

# 2024 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 \(VIT\)](#)
- 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 24 April 2025 at 10:20 AM by Leanne Keane (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 24 April 2025 at 10:20 AM by Leanne Keane (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').

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## 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

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.

In 2024, 207 students were enrolled, with 78% having English as an additional language. The school's SFOE band value is high, representing a high socio-educational disadvantage. Many students are equity funded; in 2024, 112 students were eligible for English as an Additional Language funding.

The staffing profile for Stevensville Primary includes two principal class officers, 15.4 FTE teaching staff, and 6.3 FTE education support staff members, including a primary welfare officer and a mental health and well-being leader. Leadership roles in Literacy (Learning Specialist), School-Wide Positive Behaviour and Respectful Relationships work with the principal class team to support student learning and well-being. Equity funding is used to employ a Numeracy consultant, occupational therapist and speech pathologist.

The school is organised into single classes for Foundation and composite classes in 1/2, 3/4, and 5/6. In 2024, we had ten classes and provided specialist programs in Physical Education, STEM, Performing Arts, Visual Arts and Italian.

Stevensville's Improvement Plan focuses on improving literacy and numeracy student outcomes and ensures the school provides a safe and calm learning environment. The targeted support for students, provided through the Tutor Learning Initiative and Intervention staff, includes assistance in literacy and numeracy for those identified.

The school actively implements the School-Wide Positive Behaviour Support framework, which is 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 that provides numerous well-attended programs. These programs 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. TheirCare operates our Out-of-School-Hours Care program, which offers before- and after-school services for our working families.

## 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. Writing continued to be our focus in 2024, with all teaching staff completing 6+1 Writing Traits professional learning to strengthen their knowledge and ability to plan more effective writing lessons. Learnings from the professional learning have contributed to refining our Writing GVC.

The 2024 NAPLAN writing data shows that 81% of our Year 5 students scored exceeding or strong proficiency levels, outperforming similar schools and state data. While our Year 3 writing data was pleasing, with 61% of students demonstrating exceeding and strong results, we are still below our similar school's cohort.

Classroom teachers continued to monitor student progress using well-developed tracking sheets and engaged in professional learning and coaching with the leadership team and numeracy consultant. Intervention in literacy and numeracy was prioritised throughout the year, and targeted students showed growth in their learning. Our high-ability students participated in a writing competition for the first time, and five participated in the VHAP program.

Our NAPLAN reading data continues to improve, with 58.5 % of our Year 3 students at an exceeding or strong proficiency level, again outperforming schools similar schools. Our Year 5 students outperformed similar schools, with 65% in the exceeding or strong proficiency level compared to 56.2%. Our NAPLAN numeracy data for Year 3 students was below that of similar schools, having dropped from our 2023 results. However, our Year 5 students outperformed similar schools and showed improvement from 2023. NAPLAN growth data (Interim) indicates that 36% of our students experienced high growth, which is significantly above both state and similar schools data.

Snappy Sounds, a systematic synthetic phonics program, was introduced in the Foundation area for all students and in the Grade 1/2 area for selected students. All students received daily phonics instruction supported by decodable texts. Data suggests that the inclusion of a systematic program will improve student reading outcomes, with 82% of the Foundation cohort at or above the expected level compared to 56% of students in 2023.

All staff continued to engage in Disability Inclusion professional learning, focusing on planning for and implementing evidence-based adjustments in their teaching and learning program.

Data from the Attitudes to School Survey offers insight into the effectiveness of our teaching and learning programs. Students know that their teachers have high expectations (90%) and believe that they can succeed in school. They are motivated and interested in learning (90%), and their individual learning needs are catered for through differentiated learning experiences, as endorsed by 87% of students.

In the School Performance Report, the Learning Domain measures performance on NAPLAN assessment in reading and numeracy, NAPLAN relative growth and teacher judgement growth for English and Mathematics. In 2024, our change level was rated as improving, which is an excellent result for our school.

## Wellbeing

Student well-being continued to be a focus of our Annual Implementation Plan and school improvement strategy. We actively promote and advocate the continuous development and implementation of a whole school approach to positive relationships, resilience, behaviour and student well-being.

School-wide positive behaviour continues to be a strong focus within the school, emphasising embedding universal prevention strategies and classroom systems. Our SWPBS Tier 2 framework is in place with documented processes and procedures, including developing and implementing a well-being and mental health referral process. The SWPBS team meets every 3-4 weeks with a clear agenda and direction from the SWPBS Action Plan. The team analyses, monitors and responds to student behaviour data recorded by staff, providing recommendations for teaching and learning in the classroom.

We again achieved Gold Level accreditation status for implementing the essential features of tier 1 School-Wide Positive Behaviour Support (SWPBS) with fidelity in 2024.

Data from the Attitudes to School Survey indicates that 75% of students believe that teachers manage behaviour in the classroom, and 77% positively endorse the management of bullying by staff. Additionally, 82% of students reported that they had not experienced bullying, which reflects our ongoing commitment to developing a cohesive school-wide approach to behaviour management.

Professional learning and recommendations from specialists (OT, Speech and Psychologists) continue to help staff understand all students' educational and well-being needs. Small group social skills sessions were implemented for students requiring additional support. Following extensive research, we created an indoor sensory space for students to self-regulate their emotions. Our instrumental music group supports students in building social and respectful relationships with their peers.

The Attitudes to School Survey data highlights our students' sense of belonging and pride about being a student at our school.

## Engagement

The school continues to foster a safe and orderly learning environment, as shown through classroom observations and a consistent approach to establishing routines and building relationships. Attitudes towards school data indicate that our students are engaged and connected, with 83% of students reporting a sense of connection to the school—this figure is higher than that of similar schools and the state average. Students also experience a sense of inclusion, with 89% positive endorsement. While improvement is noted in student voice and agency, this will be a focus in 2025.

Throughout 2024, we continued to provide activities, programs and opportunities to support student and family engagement. Our partnership with the Westvale Community Centre and Men's Shed continued with students participating in woodwork lessons.

Life-Saving Victoria invited our school to participate in a study aimed at increasing the number of students achieving the Victorian Water Safety Certificate. Our Year 5 and 6 students participated

in a 10-day intensive swimming program designed to develop their water safety and survival skills. All participating students actively participated in the program, demonstrating improved swimming skills and ability by the end of the program.

The school again partnered with St Martin's to implement their Young Changemaker program, an afterschool drama class for students in grades 4, 5, and 6, designed to build student confidence, engagement, creativity, resilience, and performance skills.

Respectful Relationships (RR) continued to be a priority in 2024, with all classrooms implementing the scope and sequence for teaching RR topics. High family attendance at RR information sessions highlights the interest and importance of parents' engagement in the school curriculum.

School attendance remains a priority at Stevensville Primary. The welfare team meet regularly to monitor attendance data and students at risk of disengagement. A range of strategies, supports, and follow-up strategies are implemented to promote regular attendance. Classroom teachers regularly contact parents to follow up on absences. Students on extended vacation are provided with learning packs that have been developed in consultation with their families.

The student's attitude towards attendance is high, with 93% positive endorsement on the Attitudes to School Survey, which is above similar and state schools. Attendance rates across all year levels are above 85%, with our Year 5/6 students having the highest overall attendance rate. Although the average school absence decreased significantly from 28 days in 2023 to 23.8 days in 2024, we are still slightly above state and similar schools in 2024.

Student attendance is promoted through weekly attendance awards and celebrations of 100% attendance.

## Financial performance

In 2024, Stevensville managed its budgeting processes and procedures in accordance with department guidelines. The financial position in the final performance shows we spent more funds than we received, placing us in deficit at the end of the year. Our 2024 revenue combined with our 2023 surplus indicates we are operated our finances within budget and finished the year in surplus.

As part of our facilities and maintenance plan, SRP funds were allocated to replace the worn carpet in classrooms, resurface the asphalt courts, paint the external buildings and breezeways, and refurbish the staff toilet in Building B. Resources were purchased to enhance classroom programs; including decodable readers, STEM furniture and resources, and equipment for the Performing Arts program.

Equity funding engaged consultants, including numeracy, speech, and occupational therapists, to support students and teachers through coaching and professional development. Tier 2 Disability funding provided additional support and interventions throughout the school.

The school secured a \$30,000 grant to operate a Community Hub and supplemented this with school-based funding. Our OSHC government grant was used to provide before- and after-school care programs for our families.

**For more detailed information regarding our school please visit our website at  
[www.steveps.vic.gov.au](http://www.steveps.vic.gov.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

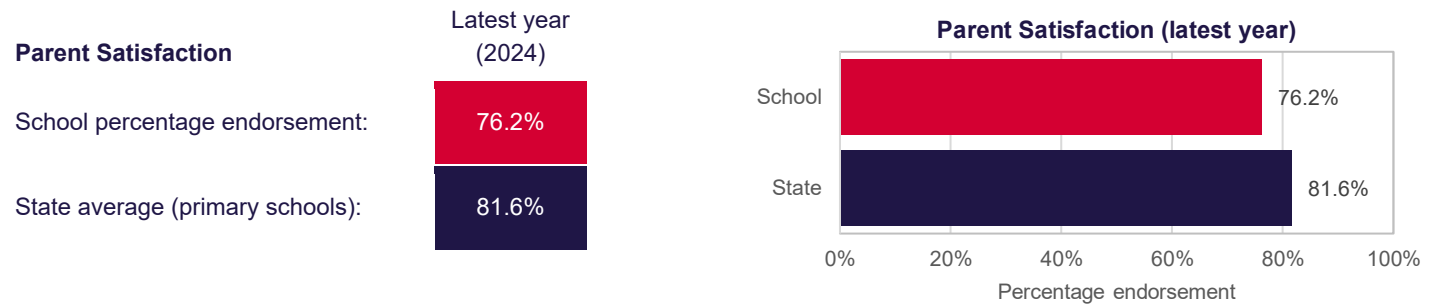
A total of 207 students were enrolled at this school in 2024, 110 female and 97 male.  
78 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### 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**

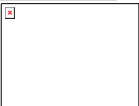
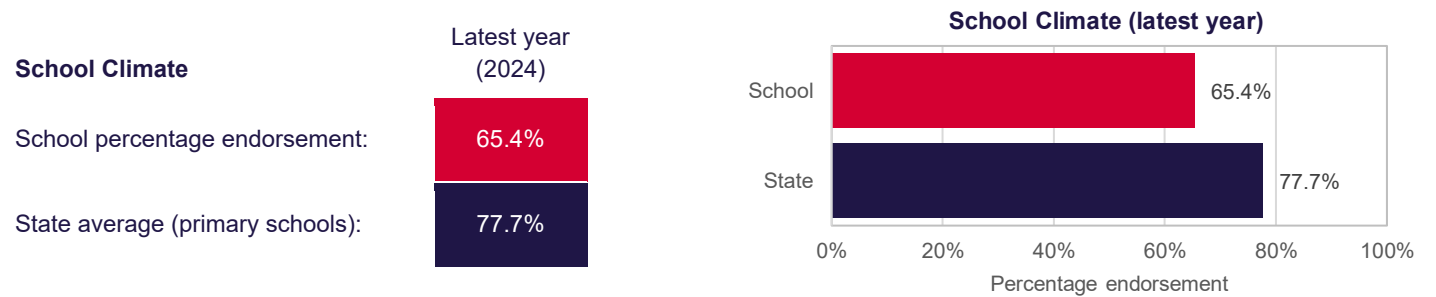
### Parent Satisfaction Summary

The 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.



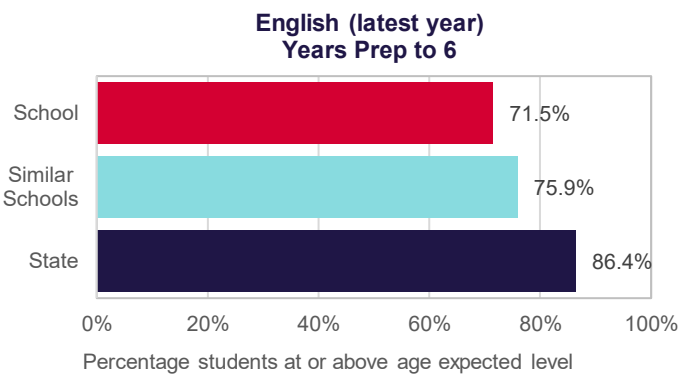
LEARNING

**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.

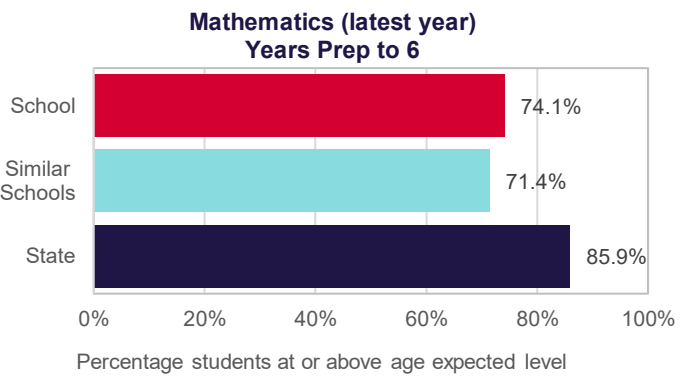
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	71.5%
Similar Schools average:	75.9%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	74.1%
Similar Schools average:	71.4%
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.

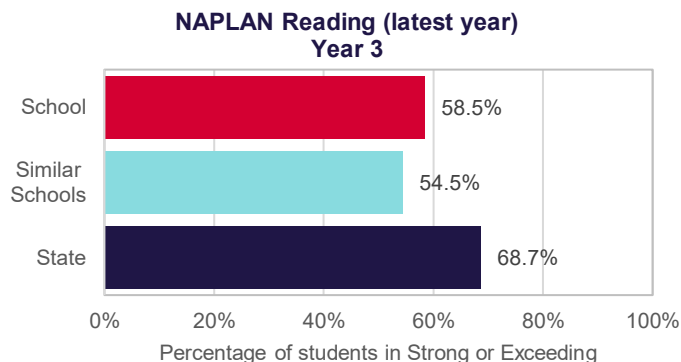
### NAPLAN

Percentage of students in the 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.

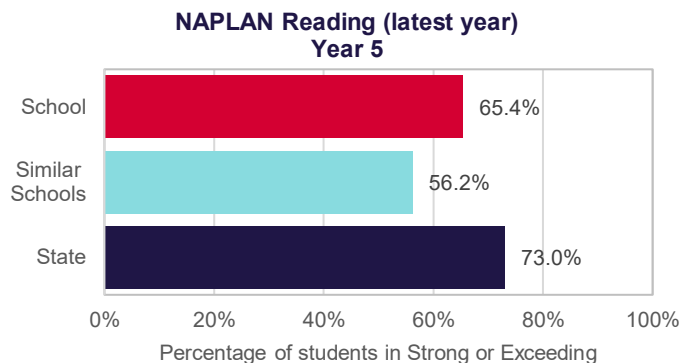
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.5%	57.6%
Similar Schools average:	54.5%	52.9%
State average:	68.7%	69.2%



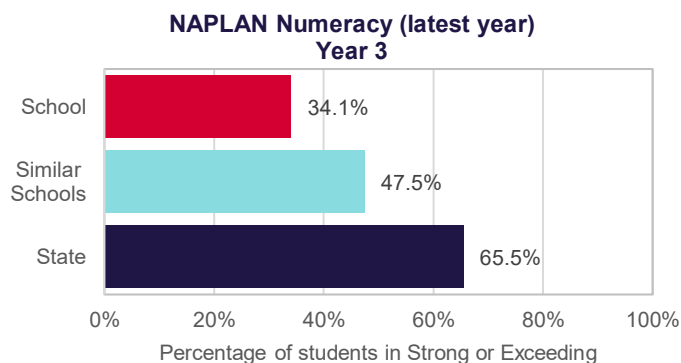
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.4%	63.8%
Similar Schools average:	56.2%	59.5%
State average:	73.0%	75.0%



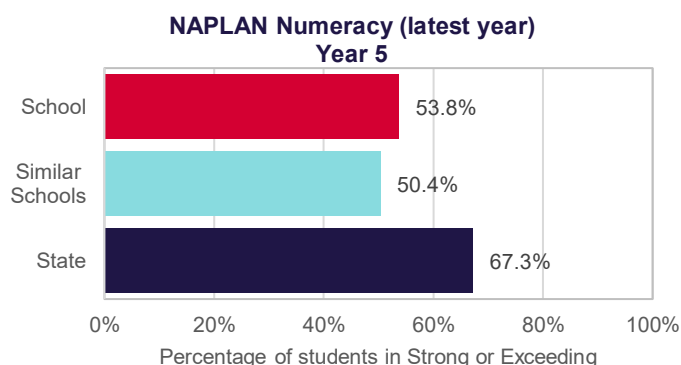
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	34.1%	40.9%
Similar Schools average:	47.5%	46.9%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.8%	50.0%
Similar Schools average:	50.4%	51.8%
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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

83.3%

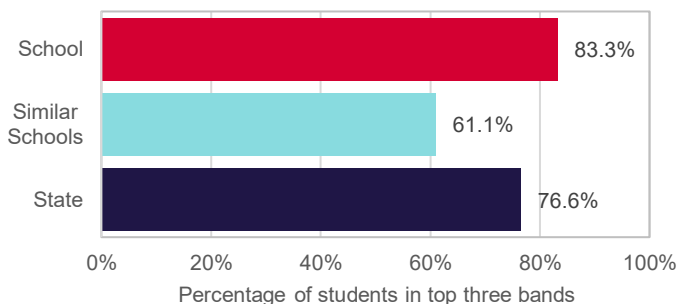
Similar Schools average:

61.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

50.0%

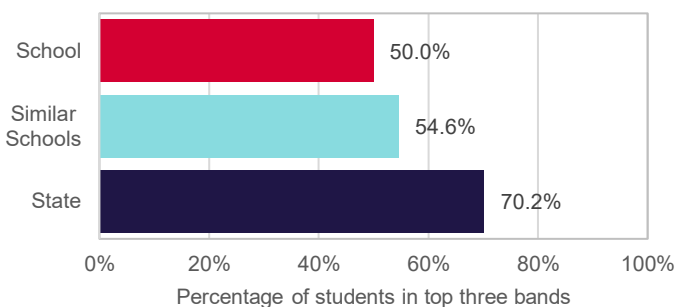
Similar Schools average:

54.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

41.7%

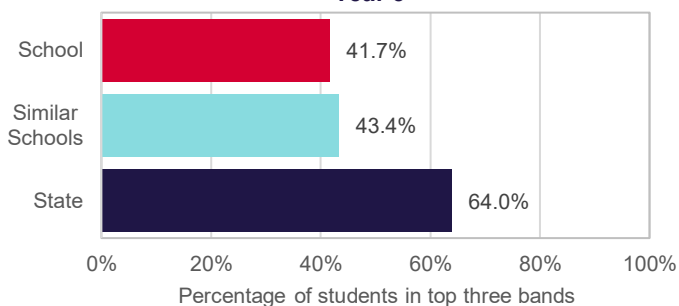
Similar Schools average:

43.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

25.0%

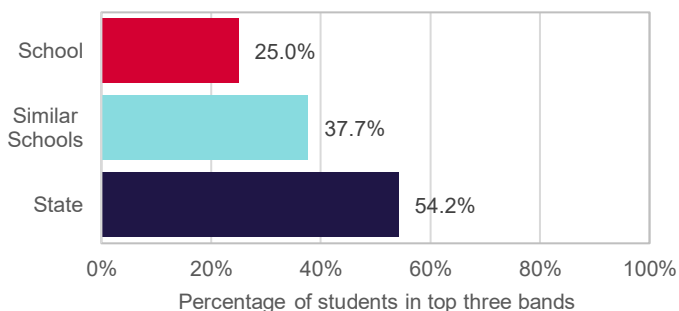
Similar Schools average:

37.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

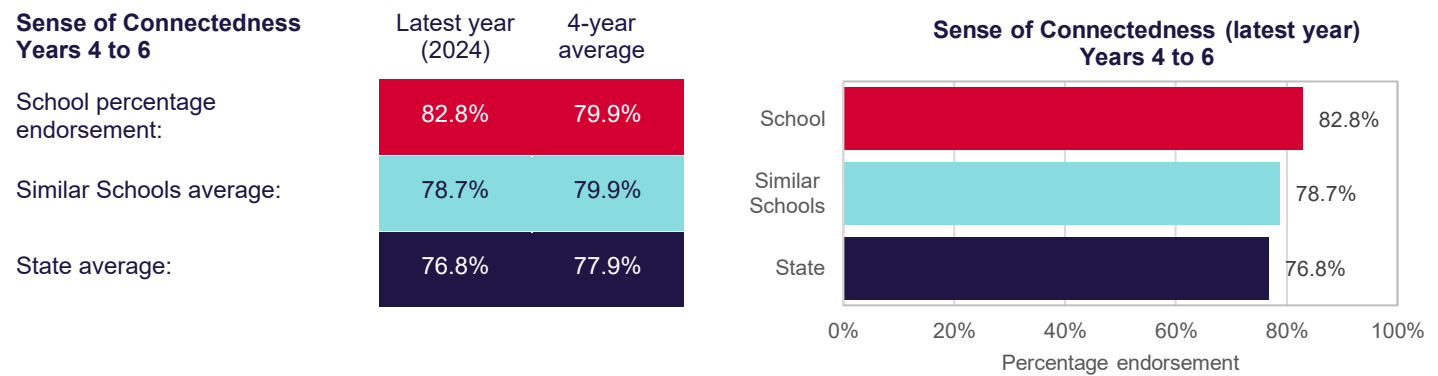


WELLBEING

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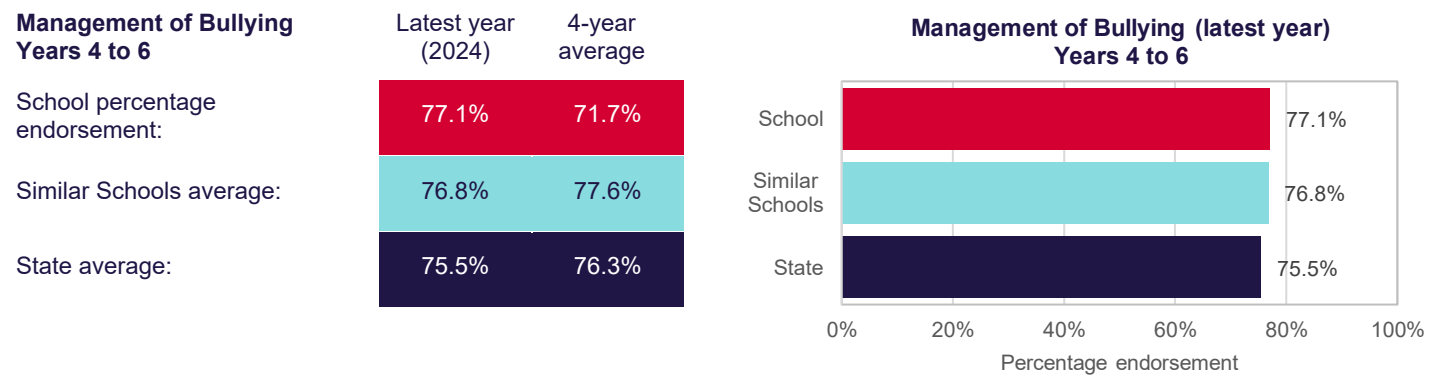
Student Attitudes to School – Sense of Connectedness

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).

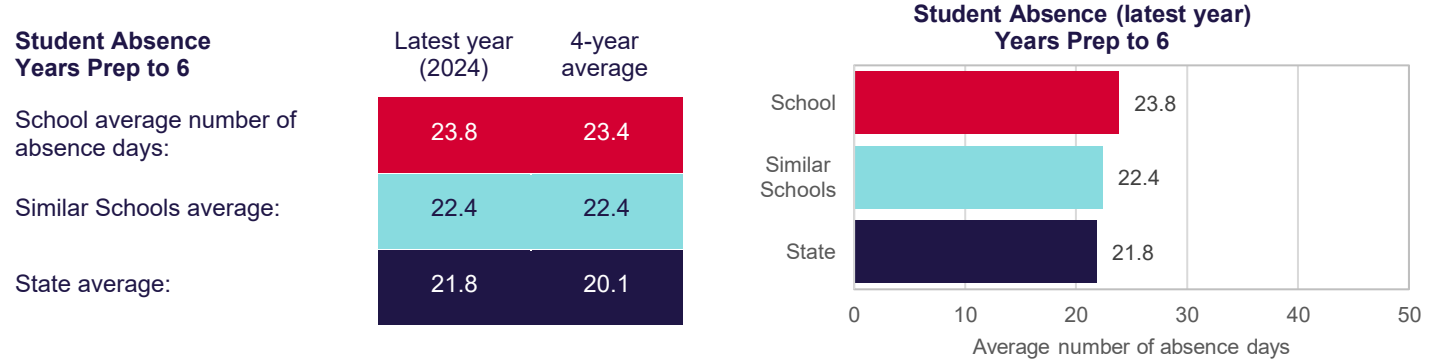


ENGAGEMENT

**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

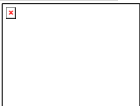
Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



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):	85%	86%	88%	88%	90%	91%	90%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,868,321
Government Provided DET Grants	\$499,834
Government Grants Commonwealth	\$37,391
Government Grants State	\$609
Revenue Other	\$50,540
Locally Raised Funds	\$36,273
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,492,967</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$577,280
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$577,280</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,795,986
Adjustments	\$92,299
Books & Publications	\$16,273
Camps/Excursions/Activities	\$44,022
Communication Costs	\$11,123
Consumables	\$57,467
Miscellaneous Expense <sup>3</sup>	\$18,640
Professional Development	\$12,314
Equipment/Maintenance/Hire	\$128,210
Property Services	\$205,640
Salaries & Allowances <sup>4</sup>	\$7,203
Support Services	\$312,444
Trading & Fundraising	\$19,493
Motor Vehicle Expenses	\$73
Travel & Subsistence	\$0
Utilities	\$24,972
<b>Total Operating Expenditure</b>	<b>\$3,746,159</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$253,191)</b>
<b>Asset Acquisitions</b>	<b>(\$49,595)</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$719,216
Official Account	\$63,500
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$782,716</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$143,069
Other Recurrent Expenditure	\$31,344
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$10,000
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	\$419,985
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>\$604,398</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.*