

# 2019 Annual Report to The School Community



School Name: George Street Primary School - Hamilton (4777)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2019 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 27 April 2020 at 02:02 PM by Tina Walkeden (Principal)

The 2019 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 16 July 2020 at 07:33 PM by Adrian Rhook (School Council President)

## About Our School

### School context

George Street Primary School strongly believes the emotional well being of every student is paramount to their learning. Students succeed best when they lead their learning and feel their voices are heard. Our vision at George Street Primary School is to empower students to demonstrate, through their learning, both critical and creative thinking to enable them to be highly literate and numerate individuals. Our aim is for all students to achieve a positive sense of self-worth, confidence and well-being by focusing on our values during authentic learning tasks.

In Term 3 2019, the school underwent its review and through the evaluation process we were able to delve deeply into the teaching and learning processes, to highlight the achievements over the previous 4 years. It was a positive time for the school and highlighted our successes, but importantly mapped out areas requiring deeper opportunities for extending students' learning and growth.

Our values of, Organisation, Persistence, Resilience, Getting Along and Confidence enable students to become independent and responsible thinkers who are confident to attempt all tasks. Our school provides a 'whole school approach' to learning, providing high quality programs based around John Hattie's educational theory of the 'Big 4', incorporating, Learning Intentions, Success Criteria, Feedback and Intellectually Challenging Tasks that we believe are the catalyst to improved student outcomes and student engagement. In 2019 the school continued to embed a number of classroom initiatives based around high impact teaching strategies (HITS), however new initiatives such as, Reciprocal Reading in our middle school and Literature Circles at the senior level were introduced to ensure robust, deep thinking discussions around classroom texts were high on the agenda.

George Street Primary School's improvement journey over the last 6 years has seen enrollments steadily increase and a number of single grades at the lower levels are now in operation. At mid-year the school had its largest number of foundation students on its books at 19, with more expected in 2020. The school's reputation has steadily improved across the community and this is evidenced by strong enrollments across year levels and feedback provided to the school.

Building works continued into 2019, with our gym refurbished and updated. A toilet was added, along with multiple storage units. In Term 3 the school received news it had received 2.273 million in Government funding for asbestos removal and a new pod building, which will increase the level of refurbished rooms across the school.

The curriculum is planned using the Victorian Curriculum, which lends itself to our instructional model of practice, whereby learning intentions and differentiation are currently being implemented. Teacher professional learning continued to center on high impact teaching strategies and the Framework for Improved Student Outcomes (FISO). Staff are currently delving deeply into Writers workshop and will attend a variety of workshops in 2020 to compliment their school visits. Andrea Hillbrick visited George Street again in 2019 and provided teaching strategies around Number & algebra, along with reading strategies to use across classes to deepen comprehension levels. In 2019 all classes conducted inquiry research into a variety of local businesses and then created and implemented a business plan, before opening up their own 'business' to 'sell their product' to a budget. This plan will again operate in 2020, based on feedback.

Student agency and voice continued to be a focus in 2019 and Senior School students, along with students and parents in the middle school became part of the learning walks conducted at George Street to provide feedback for improvements. We are proud of our links in the community where students volunteered regularly with aged care groups, Meals on Wheels and our buddy system with Eventide Nursing Home.

Students are expected to aim and achieve high and to take ownership of their learning. We achieve this by:

- Inquiry driven learning
- Individual learning goals and targets set & monitored /student driven
- Student Led Interviews

- Intervention programs, such as MiniLit, MultiLit.
- Variety of teaching experience, from graduate to experienced teachers, along with educational support staff.

We believe in developing students' voices and leadership potential to ensure they become responsible citizens who value leadership and role modelling. Students continued to lead their learning during Student Led Interviews, where they presented their goals and targets, along with work to their parents and teachers during interview sessions to discuss their learning and challenges they face.

### **Framework for Improving Student Outcomes (FISO)**

During 2019 the school improvement initiatives continued to focus on excellence in teaching and learning to build and strengthen teacher knowledge and capacity across the school, particularly in our reading processes as we expanded CAFE reading, and Sounds Write up into Grade one. Staff received professional learning around HITS, where they researched and expanded their knowledge on Questioning techniques for deeper comprehension, along with Differentiation in their classrooms by analysing a range of data sets. Students were provided with a variety of options for greater voice, as they conducted walkthroughs across the school to give feedback on the teaching and learning in classrooms, were asked for their opinions around the implementation of certain programs, along with initiatives they'd like to see introduced.

### **Achievement**

George Street Primary School's performance report for 2018 saw the school sit in TRANSFORM due to low levels in reading, however in 2019 student data for NAPLAN significantly improved. Although no students at Grade five sat in the top two bands for reading, we were fortunate to have no students in the bottom two bands. We had significant growth with 85.2% of students meeting at or above benchmark growth for years 3-5 taking us into INFLUENCE. Although we had no students in the top two bands for numeracy at year 5, we had significant issues with the online NAPLAN with the electronic ruler refusing to move across the screen, which greatly hindered students' responses. One of our greatest achievements in 2019 was our spelling, with 100% of Year 5 students coming in above benchmark growth, but it is too early to say if our Spelling Mastery is impacting on this data. Our writing, although we sit similar to like schools at 17% benchmark growth, should hopefully continue its upward trend from the previous two years, particularly as Writers' Workshop was introduced in Term 4. Students highlighted their love of our new initiatives through the Attitudes to School Survey where we received above state and near perfect scores of high 90s across multiple domains, particularly Differentiated Learning challenge (99%), Effective Teaching Time (98%) and Stimulated Learning (100%) Likewise the staff survey demonstrated similar results across a multitude of domains, where we sat above state, particularly in the Teaching and Learning factors, sitting at 88%, Knowledge of HITS (88%) and knowledge of formative assessment at 88%. We continued to support our students with disabilities, although it was felt one student in particular would receive intense support by enrolling into the special development school. reports back indicate she is thriving there. ESS staff continue to receive intense training with Multi-Lit, Mini\_lit and MaqLit to assist students with disabilities, and all students in the program continued to make good growth as they track their progress. ESS staff are expected to complete data charts and information detailing the progress of their groups, which is then forwarded on to the teachers.

### **Engagement**

During Term 4, staff were introduced to Writers' Workshop to engage reluctant writers in the writing process, which works beautifully with the 6+1 Traits of Writing implemented mid 2019. Although Year 3 students achieved good results in their assessments, we found by Year 5 students were disengaging from the writing process as evidenced by low growth in NAPLAN for 2018. Although it is too soon, reports from teachers in Term 4 indicated students were enjoying the process. Staff, through the staff survey indicated that Academic Emphasis improved to sit at 76.9%, which demonstrates staff are setting high expectations for student academic success. Student voice was a heavy focus during 2019 with students having a large say in their learning. This resulted in Student Voice and Agency sitting at 96%, which although slightly down by 1% from 2018, was still well above network, similar and state schools. Students are connected to George Street through building strong relationships with their teachers and each other, and following

our values of respect and getting along, which is evidenced by their 96% endorsement in the survey for social engagement. Stimulated learning again came in at 100%, showing students are engaged and ready to learn.

## **Wellbeing**

Students indicated in the Student Attitudes to School Survey that incidents of bullying had dropped and that staff managing incidents had risen significantly whereby we were able to sit in the INFLUENCE performance group, rather than TRANSFORM. However, this is an area that needs to be addressed as 21% said they had experienced bullying. Staff, upon discussions felt that the term bullying was frequently used incorrectly and indeed, during our review students discussed the term frequently and out of context. Attendance rates were a major focus in 2019, which saw us increase in attendance across levels significantly with the school sitting in the STRETCH performance group. We believe we have achieved these bands through setting our targets high and maintaining a strong focus on our goals. Staff Collective Efficacy also rose dramatically in 2019, to take us out of TRANSFORM and into STRETCH with staff endorsement sitting at 72.8% Students said they felt safe and included at school with students placing us at almost 100% for advocating for the school, and respect for diversity sitting at 97% compared to 93% in 2018.

## **Financial performance and position**

The school resource package received equity funding of \$231,000 in 2019, enabling the school to employ extra education support staff to assist our most vulnerable students, particularly with their literacy. The school has committed funds of \$196,644.00 in the cash budget with \$33,226 in the operating reserve. \$80,962.00 was received through the students with disabilities program, allowing the school to provide support through a variety of resources, particularly multi-mini-lit programs. The school's SRP was in surplus in December 2019 for over \$200,000 due to a number of factors. Mainly the school employs a large number of graduates. We believe this surplus will be reduced, as teachers move into the higher pay scale, but also two staff members were employed under the permission to teach pay scale. The school also lost its Business Manager early in 2019, as she completed her teaching degree and school placements, but she was not replaced until later in the year. The school gardener /maintenance man also went to the local pay-role on casual employment, which meant he was no longer funded under the SRP. This balance is expected to be reduced as more staff are encouraged to go full-time as opposed to part time in 2020.

**For more detailed information regarding our school please visit our website at**  
**<http://georgestamps.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

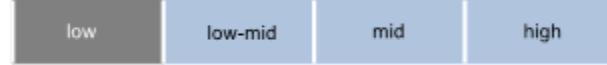
#### Enrolment Profile

A total of 80 students were enrolled at this school in 2019, 39 female and 41 male.

ND were EAL (English as an Additional Language) students and 15 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.



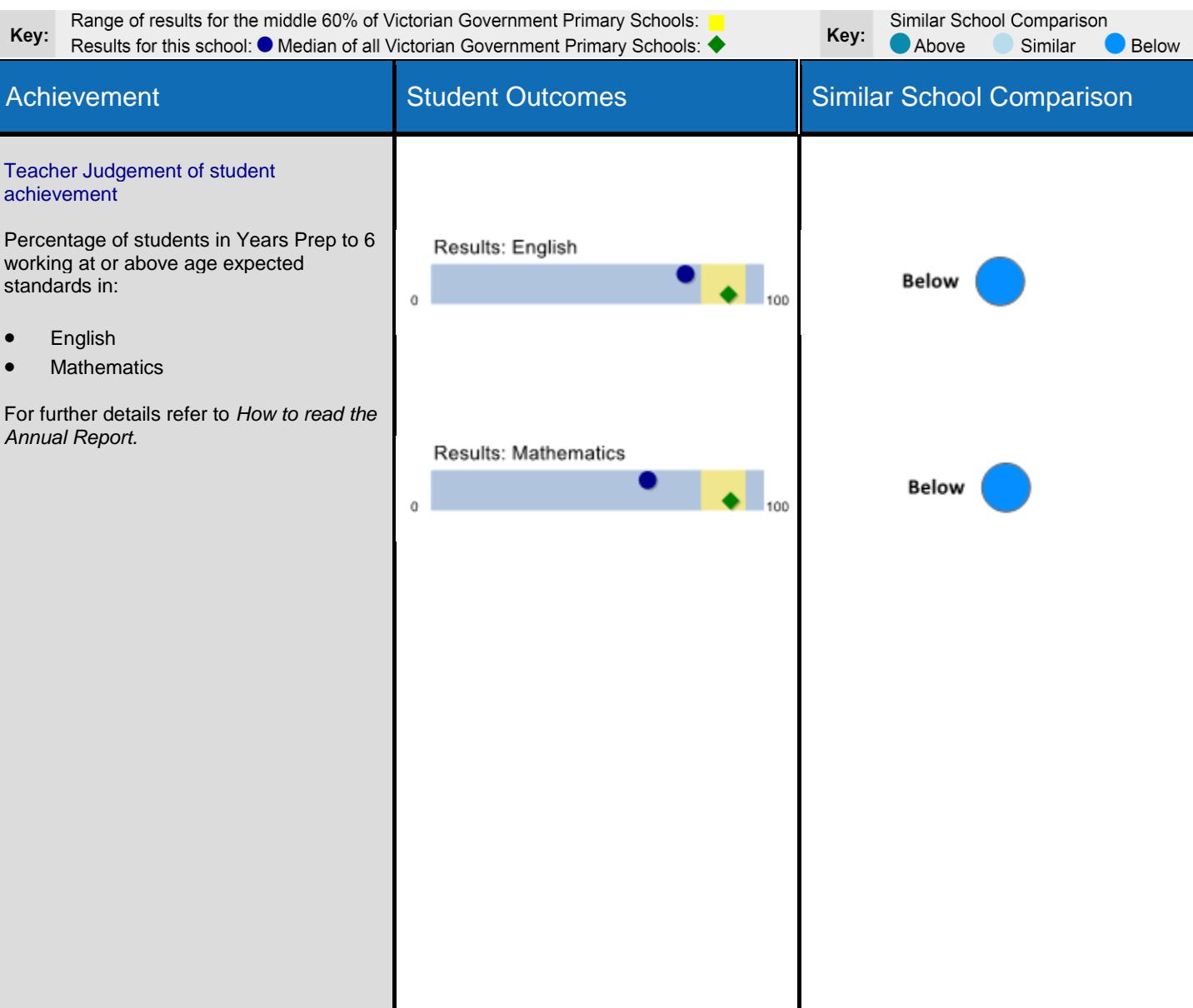
#### School Staff Survey

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.



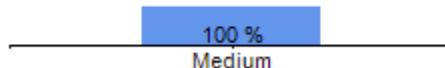
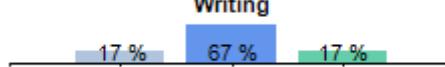
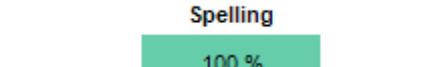
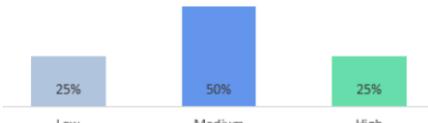
## Performance Summary



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison		
		Key:	Similar School Comparison	Key:
NAPLAN Year 3	Results: Reading			
	Results: Reading (4-year average)			
	Results: Numeracy			
	Results: Numeracy (4-year average)			
	Results: Reading			
	Results: Reading (4-year average)			
	Results: Numeracy			
	Results: Numeracy (4-year average)			
NAPLAN Year 5	Similar			
	Similar			
	Below			
	No Data Available			

## Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span>	Key:	Similar School Comparison Above: <span style="color: teal;">●</span> Similar: <span style="color: lightblue;">●</span> Below: <span style="color: blue;">●</span>
Achievement	Student Outcomes	Similar School Comparison	
<p><b>NAPLAN Learning Gain</b> <b>Year 3 - Year 5</b></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>	<p style="text-align: center;"><b>Reading</b>        100 %      Medium</p> <p style="text-align: center;"><b>Numeracy</b>        60 % Low      40 % Medium</p> <p style="text-align: center;"><b>Writing</b>        17 % Low      67 % Medium      17 % High</p> <p style="text-align: center;"><b>Spelling</b>        100 %      High</p> <p style="text-align: center;"><b>Grammar and Punctuation</b>        50 % Low      33 % Medium      17 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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:

**Key:** Similar School Comparison  
 Above Similar Below

Engagement	Student Outcomes	Similar School Comparison																
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b></p> <p>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences &lt;-----&gt; Many absences</p>	<b>Similar</b>																
<p><b>Average 2019 attendance rate by year level:</b></p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>Attendance Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>91 %</td> </tr> <tr> <td>Yr1</td> <td>94 %</td> </tr> <tr> <td>Yr2</td> <td>90 %</td> </tr> <tr> <td>Yr3</td> <td>88 %</td> </tr> <tr> <td>Yr4</td> <td>89 %</td> </tr> <tr> <td>Yr5</td> <td>95 %</td> </tr> <tr> <td>Yr6</td> <td>93 %</td> </tr> </tbody> </table>	Year Level	Attendance Rate (%)	Prep	91 %	Yr1	94 %	Yr2	90 %	Yr3	88 %	Yr4	89 %	Yr5	95 %	Yr6	93 %		Similar school comparison not available
Year Level	Attendance Rate (%)																	
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## 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:

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 Above   Similar   Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,279,065	High Yield Investment Account	\$254,470
Government Provided DET Grants	\$234,287	Official Account	\$27,341
Government Grants Commonwealth	\$630	<b>Total Funds Available</b>	<b>\$281,811</b>
Revenue Other	\$4,703		
Locally Raised Funds	\$47,628		
<b>Total Operating Revenue</b>	<b>\$1,566,313</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$231,724		
<b>Equity Total</b>	<b>\$231,724</b>		
Expenditure		Financial Commitments	
Student Resource Package <sup>2</sup>	\$985,449	Operating Reserve	\$33,226
Communication Costs	\$2,207	School Based Programs	\$88,144
Consumables	\$37,579	Funds for Committees/Shared Arrangements	\$17,000
Miscellaneous Expense <sup>3</sup>	\$36,905	Asset/Equipment Replacement < 12 months	\$32,500
Professional Development	\$6,968	Capital - Buildings/Grounds < 12 months	\$56,000
Property and Equipment Services	\$84,445	Maintenance - Buildings/Grounds < 12 months	\$3,000
Salaries & Allowances <sup>4</sup>	\$31,072		
Trading & Fundraising	\$18,356	<b>Total Financial Commitments</b>	<b>\$229,870</b>
Travel & Subsistence	\$6,967		
Utilities	\$12,106		
<b>Total Operating Expenditure</b>	<b>\$1,222,054</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$344,258</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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 26 February 2020 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)

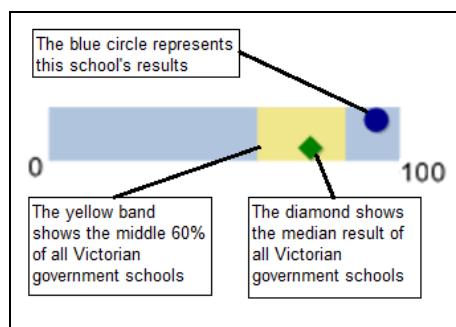
### Engagement

- 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).

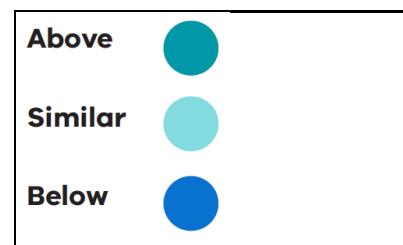


## What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').