

2019 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 22 April 2020 at 10:00 AM by Leanne Keane (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 October 2020 at 03:58 PM by Leonie Willett-Weyers (School Council President)

About Our School

School context

Stevensville PS is located in the western suburb of St Albans, 24 kms from Melbourne. The school consists of two original teaching blocks that comprise an Art/Craft facility, Physical Education Room, Language (Italian) room and well-equipped classrooms. The BER building houses a Library, classrooms and the school's Community Hub. The school has ten classrooms in multi-age groupings from Grades 1-6.

In 2019, the enrolment was 211 students. Approximately 78.1% of these students speak another language at home, reflecting our culturally diverse student population. The SFOE is 0.72. There is a relatively high mobility rate as students enter and exit the school.

Stevensville's staff comprises 22.9 equivalent full-time staff: Principal, Assistant Principal, Learning Specialist, Primary Welfare Officer, ten classroom teachers, three specialist teachers and 8 ES staff at various time fractions in Office Administration, classroom support and maintenance.

At Stevensville, we develop confidence, resilience and empowerment to achieve our full potential and master lifelong learning. Our School Values of Respect, Responsibility and Trust, set out our expectations of all members in this school community, 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 in building a safe, respectful and trusting school community.

In response to data evaluation and the review process, Stevensville Primary School is committed to improving student learning outcomes in reading and number & algebra. The school will foster learning opportunities to support and enhance the learning of every student within a culture of high expectations. Our key levers focussed on:

- Building the instructional practice of teachers and embedding a consistent instructional model
- Creating an enhanced and engaging learning environment through the promotion of student voice and developing the capacity of students to become independent and reflective learners.

We aim to develop caring, confident individuals who have the skills and positive attitudes to reach their potential. The school promotes a friendly, caring and stimulating learning environment. In an atmosphere of mutual respect, tolerance and cooperation, the learning, personal growth and well-being of students and teachers are enhanced. Parents and the wider school community are assisted, informed and involved in the teaching and learning of all children.

Our Parent Satisfaction data indicates that the Stevensville Primary School parents' endorsement of the school is higher than the state median across all areas of the survey. General Satisfaction with the school ethos and environment is high as is their satisfaction with the effectiveness of teachers and cognitive engagement of students.

Framework for Improving Student Outcomes (FISO)

In 2019 Stevensville Primary School focussed on the following FISO initiatives:

1. Excellence in Teaching and Learning - Curriculum planning and assessment

The key improvement strategies focused on:

- Monitoring the implementation of a consistent instructional model across the school
- Building the capacity of staff to use data to plan for student learning improvement

2. Positive Climate for Learning - Setting expectations and promoting inclusion

The key improvement strategies focused on:

- Developing and implementing a plan to continuously improve the physical environment
- Implementing a consistent whole-school approach to student wellbeing, leadership & positive behaviour support

A Learning Specialist was appointed to work alongside the Assistant Principal to strengthen instructional practice in

reading. A numeracy consultant was employed as a professional practise coach and to work with teachers on using data to planning for student learning improvement.

Achievement

Analysis of the school's performance in NAPLAN shows some pleasing results. In Grade 3 reading, 45% of our students achieved results in the top two bands, exceeding our target. A reduction in the number of students in the bottom two bands was noted. Numeracy just fell short of the target with 27% of Grade 3 students achieving results in the top two bands.

Though the number of Grade 5 students in the top two bands was not as high as we anticipated, in Numeracy, 85% of students demonstrated medium to high growth, exceeding our target. However, in reading 60% of students demonstrated medium to high gain, just short of our target of 70%.

High Learning gain in Grammar & Punctuation and Spelling continue to be above state and similar schools. While still below state-level, learning gain in writing has improved significantly from 2018.

The implementation of Fountas and Pinnell - Guided Reading in the Classroom has improved the quality of literacy instruction in the Grade 1/2 and Foundation learning areas. Reading data, as measured by F&P benchmark assessment, shows that 86% of students made at least one years growth. Targeted literacy intervention (LLI) in the Grade 1/2 and Foundation area has contributed to this reading growth.

F & P Benchmark Foundation data shows that data 80% of the students were at or above the expected benchmark at the end of the year.

Teachers have continued to use tracking sheets for literacy progress. In the second half of the year, improved alignment between benchmark data and guided reading instructional levels was evident.

Targeted intervention (LLI) in the Grade 4 area has also contributed to improved reading data for these students. Instructional practice in the Grade 5/6 area is a focus for 2020 as growth data, measured by F&P, did not meet the target.

The Numeracy PLC continued their focus on improving instructional practices in mathematics. Our numeracy consultant continued to coach and mentor teachers, with a focus on learning sequences. Planning documents show improved alignment to curriculum standards. Improved curriculum knowledge is evident through coaching conversations and observations. Pre and Post Assessments have been refined, with improved alignment to content descriptors and standards.

Engagement

The school continued its significant and targeted focus on student attendance, strengthening school-wide processes to track and monitor data. A combination of personalised, same day contact, follow-up communication and home visits have seen a decrease in the average number of days absent per student, reducing by 3.51 days. Except for Year 1 students, all year levels recorded an average attendance rate of 90% or above. Unexplained absences increased slightly from 2018. The Attitudes to School Survey, completed by students in Grades 4-6 provided data that indicates 82% of them have a positive attitude towards attending school. Data from this survey also highlighted the positive social and cognitive engagement of students. Over 75% of students felt a sense of inclusion, were motivated & interested to learn and believed the learning environment was stimulating.

In 2019 funding was allocated to the expansion of digital resources within the school. Resources were purchased to support the inclusion of robotics and coding into the classroom. A STEM teacher was employed to explicitly teach and foster collaborative practices through the digital technologies curriculum. Through robotics and coding, students were engaged in project and problem-based learning.

The expansion and enhancement of the Student Leadership Team provided increased opportunities for students to be engaged in school improvement initiatives. A select group of students worked with the Westvale Community Centre and the Men's Shed to build the school's chicken coop.

Wellbeing

Stevensville is committed to providing a safe and positive learning climate for all students. Our continued focus on behaviour management has seen an improvement in our data. The Attitudes to School Data indicated that 65% of students in Grades 4-6 perceive bullying is managed within the school. While we did not meet our target of 80%, this is an increase from previous years.

The implementation of School-Wide Positive Behaviour Support (SWPBS) continued in 2019. The SWPBS team attended professional learning within the region to strengthen and implement a consistent school-wide approach to student wellbeing and behaviour management. The team developed professional learning sequences that led to the development and implementation of the Positive Behaviour Matrix, outlining the expected behaviours across the school. Lessons, explicitly teaching these expected behaviours, occurred each week. The school's primary strategy to reinforce our expected behaviours saw the introduction of a new values card system.

Stevensville PS has been accredited with Blue Level Status and in 2020 will work towards Bronze Level.

A variety of school-based events such as Anti-bullying and Harmony days and the Friendship Saver program promoted the importance the school places on student well-being. Our Primary Welfare Officer completed numerous professional development activities to strengthen her knowledge and skills to best support our students and families.

Our ongoing commitment to all students at Stevensville Primary School is evident through the additional supports provided, including Breakfast Club, school lunches, and fruit. Our Primary Welfare Officer ensures our students and families have access to a wide range of Student Support Services and support agencies. The school continued to employ a chaplain who worked three days a fortnight, assisting with the well-being of students and their families.

Financial performance and position

During 2019, Stevensville Primary School continued to refine its budgeting procedures and the supporting policies to ensure it finished the year at an operating surplus.

Equity funding and school-based funds were utilised to promote continued improvement in Literacy and Numeracy. Significant funds were allocated to resourcing classrooms with quality reading texts for our students, Levelled Literacy Intervention kits to support students at risk in their reading and the Fountas and Pinnell - Guided Reading in the Classroom resource for teachers. The school continued to employ a Speech Pathologist to provide additional support for students with identified language difficulties. A partnership with Melbourne University and the Maths Association of Victoria provided professional learning for the Numeracy Improvement Team. Equity funding was used to employ a numeracy consultant to support the work of this team.

Outdated interactive whiteboards were replaced in BER building, and a new & improved sound system was installed. Funds were injected into STEM technology with the purchase of iPads and coding & robotic resources.

Significant money was spent on maintaining the school's buildings and grounds in 2019. A high proportion of this was spent on repairs identified in the school's condition report. Concreting works were completed along with repairs to the school's roof.

The school continued to receive a grant of \$30,000 from the Scanlon Foundation to operate a Community Hub and supplemented this with a school-based allocation. We continued to receive funding from the Federal Government towards the employment of a School Chaplain for the equivalent of three days per fortnight.

School Council has allocated funds to the planned installation of a synthetic oval in 2020.

For more detailed information regarding our school please visit our website at




<https://www.steveps.vic.edu.au>




Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.



















Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 211 students were enrolled at this school in 2019, 102 female and 109 male.</p> <p>75 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Similar </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>65%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>70%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>45%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	40%	20%	Numeracy	15%	65%	20%	Writing	15%	70%	15%	Spelling	10%	50%	40%	Grammar and Punctuation	25%	45%	30%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	40%	40%	20%																															
Numeracy	15%	65%	20%																															
Writing	15%	70%	15%																															
Spelling	10%	50%	40%																															
Grammar and Punctuation	25%	45%	30%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	25%																																	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>87 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	87 %	92 %	92 %	90 %	93 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	87 %	92 %	92 %	90 %	93 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$2,480,960
Government Provided DET Grants	\$1,036,180
Government Grants Commonwealth	\$44,221
Government Grants State	\$2,200
Revenue Other	\$10,455
Locally Raised Funds	\$61,392
Total Operating Revenue	\$3,635,408

Funds Available	Actual
High Yield Investment Account	\$770,997
Official Account	\$21,011
Other Accounts	\$0
Total Funds Available	\$792,007

Equity ¹	
Equity (Social Disadvantage)	\$702,149
Equity Total	\$702,149

Expenditure	
Student Resource Package ²	\$2,223,464
Books & Publications	\$15,125
Communication Costs	\$5,980
Consumables	\$43,480
Miscellaneous Expense ³	\$269,786
Professional Development	\$10,454
Property and Equipment Services	\$169,014
Salaries & Allowances ⁴	\$79,149
Trading & Fundraising	\$13,021
Travel & Subsistence	\$109
Utilities	\$24,068
Total Operating Expenditure	\$2,853,651
Net Operating Surplus/-Deficit	\$781,757
Asset Acquisitions	\$21,490

Financial Commitments	
Operating Reserve	\$97,250
Other Recurrent Expenditure	\$59
School Based Programs	\$143,000
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$154,926
Total Financial Commitments	\$845,235

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

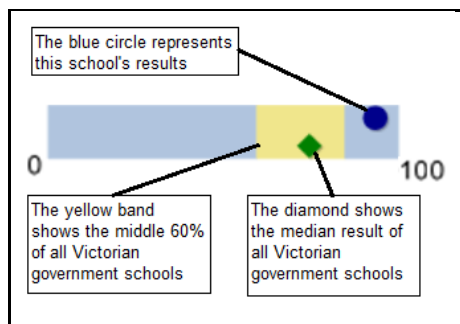
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').