

2024 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 \(VIT\)](#)
- 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 2025 at 01:01 PM by Carlie Richardson (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 23 April 2025 at 01:01 PM by Carlie Richardson (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

George Street Primary School has the convenience of a small school with large dreams and aspirations. Every student is known to staff with a focus upon positive relationships, built through School Wide Positive Behaviour Support (SWPBS). The school values of Respect, Resilience and Responsibility are evident throughout the school space in both learning and social behaviours. Every student receives personalised learning through small classes and small group instruction which meet student 'point of need' learning focus.

George Street has worked hard to develop high quality learning, delivering the Sounds Write program in accordance with the Systematic Synthetic Phonics literacy mandate. The school also recognises that some learners may require additional supports and has worked positively with families and other professionals to create Individual Learning Plans that allow all students to grow across the learning domains. George Street supports the individual needs of all students through the Disability Inclusion team, Wellbeing team and multiple Education Support staff. We have implemented a comprehension curriculum, with a priority focus upon quality Literacy and Numeracy instruction, along with specialist subjects such as LOTE, Art and HAPE (Extend Health and Physical Education).

The staff structure has supported the enrolment of 90 students in 2024, including two part time Principal Class Officers, one at 0.8 and one at 0.2, one Leading Teacher at 0.4, four classroom teachers, three specialist teachers, 1.6TE administration staff, a Disability Inclusion Coordinator, a part time Disability Support Officer, a Wellbeing Support Officer and six part time Educational Support Officers. George Street Primary School is located in the rural town of Hamilton in the Western District of Victoria.

The school is set on substantial grounds which attract native wildlife and include several large trees. The school's cohort presents approximately 43 female and 47 male students, 12% being of First Nations heritage, and the School Family Occupation Education Index is 0.5973 - High.

Progress towards strategic goals, student outcomes and student engagement

Learning

The George Street curriculum framework incorporates the eight learning areas aligned with the Victorian Curriculum. Our commitment to improving our learning growth is evident through our involvement in professional learning offered by the WSW School Improvement Team. We have been participants in the Literacy and Numeracy Learning Communities. Our AIP last year focused upon building a new assessment schedule with the focus on the essential elements for

reading instruction (phonics, phonemic awareness, fluency, vocabulary, comprehension) and the Mathematics Online Interview (MOI). The data was used during professional learning communities (PLC) to focus and monitor our teaching and learning and identify students requiring intervention. We will continue to work on implementation to build staff capabilities in effective instruction in 2025.

At the beginning of 2024 we engaged Rachael Buck a Literacy Consultant to work alongside leadership and classroom teachers to build understanding and capabilities in effective, explicit, and evidence-based literacy practice. All staff began coaching in explicit systematic phonics instruction, as well as reading fluency instruction. Learning walks were regularly conducted throughout the year to ensure that our classroom teachers worked collaboratively to strengthen their tier 1 whole class instruction. This saw the school continue to build its knowledge of Systematic Synthetic Phonics, building a literacy instructional model and implementing structured literacy across the whole school. Leadership led the implementation of Literacy Coaching, Learning Walks, peer-to-peer teacher feedback, and observations to assist with monitoring and adapting practice. Reading fluency pairs were introduced which has seen an increase in reading engagement. Staff undertook professional development in Sounds Write and implemented Spelling Mastery from grades 3-6.

A Learning Tutor was employed on a part time basis to assist with students across a tried intervention approach. The Tutor Learning initiative ran for twelve months, with teacher judgement and NAPLAN data showing mixed results. The school also considered the learning needs of students in literacy and continued the use of DIBLES as an assessment and evaluation tool for assessing reading.

In 2024 the school used parent-teacher-student conferencing as part of their commitment to catering for the learning needs of every student, with Student Support Group meetings being held for Indigenous students as well as students requiring modifications to achieve their learning goals. Strategies and goals were planned in partnership with carers through the creation of Individual Education Plan as well as Behaviour Support Plans. Students were also supported in their learning through the establishment of a Disability Inclusion Team. This team has responded to student learning needs through implementing positive and preventative supports for students, assisted in staff resourcing, as well as initiating programs such as the Perceptual Motor Program. The school has focused on improving student outcomes through engaging in Professional Learning Communities, Staff Meetings and Professional Learning.

Student achievement data shows evidence of growth in Year 5, 2024 NAPLAN. See below:

- 74% of year 5 students at George St, in 2024, made medium or high growth in numeracy, compared to 57% in 2023.
- 13% of year 5 students at George St, in 2024, made high growth in Reading, compared to 0% in 2023.
- 65% of year 5 students were in the Strong to Exceeding band for writing, which was above similar schools at 59%. This was an increase from 38% in 2023.
- 69% of year 5 students were in the strong to Exceeding band for writing, which was above similar schools at 51%. 19% were in the Exceeding band in 2024, compared to 0% in 2023.

NAPLAN Student achievement data for Year 3 was down compared to 2023. See below:

- 24% of 2024 students were in the Strong or Exceeding band for reading, compared to similar schools at 59%.

- 21% of 2024 students were in the Strong band for numeracy, compared to similar schools at 57%.
- 17% of 2024 students were in the Strong band for spelling, compared to similar schools at 57%.

Wellbeing

The staff have commenced training in the Berry Street program, completing two of four training days, as well as School Wide Positive Behaviour Support. The school has received coaching for SWPBS and has completed frequent training through Professional Learning Communities. The students have been supported to demonstrate positive behaviours through Positive Classroom Management, modelled classroom routines, tokens/ ticketed rewards prompted by displaying our school values of Respect, Resilience and Responsibility. The school maintained a yearlong integrated approach to Respectful Relationships, including the procurement of teaching resources. Additionally, the school engaged in external program providers Growing with Gratitude to help support students' interpersonal skills and demonstrating respect to peers and teachers, creating inclusive and respectful learning environments.

The school has begun the training of the Disability Inclusion staff as well as the Mental Health and Wellbeing staff in order to prepare for full participation in 2025. A wellbeing Education Support staff member was employed, along with two Education Support staff within the Disability Inclusion team. The Wellbeing ES, having done Safe Minds training, made Child Protection and Orange Door referrals as well as worked with students on a one-on-one basis when needing support. Teaching staff have also built feedback into their daily tasks through protected time included in their timetable, after the student school day has closed for communication with carers/ parents. Staff have also built their record keeping skills through documenting incidents/ negatives/ positives within one central school platform Sentral, creating a single database for staff access. The school has conducted parent-teacher conferences as well as Student Support Group meetings, creating a school template for Behaviour Support Plans. Increased Education Support staff have also been employed to provide additional assistance for those students who present additional learning needs.

The school performed well in the Grade 4-6 responses in the Attitude to schools' data. Positive endorsement included:

- 95% positive endorsement, which is above similar schools at 92% for high expectations for success for students
- 83% positive endorsement for teacher- student relationships under teacher concern, above similar schools at 72%
- 88% positive endorsement for social engagement, sense of inclusion, above similar schools at 87%
- 87% positive endorsement for effective teaching practice for cognitive engagement for students compared to the state with 83%

Engagement

George Street Primary School is extremely proud of its 2024 attendance data. In terms of attendance, 14% of students had an attendance rate of 95% or above. With 36% of students with an attendance rate of 90%-95%. Overall, attendance data remained steady with an average attendance of 85.8%. The school developed a student voice committee and ran a number of lunch-time clubs to support engagement in positive structured play. A whole school excursion to Halls Gap Zoo, an Art Show, the Athletics Carnival, grades 4/5/6 Camp, swimming lessons and including several other activities based on wellbeing and curriculum were ran. Students enjoyed dress-up days for Book Week, Halloween and 100 days of prep. Students also enjoyed Fish and Chip days, end of year activities and school assemblies. Parents attended an End of Year BBQ, sports events, assemblies and Parent Teacher conferences in good numbers. Parents also attended Student Support Group meetings, a great opportunity for families and teachers to come together to ensure a whole student approach to learning and wellbeing is of priority. 45 students were listed as needing some level of supports or adjustments in the NCCD data collection. This data has highlighted the need for George Street to develop a Disability Inclusion Team, focused upon the submission of the last of PSD funding applications, ensuring students received support/adjustments to reflect needs. This team has been built through employing two Education Support Staff to work on building the capacity and managing the George Street ES team. This also works alongside the small number of students who have presented challenging behaviours within the classrooms. Staff have worked with HWKC (Health and Wellbeing Key Contact), the SSS (Student Support Services), Foodbank to provide breakfast and lunch foods, Visiting Teachers, CAMHS (Child and Adolescent Mental Health Services), Orange Door and Child Protection as well as paediatricians to ensure students are getting the support they need to achieve their learning and wellbeing goals.

Financial performance

The school took an approach to staff budgeting in 2024 which focused upon the current needs of the student cohort. The NCCD data, along with student incident reports has highlighted the need for increasing the staffing profile to ensure all students are supported within their learning and wellbeing focuses. This has resulted in a deficit in the George Street School’s credit budget reflected in the SRP. Financial advice has highlighted the lack of PSD funding entering the budget, and as a result, has been of primary focus for the DI team. Additional funding has been sought for several students and will continue to be a focus for the DI team into 2025 now that Disability Inclusion Funding has commenced. The school received TLI funding and supported student learning through the employment of a teacher to fulfil this role in 2024. The school has received funding for disadvantage through Equity Funding and has begun the planning process for a school’s upgrades work, funded by a grant from the VSBA. This work will commence mid 2025 and has been managed to support the learning/ social needs of the student cohort. This will see accessible toilets and play areas with a strong focus upon student safety.

For more detailed information regarding our school please visit our website at <https://www.georgestham-ps.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 90 students were enrolled at this school in 2024, 43 female and 47 male.

NDP percent of students had English as an additional language and 12 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).

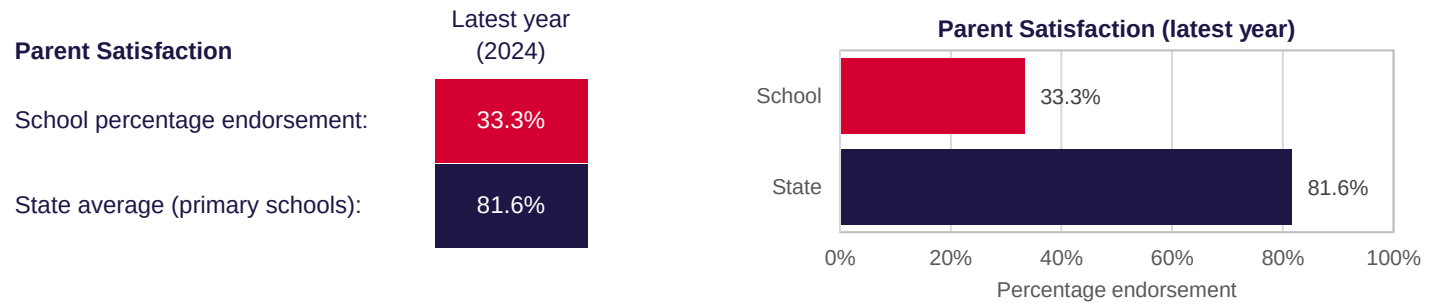
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

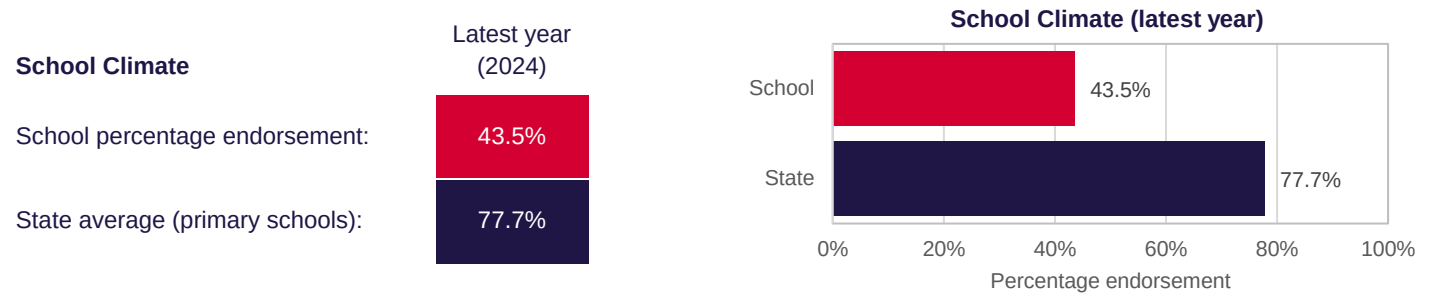


School Staff Survey

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.

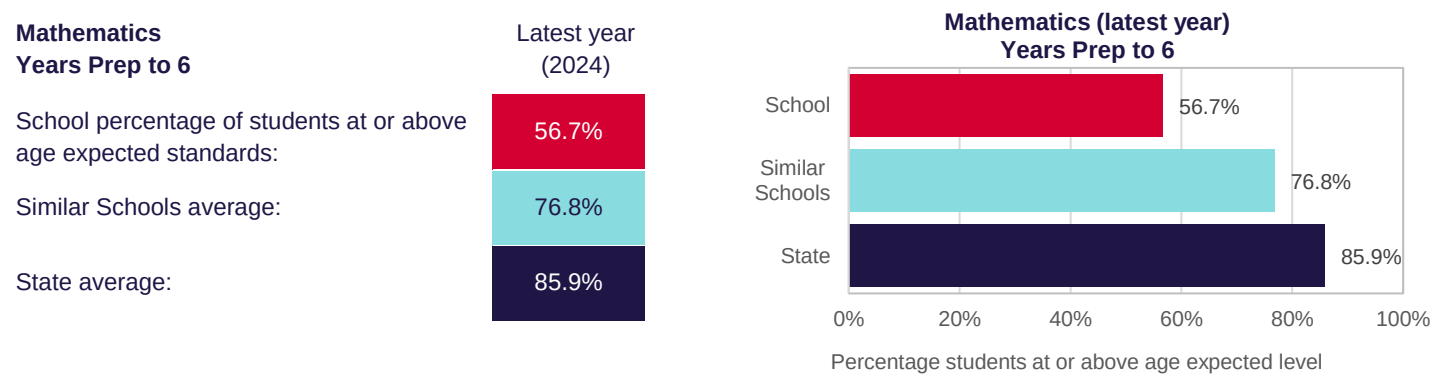
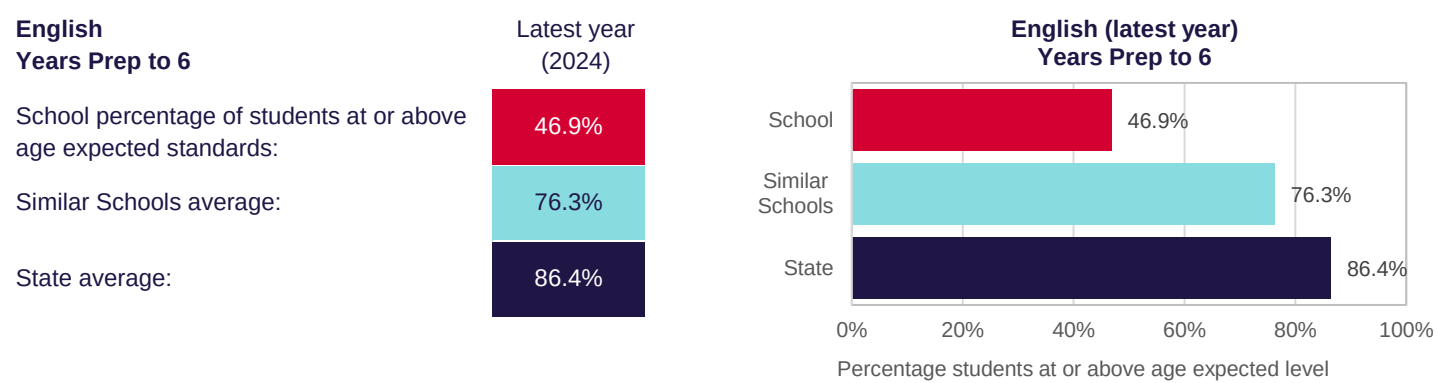


LEARNING

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.



LEARNING (continued)

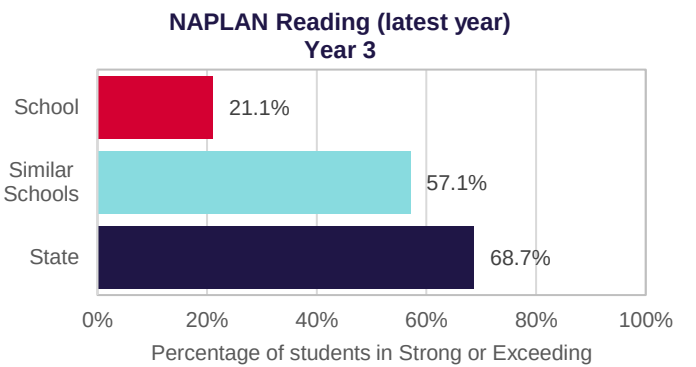
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NAPLAN

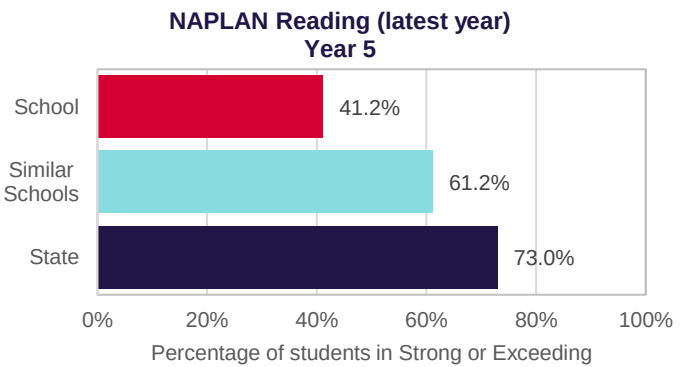
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

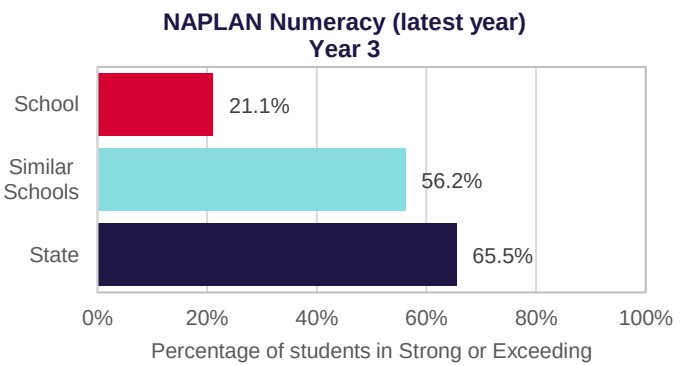
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	21.1%	36.1%
Similar Schools average:	57.1%	57.6%
State average:	68.7%	69.2%



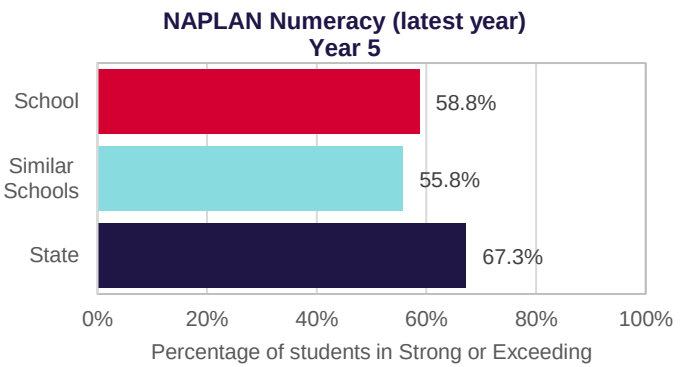
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	41.2%	52.0%
Similar Schools average:	61.2%	64.0%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	21.1%	22.2%
Similar Schools average:	56.2%	56.0%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.8%	60.0%
Similar Schools average:	55.8%	57.1%
State average:	67.3%	67.6%

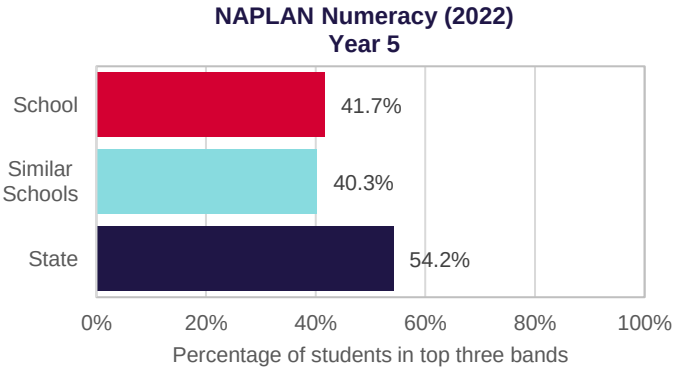
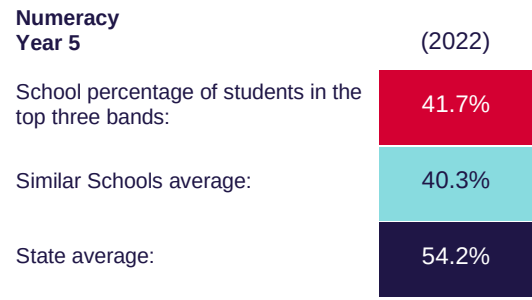
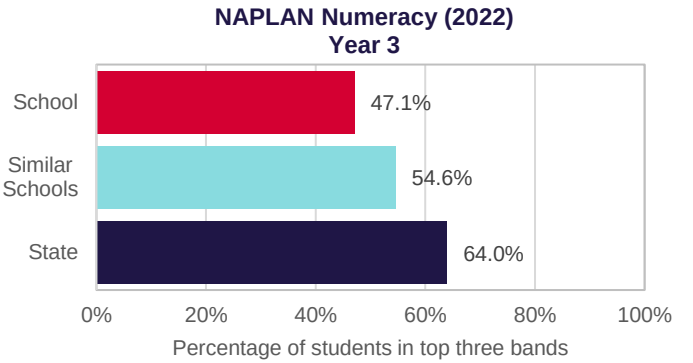
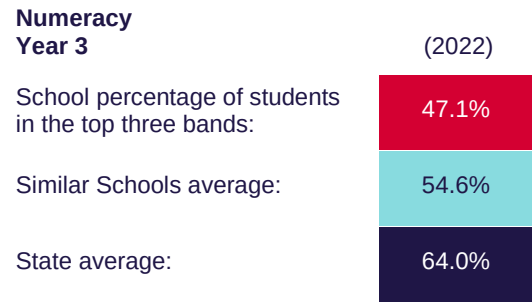
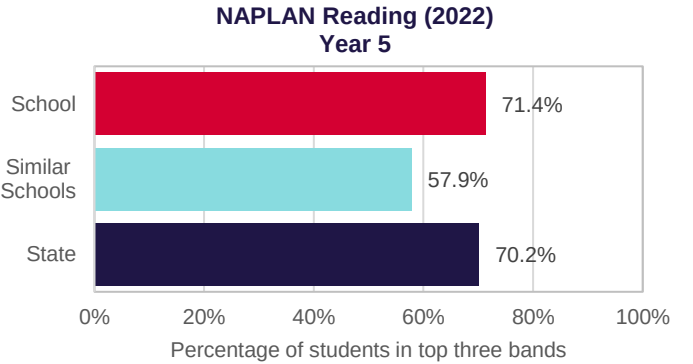
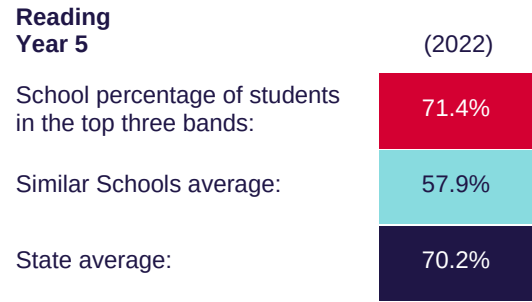
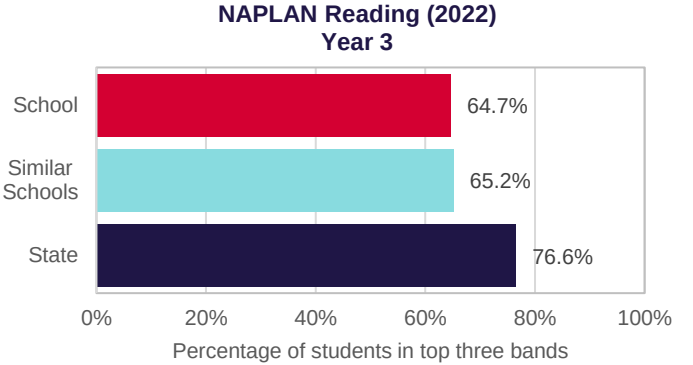
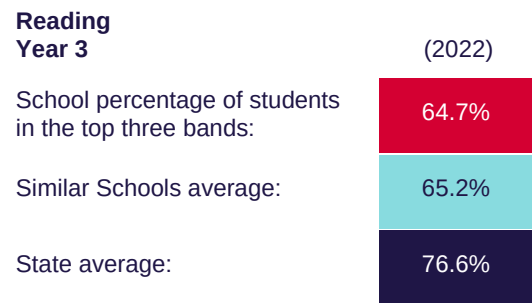


LEARNING (continued)

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.

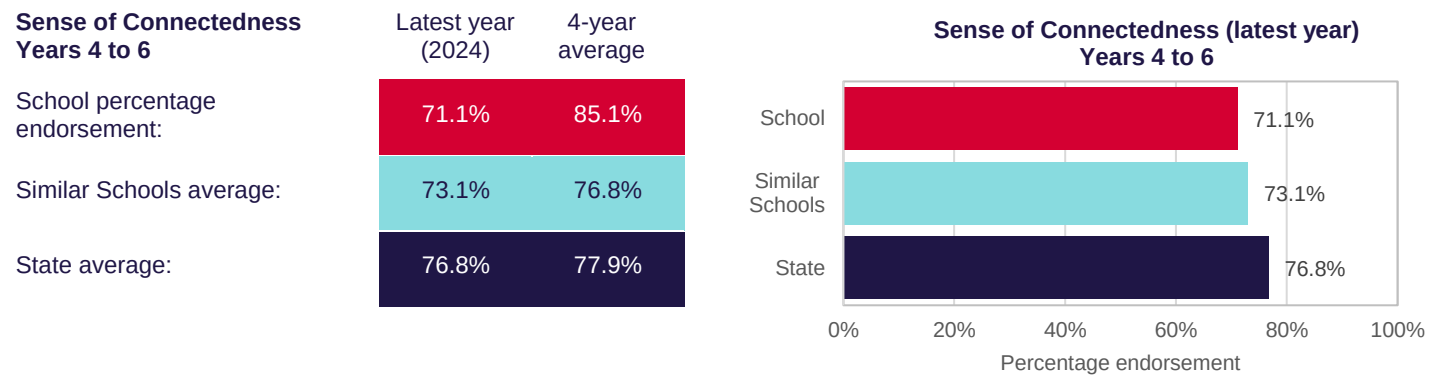


WELLBEING

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.

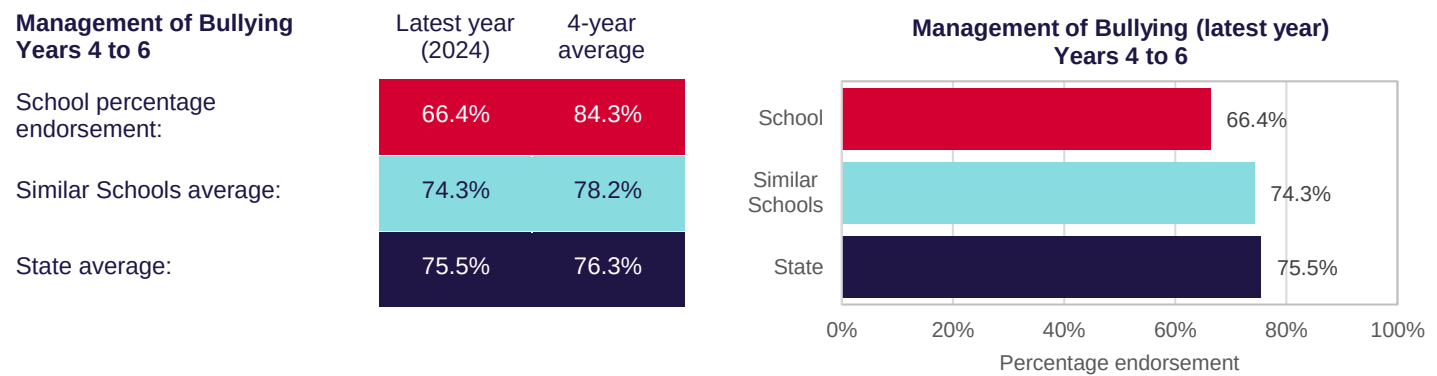
Student Attitudes to School – Sense of Connectedness

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).

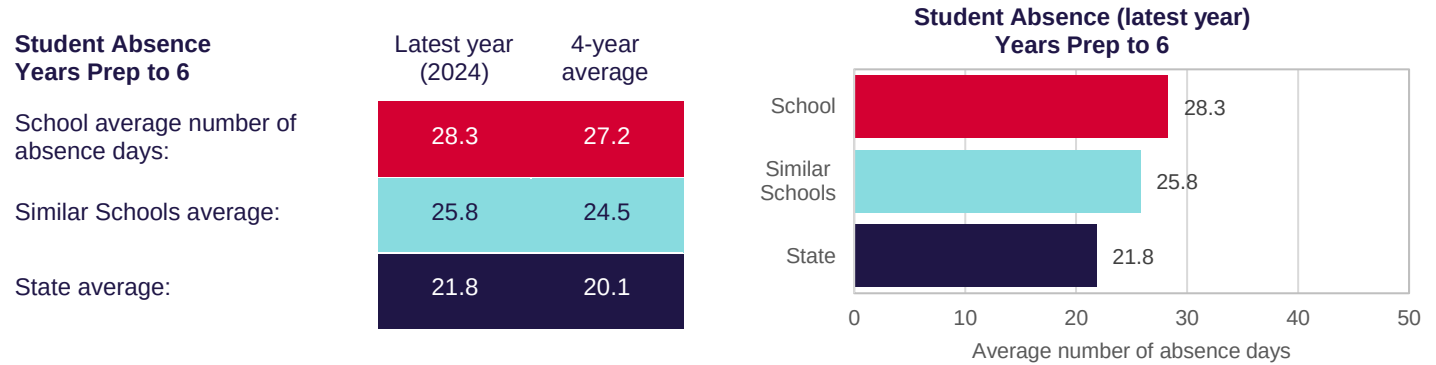


ENGAGEMENT

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):	86%	90%	82%	87%	90%	84%	81%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,236,732
Government Provided DET Grants	\$512,199
Government Grants Commonwealth	\$6,937
Government Grants State	\$2,624
Revenue Other	\$52,765
Locally Raised Funds	\$39,826
Capital Grants	\$0
Total Operating Revenue	\$1,851,084

Equity ¹	Actual
Equity (Social Disadvantage)	\$223,256
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$223,256

Expenditure	Actual
Student Resource Package ²	\$1,433,721
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$41,194
Communication Costs	\$1,589
Consumables	\$46,816
Miscellaneous Expense ³	\$12,850
Professional Development	\$44,964
Equipment/Maintenance/Hire	\$87,029
Property Services	\$204,336
Salaries & Allowances ⁴	\$67,283
Support Services	\$0
Trading & Fundraising	\$162,608
Motor Vehicle Expenses	\$5,322
Travel & Subsistence	\$0
Utilities	\$24,703
Total Operating Expenditure	\$2,132,414
Net Operating Surplus/-Deficit	(\$281,330)
Asset Acquisitions	\$50,101

- (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	\$569,755
Official Account	\$17,194
Other Accounts	\$0
Total Funds Available	\$586,949

Financial Commitments	Actual
Operating Reserve	\$116,449
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$182,383
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$48,589
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$347,421

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.