader mentors and scholarship sponsorships.

Our school's vision is to ensure every student receives an outstanding, well-rounded education. St Georges Rd Primary School provides an inclusive, nurturing environment and recognises the importance of encompassing the academic, physical, social and emotional aspects of learning and development. Our school, families and community work together in a partnership that ensures every child reaches their full potential. Our school values are Respect, Responsibility, Pride and Excellence.

Framework for Improving Student Outcomes (FISO)

St Georges Road Primary School Shepparton (4666)

The FISO focus areas in 2018 were Professional Leadership, Excellence in Teaching and Learning and Positive Climate for Learning.

Data used to determine these focus areas included a school wide reflection on the FISO continua, academic data and opinion surveys.

Professional Leadership

Building leadership teams

Instructional and Shared leadership

- Build professional learning teams that collaborate and have collective responsibility for the learning of all students
- Establish a culture where all teachers are instructional leaders.

The initiatives for strengthening professional leadership included undertaking BASTOW PLC training, further refining meeting structures for collaboration, professional learning and building leadership capacity. We also implemented a rigorous and supportive Performance and Development process. The school improvement team included a Literacy, Numeracy and Junior Literacy Learning specialist who supported teachers with building data literacy skills.

Excellence in teaching & learning

Building Practice excellence

- Improve literacy and numeracy outcomes for all students

Curriculum Planning & Assessment

- Build a guaranteed and viable whole school curriculum that supports planning and assessment to improve student outcomes.
- Build teacher capacity to implement an evidenced based pedagogical model supported by high impact teaching strategies

In 2018 a school wide learning model was implemented, a professional learning plan that developed individual and teams of teachers to work collectively and collaboratively to improve literacy and numeracy outcomes. Evidenced based High impact teaching practices were developed in all classroom programs.

Positive Climate for learning

Empowering students and setting high expectations

- Build high expectations for learning, interactions with others and attendance and punctuality.

An Attendance and Student Engagement leader was appointed to complement the engagement and wellbeing program and the school was successful in achieving funding for a community hub to strengthen the home-school partnership. A revamped Prep Transition program also had a positive impact on engagement attendance and punctuality for this cohort of students.

Achievement

From 2017 to 2018 student achievement data (NAPLAN and Teacher Judgement) showed little change in relation to the percentage of students At or Above Expected levels across the school, however, this was largely expected since the initiatives introduced will show impact over time rather than within the first 12 months of the new strategic plan.

Teacher Judgements against the Victorian Curriculum showed that 75% of students achieved 12months or more growth in Reading and Viewing with 85% of Foundation students making 12 months or more growth. We attribute this success to the Little Learners Love Literacy Initiative introduced at the beginning of the year. Despite this positive growth the school acknowledges further improvement is required and therefore in 2019 the Readers and Writers workshop will be implemented for a consistent approach with high expectations for student achievement.

60% of students were At or Above aged expected levels in Numeracy in 2018. In an effort to increase the number of students making medium to high gain the school will implement a process of pre and post assessments for data informed instruction.

Engagement

St Georges Road Primary School Shepparton (4666)

Student attendance and punctuality continue to be a focus area for the school. In 2018, 37% of students across the school had 20 or more absence days over the year. The highest proportion of absenteeism fell within the Foundation and Grade 1 students. Processes for managing absenteeism has improved significantly. The absentee rate continued to be influenced by families travelling overseas and family disengagement.

There was a strengthened focus on student attendance, particularly in Foundation classes. A communication strategy -supported by the Foundation Transition Officer, the Attendance and Engagement Leader and Family Liaison Officers included regular family meetings and parent forums to develop awareness and improve outcomes. Our 2018 Student Attitudes to School data highlighted a general sense of positivity amongst students, with particular endorsement for effective teaching time, expectations for success, motivation and interest and a sense of inclusion. Areas or continued improvement include: effective classroom behaviour, student learning confidence and student voice and agency.

The strength areas of the Staff Survey were in collective responsibility and a focus on student learning. Attention will continue to be placed on strengthening efficacy, academic emphasis and collaboration. In 2019, a school wide approach for strengthening school climate will be achieved through the Berry St Educational Model.

Several established initiatives to strengthen engagement include the Star Student Scholarship initiative, student leadership and careers program, camps and excursions, weekend sports teams, cultural programs and celebrations and strong transition and induction programs. Significant and sustained effort will continue to build on nurturing community partnerships and engaging parents in the educational program. The Community Hub will further enhance this objective.

Wellbeing

Our School Values underpin the social curriculum and support the wellbeing of students, staff and families. The Student Survey highlights the student connectedness rating at 77%. The identified areas for continued attention include school safety: classroom behaviour, managing bullying, resilience and self-regulation.

A Student Engagement and Wellbeing Assistant Principal, Student Engagement and Attendance Leader and the Family Engagement team that represents predominant cultural groups support students, families and teachers. The school has a part time Chaplain and contracts a student counsellor, psychologist and speech therapists.

A Business Plan was developed in 2018 for the provision of a de-escalation and sensory space to accommodate the growing social and emotional needs of our student population.

A wrap around approach is provided in transitional stages of educational programs, such as the preschool (Arthur Mawson Children's Centre) and the Shepparton English Language Centre, both onsite and founded on strong collaborative practices.

There are a number of proactive programs to strengthen wellbeing including a school wide approach to social competencies which includes an emphasis on trauma informed practices building resilience, teamwork and cooperation. The paediatric clinic, with Dr Eastaugh supports 30+ new students each year whilst continuing to provide ongoing caseload support for existing patients. Therapeutic Play and follow-up assessments from allied health services are provided to students with diverse learning needs.

Financial performance and position

The St Georges Rd Primary School Student Resource Package also contains the credit and cash budget components for our campus 2 - the Shepparton English Language Centre. The school received Equity Funding – this allocation increased in 2018 in line with the rise in enrolment and Student Family Occupation Index. Equity funds were invested mainly in human resources – literacy and numeracy instructional leadership, literacy and numeracy intervention support, family engagement and therapeutic intervention support and professional development of the workforce. Early Years Koori Literacy and Numeracy funding was received and expended in specific intervention support programs. Federal/ Smith Family funding was gained to establish a Community Hub in which funds will be expended for coordination and delivery of programs. Locally raised funds consisted of Outside School Hours Care Program, Canteen and Uniform Trading and funds collected from various businesses for the purposes of scholarships and donations.

St Georges Road Primary School Shepparton (4666)

The cash surplus of \$287,000 carried forward from 2018 to 2019 has been committed to the human resources, refurbishment of existing buildings, maintenance to grounds and building and operating leases.

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

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

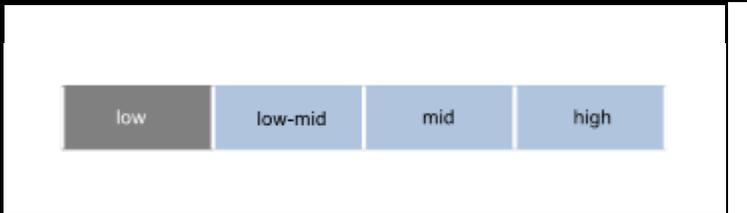
Enrolment Profile

A total of 450 students were enrolled at this school in 2018, 221 female and 229 male.

51 percent were EAL (English as an Additional Language) students and 18 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

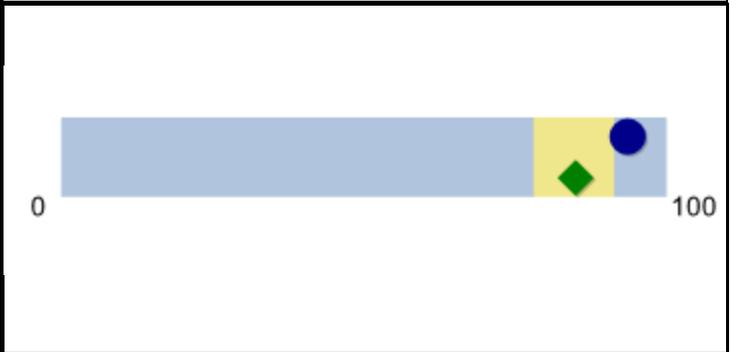
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

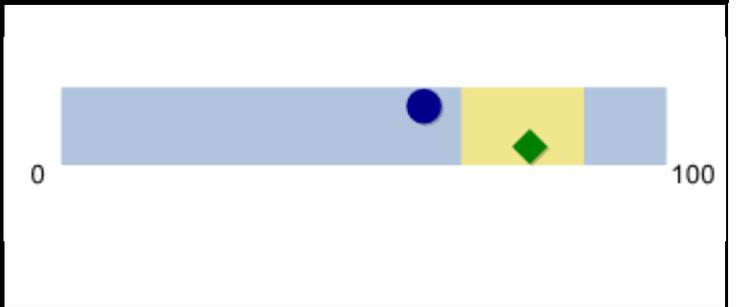
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

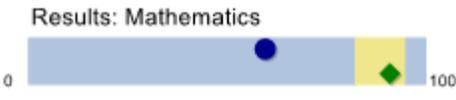
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52%</td> <td>34%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>47%</td> <td>33%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>46%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>48%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>43%</td> <td>36%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	52%	34%	14%	Numeracy	47%	33%	20%	Writing	39%	46%	14%	Spelling	36%	48%	16%	Grammar and Punctuation	43%	36%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="545 913 1032 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>87 %</td> <td>90 %</td> <td>90 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	87 %	90 %	90 %	89 %	90 %	90 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	87 %	90 %	90 %	89 %	90 %	90 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,044,373	High Yield Investment Account	\$115,927
Government Provided DET Grants	\$1,453,794	Official Account	\$135,369
Government Grants Commonwealth	\$5,865	Other Accounts	\$279,378
Government Grants State	\$6,273	Total Funds Available	\$530,674
Revenue Other	\$205,748		
Locally Raised Funds	\$411,949		
Total Operating Revenue	\$8,128,001		
Equity¹			
Equity (Social Disadvantage)	\$1,519,996		
Equity Total	\$1,519,996		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,912,623	Operating Reserve	\$285,463
Books & Publications	\$39,549	Other Recurrent Expenditure	\$2,399
Communication Costs	\$20,564	Total Financial Commitments	\$287,862
Consumables	\$119,301		
Miscellaneous Expense ³	\$142,908		
Professional Development	\$45,214		
Property and Equipment Services	\$526,541		
Salaries & Allowances ⁴	\$787,436		
Trading & Fundraising	\$75,773		
Travel & Subsistence	\$14,280		
Utilities	\$80,666		
Total Operating Expenditure	\$7,764,853		
Net Operating Surplus/-Deficit	\$363,148		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

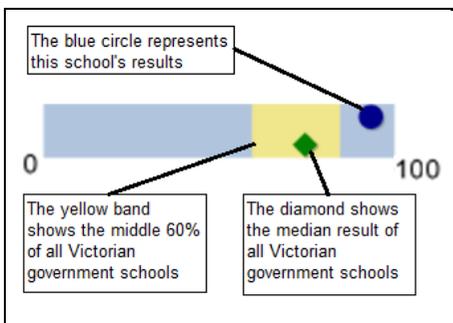
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

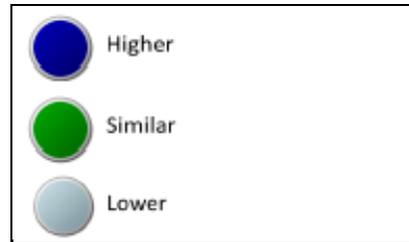


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').