

# 2022 Annual Report to the School Community

School Name: Stevensville Primary School (5047)



- 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 of the previous calendar year 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 2023 at 05:33 PM by Leanne Keane (Principal)

- This 2022 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 28 April 2023 at 09:08 AM by Leonie McCann (School Council President)

# How to read the Annual Report

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## 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.

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## 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results.
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

# About Our School

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## School context

Located in St Albans, in the local government area of Brimbank, Stevensville Primary School's vision is that all students should develop confidence, resilience and empowerment to achieve their full potential and master lifelong learning. Our School Values of Respect, Responsibility and Trust set out our expectations of all school community members, including the principal, all school staff, parents, students and visitors. They acknowledge the diversity of individuals in our school community and address the shared commitment of all members to building a safe, respectful and trusting school community.

Enrolments have remained consistent over the last four years, dipping slightly in 2022, with a current enrolment of 198 students. The current Student Family Occupation and Education (SFOE) is 0.6412, decreasing from 0.7221 during the review period. The school's SFOE band value is high, representing a high socio-educational disadvantage. Many students are equity funded; in 2022, 80% had English as an Additional Language.

The staffing profile for Stevensville Primary is two Principal class officers, 13 FTE teachers and 10 Education Support Staff at varying time fractions, including a Primary Welfare Officer and a Multicultural Aide.

Leadership roles in Literacy (Learning Specialist), PLC leaders, School Wide Positive Behaviour and Respectful Relationships work with the principal class team to support student learning and well-being. Equity funding employs a Numeracy consultant and speech pathologist.

The school is organised into single classes for Foundation and composite classes in 1/2, 3/4, and 5/6. This year we have ten classes and provide specialist programs in Physical Education, STEM and Visual Arts. Students in Foundation to Grade 2 participate in a weekly Performing Arts program, while Grade 3-6 students engage in a weekly language program (Italian). Stevensville's Improvement Plan focuses on improving literacy and numeracy student outcomes and ensures the school provides a safe and calm learning environment. Targeted student support through the Tutor Learning Initiative provides Levelled Literacy Intervention (LLI) and individual support.

The school actively implements the School Wide Positive Behaviour Support framework, supported by regional professional development. In addition, the school provides a range of supports for students to support their well-being and learning. Our school runs a Community Hub providing numerous well-attended programs that focus on building a link between parents and the school, developing parenting and language skills and providing social interaction opportunities for parents and community members. Our Out of School Hours Care program, operated by TheirCare, offers before and after-school services for our working families.

Installing a sensory garden, GaGa pit, cubby houses, a staging area and the overall beautification of the school grounds has enhanced the school environment. School, DE and Active Schools funding enabled these improvements.

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

### Learning

Stevensville Primary School is committed to providing our students with exemplary teaching and learning programs.

The leadership team participated in the PLC Initiative professional learning, strengthening our capacity to lead high-quality coaching conversations with teachers on their instructional practices. Classroom teachers continued to use tracking sheets and the reading data wall to monitor students' learning progress. They engaged in professional learning and coaching with the learning specialist and numeracy consultant.

Based on NAPLAN data for reading, our Grade 3 students outperformed the state average and relative to the similar school's group, our results are well above students with a similar economic background. This result is outstanding, considering our Grade 3 students had two years of interrupted learning during their early school years.

We fell short of reaching our AIP target of 25% of Grade 5 students in the top two bands in reading; however, we do have 50% of our students performing in the top three bands, comparable with like schools.

Our results of the top two NAPLAN bands in numeracy are not as strong as our literacy results; however, it is pleasing to note that we are on par with similar schools, and our Grade 3 students have a low percentage (8%) of students in the bottom two bands. NAPLAN writing data for our Grade 3 and Grade 5 students shows our students are performing at similar (Grade 3) and above (Grade 5) compared to schools of similar characteristics.

Literacy Intervention (LLI) and tutoring via the Tutor Learning Initiative provided targeted support for many of our students. With guidance from our school-based speech pathologist, we introduced a multi-lit reading support program for our students in Grades 1/2. Early data indicates that this individualised reading program positively impacts students' reading confidence and achievement. In 2023 we plan to introduce a numeracy intervention program to support our students who require extra assistance.

Students on the Program for Students with Disabilities continued to progress across all learning areas.

Data from the Attitudes to School Survey provides insight into the effectiveness of our teaching and learning programs. Students know that their teachers have high expectations (93%) and that their teacher believes they can do well in school. A high proportion of students (91%) indicate that they enjoy participating in class and are actively encouraged to put in the required effort to succeed. Students' individual learning needs are catered for through differentiated learning experiences, endorsed by 80% of students. Students also perceive that their teachers prepare them for learning, use class time effectively and provide helpful feedback (84% endorsement).

An area of focus in 2023 is building students learning confidence, as this dipped in 2022.

## Wellbeing

Improving student well-being continues to be our school's annual improvement area and focus. Our 2022 goals and strategies focused on supporting students' well-being and mental health as students transitioned back to school after lengthy periods of disconnect from their peers and school.

The Attitudes to School Survey data shows that our students feel a strong connection (78%) to our school and that this reporting year is the highest it has been over the previous four years.

During 2022 the school continued to develop and implement school-wide systems to build a positive behaviour and student well-being culture. School-Wide Positive Behaviour Support (SWPBS) implementation continued, focusing on developing effective classroom systems for managing student behaviour in the classroom.

The SWPBS team, in consultation with staff, refined our set of expected behaviours (Positive Behaviour Matrix) aligned with our school values. Explicitly teaching the expected behaviours is integrated into the curriculum with lessons designed for school-wide, non-classroom and classroom settings. The development and implementation of a Continuum of Responding to Inappropriate Behaviour have contributed to the clarity and consistency of staff when managing behaviour within the school. We achieved Silver Level accreditation status for implementing the essential features of tier 1 School-Wide Positive Behaviour Support (SWPBS) with fidelity in 2022.

We are delighted with data from the Attitudes to School Survey that shows 77% of students believe that teachers manage behaviour effectively in the classroom improving from 58% in 2018. This result can be attributed to our ongoing commitment to developing a school-wide approach to positive behaviour management over the last four years.

Improvement is noted in how students perceive the school manages bullying, with 72% positive endorsement, improving from 64% in 2018. Respect for Diversity (how students perceive that people are treated fairly and diversity is respected) has shown improvement from 57% endorsement in 2018 to 80% in 2022.

In 2023, the school will focus on establishing and implementing a whole-school approach to Resilience, Rights and Respectful Relationships.

## Engagement

Re-engaging students in full-time schooling following lengthy periods of learning from home was a priority across the school. We know that student absence is a lead indicator for achievement and engagement outcomes and that there is a strong correlation

between student attendance and learning outcomes. In 2022 we committed to reducing the number of unexplained absences alongside promoting regular attendance at school.

Attendance is monitored and evaluated daily with follow-up procedures and support to promote regular attendance. Home visits and calls to families are two key strategies the school employs to encourage attendance. In 2021 the average unexplained absences were 9.26 days; in 2022, we reduced this to 1.3 days.

Our 2022 data F-6 average absence data was 21.3 days, up slightly from 2021 but lower than that of similar schools and the state average. Of note concerning absence is that the percentage of students with 20 or more absence days in 2022 (33%) is well below that of similar schools (43%).

Data analysis shows that our F-2 students recorded the highest absences throughout 2022, with most absences attributed to sickness. In contrast, the average absences for our Grade 5 and 6 students were the lowest over the past four years. The Student Attitudes to School Survey data supports this, showing an 89% positive endorsement of attendance, along with 85% of students indicating that they are interested in and motivated by what they are learning.

Student engagement was again a high priority for the school in 2022. The school was committed to ensuring the learning environment was engaging and students had opportunities to reconnect with their peers.

We continued to provide opportunities for students to be engaged in school improvement and engagement initiatives. As part of our involvement with Active Schools, house captains worked with an ACHPER representative to explore ways they could enhance active recreation across the school. The school partnered with the Bicycle Network to run Bike education sessions and develop a safe route to the school map. A selected group of students continued working with the Westvale Community Centre and the Men's Shed to create intergenerational relationships and build social skills. A student-initiated recycling and environmental student-led group were established, with students responsible for managing recycling across the school.

The Attitudes to School Survey, completed by students in Grades 4-6, indicated that 78% feel connected to school and have a positive attitude towards learning. This survey also highlights that 80% of students feel included in our school.

An area of focus for 2023 is strengthening student voice and agency so that our students perceive they are heard and have a say in their learning.

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## Other highlights from the school year

### NEW LOGO AND UNIFORM

Discussions about changing the school logo and uniform coincided with our 50th Birthday celebrations and the idea of embracing the next 50 years with a renewed sense of identity and pride in our community. After an extensive consultative process, the school launched its rejuvenated school logo and uniform in 2022.

The logo is an artistic representation of the letter "S". It symbolises inclusiveness, connectedness and an educational journey that is a continuous lifelong process. The colours of the Stevensville logo represent Australia, our sun-kissed, flora-rich nation of endless horizons.

While the new uniform colour is ink, it was necessary to honour the past and retain elements of the previous uniform, hence the yellow and green trims on the collar of the new uniform.

### OUTSIDE SCHOOL HOURS CARE (OSHC)

In Term 4 2021, Stevensville received confirmation that we successfully obtained a grant as part of the Outside School Hours Care (OSHC) Establishment Grant initiative to introduce a Before and After School Program. Following a comprehensive procurement process, School Council announced that TheirCare was the successful service provider.

In February 2022, our OSHC officially launched. In Term 1, the number of families accessing the service was low, but attendance increased over the year. During Term 4, the average number of students accessing the service was 12. In 2023 we will seek feedback from the community to determine whether a holiday program will be introduced.

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## Financial performance

In 2022, Stevensville Primary School refined its budgeting procedures and supporting policies to ensure it finished the year at an operating surplus. Our high surplus can be attributed to the delay in the redevelopment of the front of the school and the development of our school oval. Planned projects, such as building our outdoor kitchen learning area, did not come to fruition in 2022.

Equity funding was used to employ consultants (numeracy and speech therapists) to support students and provide teacher guidance through coaching and professional learning. School Council again allocated equity funding funds to purchase library books and replenish classroom reading and take-home books.

Funds from the School Resource Package were used to employ staff to maintain small class sizes and to provide a Performing Arts teacher in the F-2 area. STEM was re-introduced as a specialist subject in 2022, and we purchased resources to support the program's implementation.

As part of our maintenance program and upgrading of school facilities, SRP funds were used to install new perimeter fencing and repair and paint the external windows of buildings A and B.

The school continued to receive a grant of \$30,000 to operate a Community Hub and supplemented this with school-based funding. The school used a successful grant application of \$30,000 through the Active School initiative to install Cubby Houses to support play-based learning. Our \$75 000 establishment grant was used to provide an OSHC service for our families.

**For more detailed information regarding our school please visit our website at**  
**[www.steveps.vic.edu.au](http://www.steveps.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 180 students were enrolled at this school in 2022, 93 female and 87 male.

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

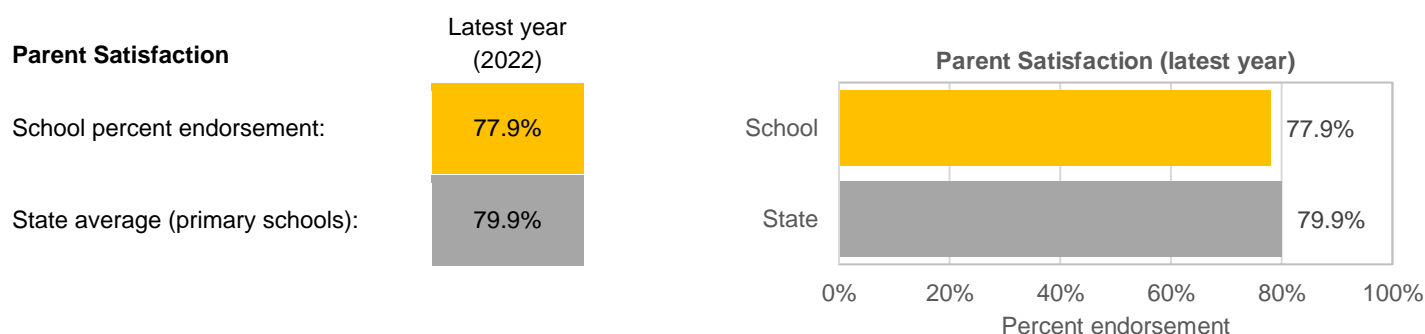
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

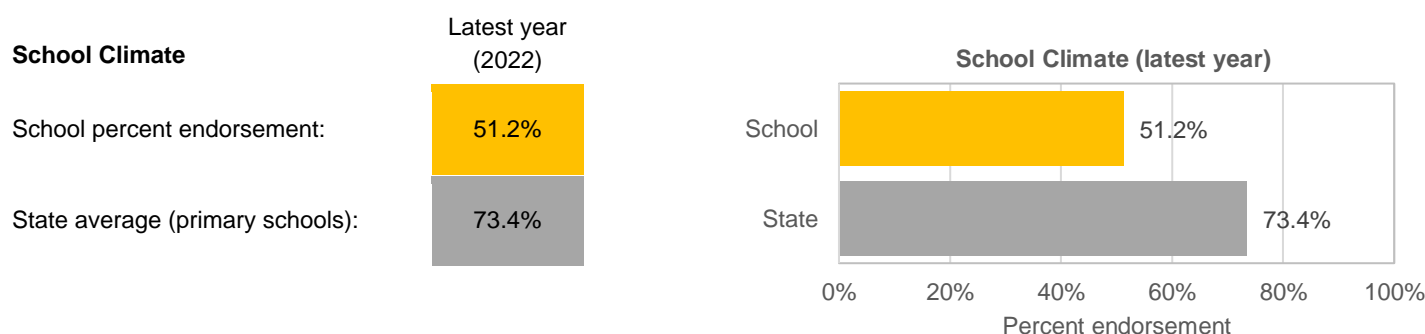


### School Staff Survey

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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

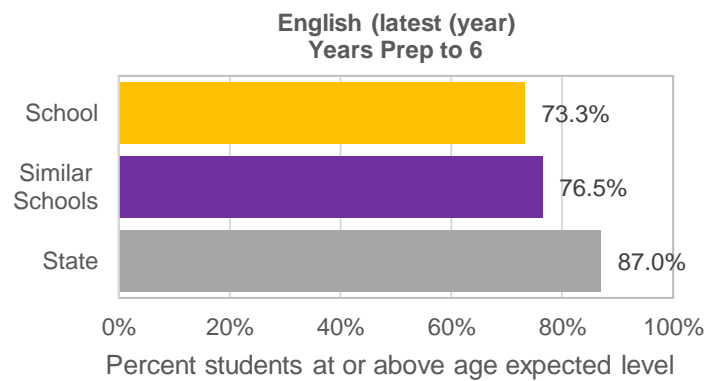
73.3%

Similar Schools average:

76.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

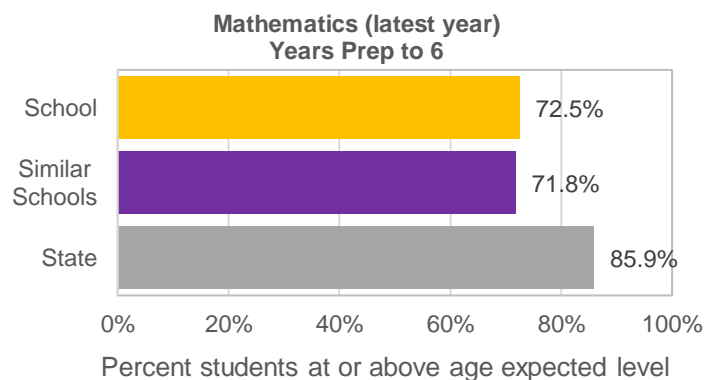
72.5%

Similar Schools average:

71.8%

State average:

85.9%



## LEARNING (continued)

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

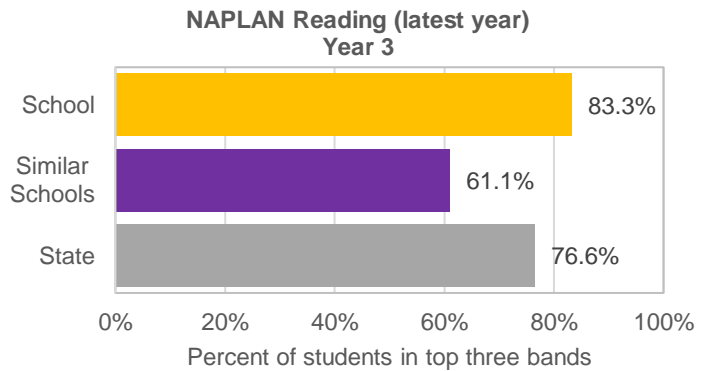
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

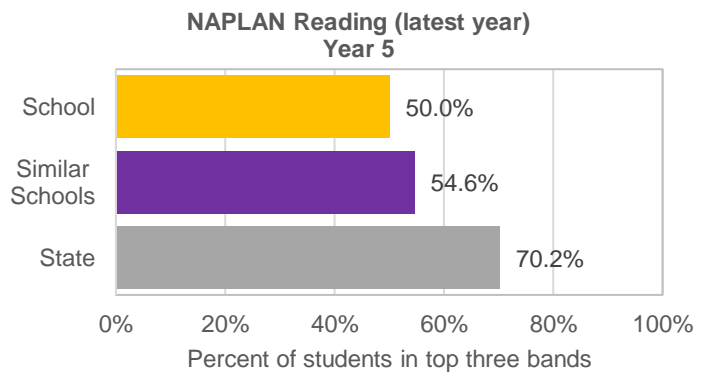
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	65.3%
Similar Schools average:	61.1%	61.9%
State average:	76.6%	76.6%



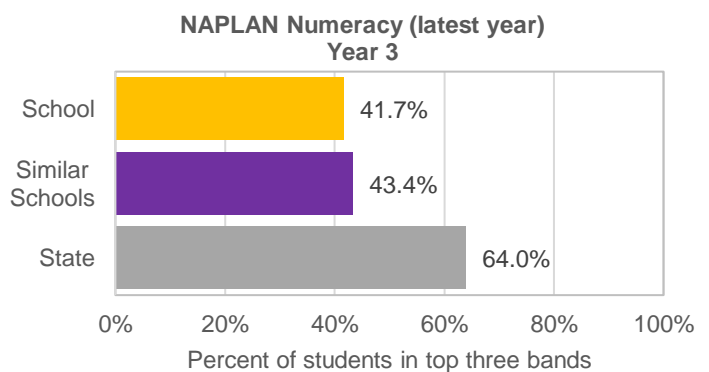
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	47.8%
Similar Schools average:	54.6%	53.6%
State average:	70.2%	69.5%



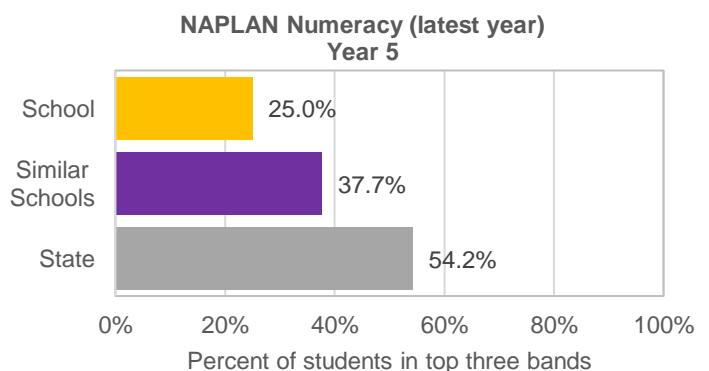
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	43.4%
Similar Schools average:	43.4%	46.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	31.8%
Similar Schools average:	37.7%	42.1%
State average:	54.2%	58.8%



## WELLBEING

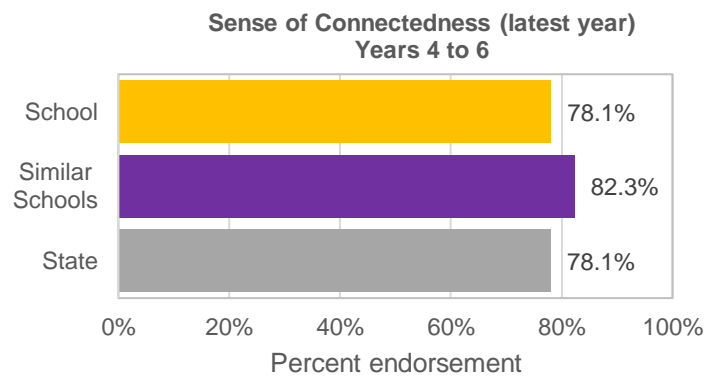
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	78.1%	71.3%
Similar Schools average:	82.3%	83.1%
State average:	78.1%	79.5%

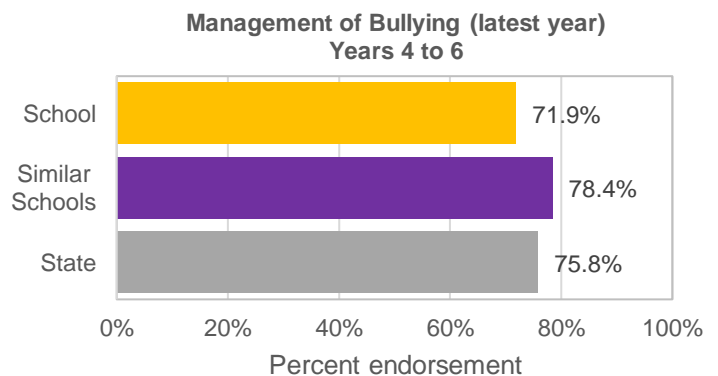


### Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	71.9%	67.8%
Similar Schools average:	78.4%	80.5%
State average:	75.8%	78.3%



## ENGAGEMENT

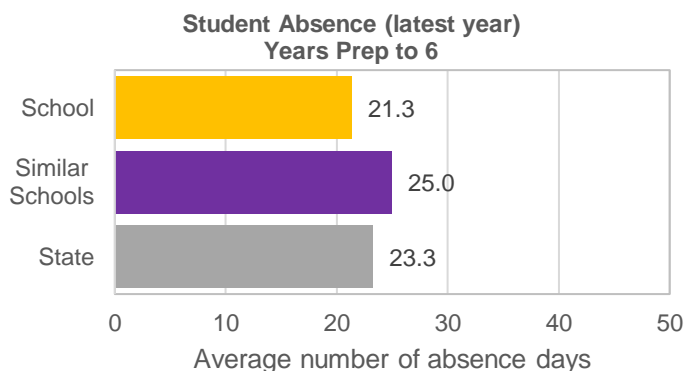
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	21.3	21.9
Similar Schools average:	25.0	20.5
State average:	23.3	17.0



### 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 (2022):	85%	88%	89%	91%	89%	91%	92%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2022

Revenue	Actual
Student Resource Package	\$2,806,651
Government Provided DET Grants	\$712,900
Government Grants Commonwealth	\$85,963
Government Grants State	\$0
Revenue Other	\$33,606
Locally Raised Funds	\$40,791
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,679,910</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$639,231
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$639,231</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,402,084
Adjustments	\$0
Books & Publications	\$9,992
Camps/Excursions/Activities	\$25,822
Communication Costs	\$12,070
Consumables	\$41,739
Miscellaneous Expense <sup>3</sup>	\$12,065
Professional Development	\$5,733
Equipment/Maintenance/Hire	\$63,639
Property Services	\$98,621
Salaries & Allowances <sup>4</sup>	\$19,242
Support Services	\$290,803
Trading & Fundraising	\$34,016
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,596
<b>Total Operating Expenditure</b>	<b>\$3,033,423</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$646,487</b>
<b>Asset Acquisitions</b>	<b>\$171,045</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,149,638
Official Account	\$84,765
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,234,403</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$90,524
Other Recurrent Expenditure	\$39,247
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$95,175
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	\$492,070
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$717,016</b>

*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.*