

# 2023 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 \(VIT\)](#)
- 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 23 April 2024 at 09:45 AM by Adam Burbidge (Principal)

- This 2023 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

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 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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

---

## School context

St Georges Rd Primary School is situated south of the central business district of Shepparton. We have a rich, vibrant and culturally diverse student population. Our current enrolment is 346 students. Approximately 47% of our students are from Non-English Speaking Backgrounds, representing around 23 countries with higher proportions from middle-eastern, African and south pacific regions. We usually have around 10% of families from refugee backgrounds. Approximately 13% of the student population is Aboriginal. St George's Rd Primary School celebrates our rich diversity through the curriculum, specialist programs and events. We are extremely proud of our diverse community and see this as a huge asset and strength of the school. We continually strive to find ways in which we can leverage this to enrich our curriculum and school experience for our students. Our buildings comprise flexible learning spaces for senior classes, a multipurpose hall and performing arts room, a library and a dedicated visual arts room. Foundation to Grade 2 classes are accommodated in a newly refurbished LTC building. Year 3 and Year 5 classes run out of mod 5 portables. Our large library has been modified to provide a reading and EAL groups intervention spaces. An Out of Hours Care program and Community Hub have dedicated spaces for their programs. 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 staffing composition includes 21 FTE teachers for classroom, specialist, curriculum leadership and intervention programs. The senior leadership team comprises a Principal and an Assistant Principal. The School Improvement Team include a Leading Teacher with curriculum responsibility, Disability Inclusion Lead Teacher, two Learning Specialists, and an Attendance, Engagement and Wellbeing Leader. Our intervention program comprises of targeted EAL, Literacy, Koorie and numeracy intervention programs. We operate a vibrant house system with regular competitions and events promoting a sense of fun and belonging. A team of Education Support staff complement an extensive range of programs including an Administrative team, the Program for Students with Disabilities, Family Liaison Officers supporting Arabic, Swahili and Afghani, school KESO, a Play Therapist, and I.C.T support. Visiting allied health supports such as a paediatrician, speech pathologist, occupational therapist, psychologist, student counselor and a chaplain provide wrap around support to students and families. 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 to help every child thrive and reach their full potential. Our school values are Respect, Responsibility, and learning.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The FISO Priority areas for 2023's Learning and Achievement subsections of the Annual Report include: Teaching and Learning, Assessment, Leadership and Support and Resources. The Learning Key Improvement Strategy to support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy, was aligned to the statewide priorities' goals. The School Improvement Team used a range of data sources to determine these focus areas including reflections on the FISO continua and Essential Elements rubrics, 2022 NAPLAN and Teacher Judgement for student achievement, and opinion surveys. Formative data was gathered, analysed and responded to using our reflection cycle. The impact of our key improvement strategies was monitored by the School Improvement Team using the same measures above.

Our Key Improvement Strategy to implement a whole-school tiered approach to intervention and to implement a Tutor Learning Program have been fully embedded now and the data from these intervention groups is evidence of excellent progress.

Our school worked closely with the Getting it Right from the Start Project team, especially our school's Speech and Language Pathologist, to design, implement and review a Response to Intervention (RTI) model extending from Foundation to Grade 6. All students are screened for literacy intervention using a triangulation of data and clear cut-off points linked to normed and standardised assessments – Dibels ORF and MAZE – as well as a reading assessment which corresponds to our Little Learners Love Literacy decoding practices – LLARS Unseen Decodable. Any student with two or more literacy data points under the 10th percentile receives small group targeted intervention from a trained literacy intervention tutor three or four times per week, focusing on phonological awareness, phonics, fluency, vocabulary and comprehension. In Term 1 of 2023, one third of Grades 5 and 6 students' data supported intervention and those students all received a year of intervention. Only one fifth of the same cohort of students required continued intervention by Term 4 of 2023.

We have had a schoolwide focus to improve the word decoding abilities of our students from Foundation to Grade 6 as this is a foundational reading skill. In 2023, every class completed daily letter-sound flashcards as well as a focus sound each week for the class. Every intervention session also had a letter-sound focus. In Term 1, 2023, only 12% of Grades 5/6 students knew all letter sounds from Stages 1-6 of the Little Learners Love Literacy phonics scope and sequence. By Term 4, 2023, this increased to 85%. In Term 1, 2023, only 0.8% of Grades 3/4 students knew all letter sounds from Stages 1-6 of the Little Learners Love Literacy phonics scope and sequence. By Term 4, 2023, this increased to 81%. In Term 1, 2023, only 26% of Grades 1/2 students knew all letter sounds from Stages 1-6 of the Little Learners Love Literacy phonics scope and sequence. By Term 4, 2023, this increased to 92%. With such positive growth, the focus moving forward now is to see similar gains in the more complex letter-sound Stages 7.1-7.5. Once all students in Grades 2-6 have attained and retained all letter-sounds, then our focus can continue to move through the remaining strands of Scarborough's Reading Rope.

## Wellbeing

The Student Engagement and Wellbeing team is made up of an Assistant Principal, a Lead Teacher focusing on Student Engagement and Attendance, a Lead Teacher for Disability Inclusion and Mental Health, a full-time Play Therapist, and additional Allied Health professionals such as a School Chaplain, and Speech and Occupational Therapists. The team is supplemented by the regional SSS team as needed. The school has fully integrated the Respectful Relationships program and has strong, established partnerships with external agencies to enhance student wellbeing. School Wide Positive Behaviour Systems have been developed and will be implemented fully in 2024. A therapy dog is on staff to assist children with calming and self-regulation techniques. The Assistant Principal and Lead teachers regularly attend Community of Practice meetings for Wellbeing and Mental Health. Regular case management and student support group meetings are conducted. All teachers create Individual Learning Plans for students in vulnerable groups. The ongoing implementation of the Berry St Educational Model and the development of a comprehensive social curriculum at St Georges Rd Primary School have established a robust framework to support the wellbeing of students, staff, and families.

The school's neighbourhood paediatric clinic model continues to be a notable and impactful resource, allowing families and students to access paediatric care and other associated services.

Additionally, a Community Hub operates within the school, offering English language assistance and complimentary childcare to isolated, culturally and linguistically diverse women in the community, fostering connections with families and agencies for mutual benefit.

The school provides free breakfast and lunch to any student in need and frequently supplies uniforms and bus passes to families through the state schools relief program.

## Engagement

At St. Georges Road Primary School, we recognise that many of our students face challenges when it comes to engagement. As such, fostering high attendance remains a top priority for us. Our attendance lead teacher analyses attendance data daily using a tracker system, working closely with families and students to underscore the significance of consistent attendance.

We celebrate exemplary attendance weekly through our school's house system, where the house with the highest attendance earns valuable points for their team. Moreover, the class with the most consistent attendance enjoys a special lunch, while students who arrive punctually each day receive a coveted snack pack. To reinforce the importance of attendance, regular reminders are communicated to parents via Facebook and our School Information System. Parents are encouraged to report their child's absence promptly through the Compass App, and any unexplained absences are promptly followed up in accordance with Department of Education and Training (DET) guidelines.

Engagement is further cultivated through our diverse and enriching curriculum, which is regularly showcased on our school's Facebook page. Teachers tailor the curriculum to suit individual learning styles, embedding meaningful and relatable contexts to enhance engagement. Our intervention programs and Targeted Literacy Intervention (TLI) initiatives cater to diverse learners, fostering motivation and bolstering confidence.

In line with our commitment to promoting positive behaviour, we have implemented the School-Wide Positive Behaviour Support program. Students are rewarded with house points for demonstrating positive behaviour aligned with our school's values, further incentivizing engagement. Accumulated points not only unlock exciting prizes but also contribute to their house's overall tally. Each term, the winning house is treated to a special reward, fostering a sense of camaraderie and motivation among our students.

---

## Financial performance

## St Georges Road Primary School Shepparton

St Georges Road Primary school has maintained a strong financial position over the past 12 months. As a school we continually monitor our financial position regularly with all reports being presented to school council on a monthly basis. 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. Our funds have been allocated towards instructional leadership, support for literacy and numeracy and social engagement interventions, as well as funding initiatives such as Paediatric Clinic Services, Chaplaincy, a new electronic school sign, built in storage cupboards and units for junior classrooms and investment in the school house system. Human Resources funded through the Equity funds, and other SRP budget lines, include a Student and Attendance Leader, Literacy Teaching and Learning Leader, extension and intervention programs, additional Education Support staff and a Mental Health in Primary schools leader.

# 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 411 students were enrolled at this school in 2023, 196 female and 215 male.

66 percent of students had English as an additional language and 10 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).

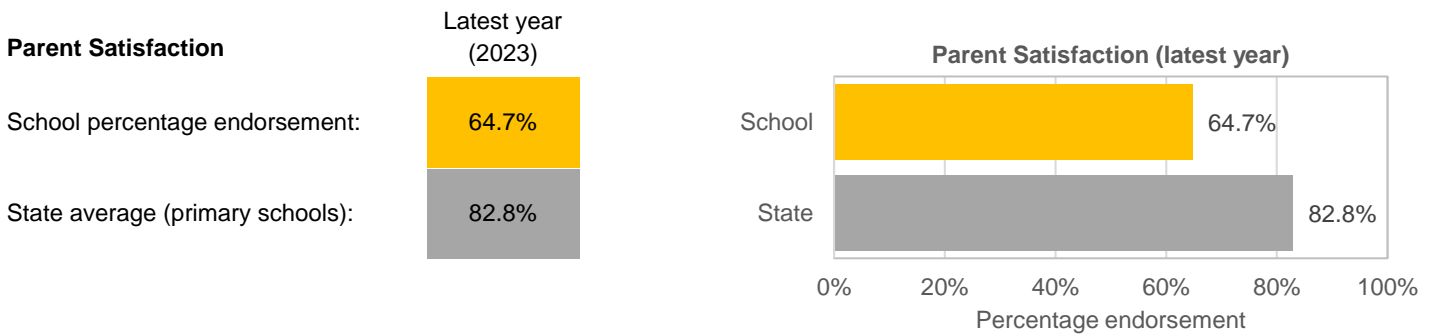
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

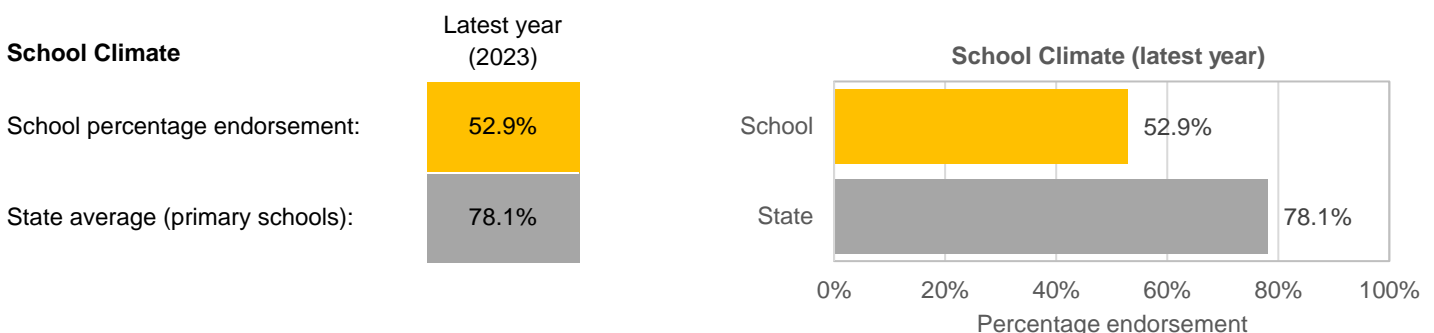


### School Staff Survey

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

Latest year  
(2023)

School percentage of students at or above age expected standards:

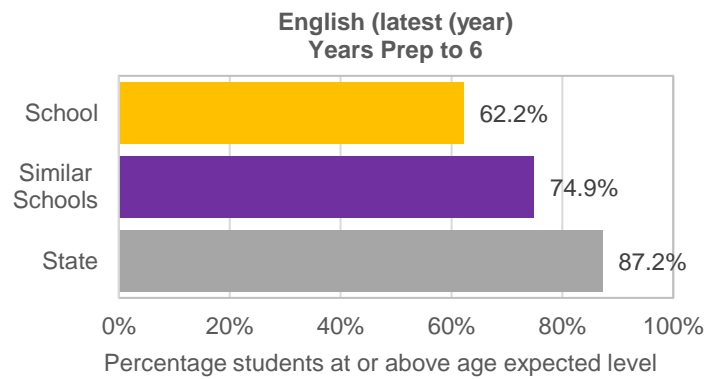
62.2%

Similar Schools average:

74.9%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

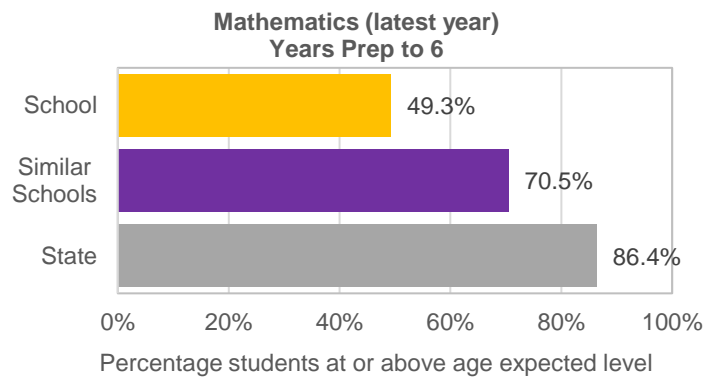
49.3%

Similar Schools average:

70.5%

State average:

86.4%





## 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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

19.4%

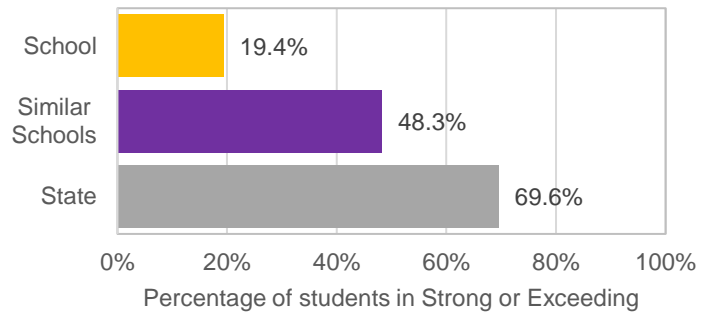
Similar Schools average:

48.3%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

31.7%

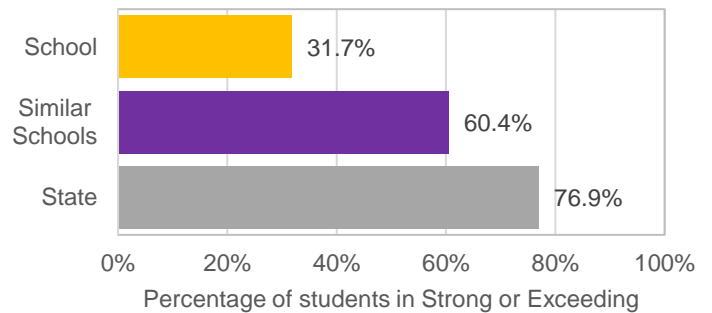
Similar Schools average:

60.4%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

15.9%

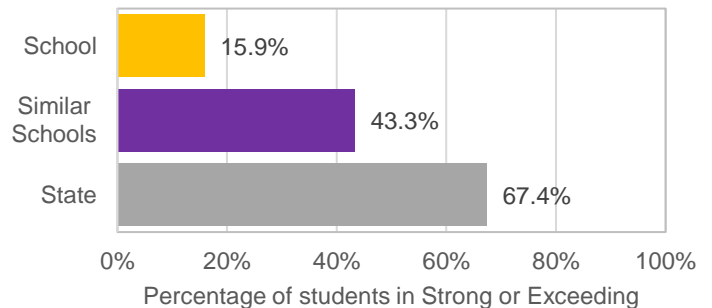
Similar Schools average:

43.3%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

27.1%

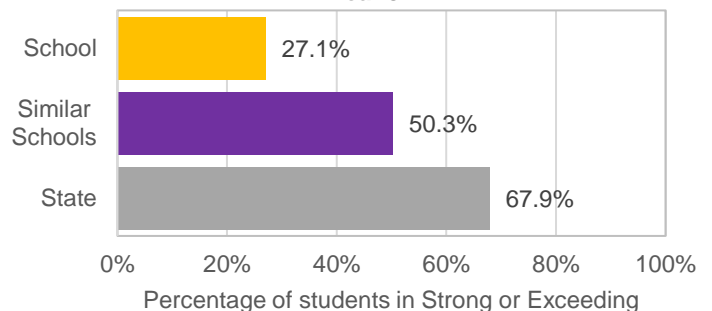
Similar Schools average:

50.3%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



**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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading Year 3**

Latest year (2022)

School percentage of students in the top three bands:

47.1%

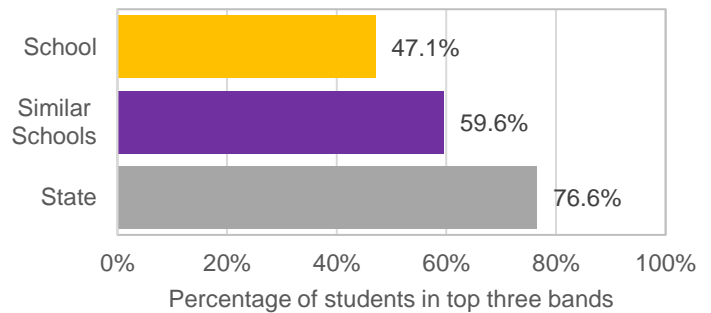
Similar Schools average:

59.6%

State average:

76.6%

**NAPLAN Reading (2022) Year 3**



**Reading Year 5**

Latest year (2022)

School percentage of students in the top three bands:

24.1%

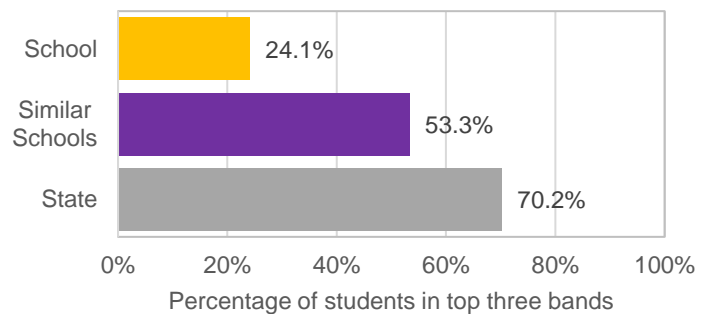
Similar Schools average:

53.3%

State average:

70.2%

**NAPLAN Reading (2022) Year 5**



**Numeracy Year 3**

Latest year (2022)

School percentage of students in the top three bands:

25.5%

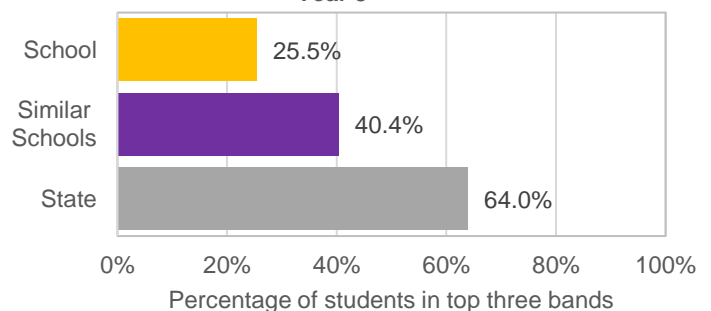
Similar Schools average:

40.4%

State average:

64.0%

**NAPLAN Numeracy (2022) Year 3**



**Numeracy Year 5**

Latest year (2022)

School percentage of students in the top three bands:

14.0%

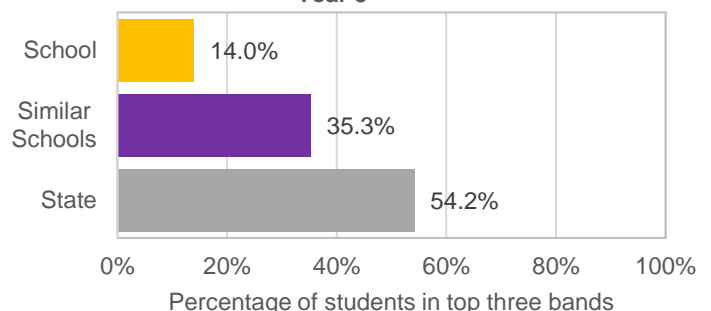
Similar Schools average:

35.3%

State average:

54.2%

**NAPLAN Numeracy (2022) Year 5**



## WELLBEING

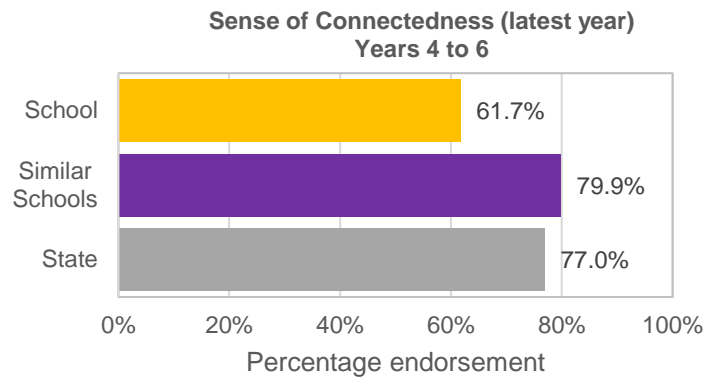
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	61.7%	72.0%
Similar Schools average:	79.9%	81.8%
State average:	77.0%	78.5%

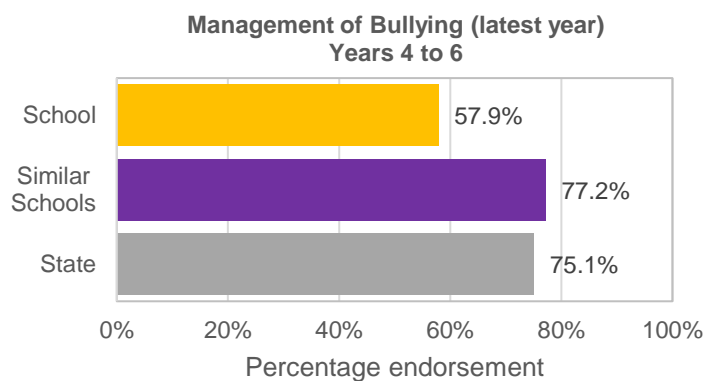


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	57.9%	67.2%
Similar Schools average:	77.2%	79.5%
State average:	75.1%	76.9%



## ENGAGEMENT

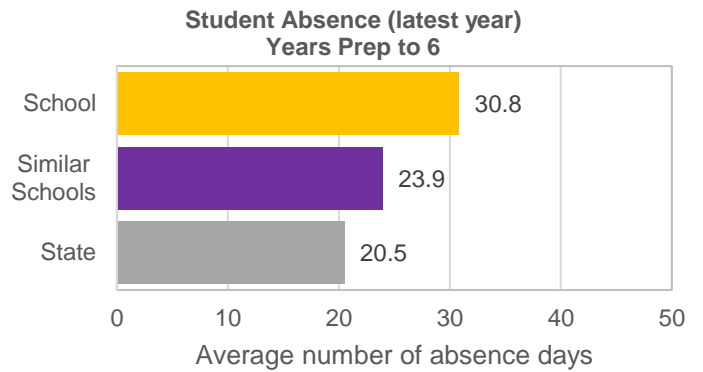
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	30.8	28.4
Similar Schools average:	23.9	22.4
State average:	20.5	18.1



### 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 (2023):	84%	85%	87%	84%	84%	84%	84%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$6,595,420
Government Provided DET Grants	\$1,572,007
Government Grants Commonwealth	\$153,732
Government Grants State	\$0
Revenue Other	\$99,659
Locally Raised Funds	\$87,816
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$8,528,635</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,522,761
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,522,761</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,551,024
Adjustments	\$0
Books & Publications	\$5,948
Camps/Excursions/Activities	\$84,541
Communication Costs	\$13,098
Consumables	\$117,062
Miscellaneous Expense <sup>3</sup>	\$32,702
Professional Development	\$40,928
Equipment/Maintenance/Hire	\$97,581
Property Services	\$471,426
Salaries & Allowances <sup>4</sup>	\$733,605
Support Services	\$248,610
Trading & Fundraising	\$35,424
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$161
Utilities	\$61,157
<b>Total Operating Expenditure</b>	<b>\$8,493,267</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$15,368</b>
<b>Asset Acquisitions</b>	<b>\$129,376</b>

- (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 17 Feb 2024 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 2023**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,053,616
Official Account	\$40,534
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,094,150</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$264,930
Other Recurrent Expenditure	\$2,445
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$54,191
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$27,080
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$90,100
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$784,451
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,223,198</b>

*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.*