

2025 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 2026 at 02:58 PM by Leanne Keane (Principal)

- As executive officer of the school council, I attest that this 2025 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 2026 at 02:58 PM 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Located in St Albans within the Brimbank local government area, Stevensville Primary School's vision is for all students to develop confidence, resilience, and a sense of empowerment to reach their full potential and pursue lifelong learning. Our school values of Respect, Responsibility, and Trust outline our expectations for everyone in the school community, including the principal, staff, parents, students, and visitors. These values recognise the diversity of individuals in our school and demonstrate our collective commitment to creating a safe, respectful, and trusting environment. In 2025, 187 students were enrolled, with 70% having English as an additional language. The school's SFOE band value is high, indicating a significant level of socio-educational disadvantage.

The staffing profile for Stevensville Primary includes two principal class officers, a learning specialist, a Disability Inclusion Leader, and 10.8 FTE teaching staff. Non-teaching staff include a Mental Health and Wellbeing Leader, an Office Manager, maintenance personnel, a Community Hub Leader, and six education support staff. Equity funding is allocated to employ a numeracy consultant, an occupational therapist, and a speech pathologist.

The school is organised into single classes for Foundation and composite classes in Years 1/2, 3/4, and 5/6. In 2025, we had eight classes and provided specialist programs in Physical Education, STEM, Performing Arts, Visual Arts, Italian, and Health.

Our 2025 Annual Implementation Plan focused on enhancing literacy and numeracy outcomes, developing student voice and agency, and strengthening inclusive practices. Targeted support for selected students was delivered through the Tutor Learning Initiative, intervention programs, and our wellbeing programs.

We continue to plan for and provide students with a safe and engaging learning environment. Well-resourced classrooms and evidence-based teaching and learning practices ensure that all students demonstrate growth in their learning. Our playground facilities are exceptional, and our new school oval was finally completed in 2025.

The school actively implements the School-Wide Positive Behaviour Support framework, which is supported by regional professional development. Our Community Hub offers numerous programs that strengthen links between parents and the school, enhance parenting and language skills, and create opportunities for social interaction among parents and community members.

TheirCare manages our Out of School Hours Care program, providing before- and after-school services for 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. In 2025, our focus was on mathematics, speaking and listening, and phonics and word knowledge, as well as the introduction of the new Victorian Teaching and Learning Model (VTLM) 2.0.

During curriculum days, staff engaged in professional learning on the new VTLM 2.0. VTLM 2.0 emphasises teaching and learning practices grounded in evidence about how students learn. The new F–10 numeracy curriculum was implemented school-wide in 2025. Throughout the year, professional development for teaching staff focused on deepening their understanding of the updated mathematics curriculum, with an emphasis on planning, monitoring, and assessing student progress. Insights from professional learning have helped refine units of work and the scope and sequence documents aligned with VTLM 2.0.

Our teacher judgement data for mathematics were outstanding, with 75% of students in Foundation to Year 6 working at or above the expected level, higher than at similar schools. The percentage of students in the strong and exceeding category for Grade 3 numeracy (41.4%) is below that of similar schools; however, it has improved from our 2024 result of 34.1%, which is very pleasing. Our Grade 5 students, demonstrating strong or exceeding proficiency, continued to outperform similar schools and showed improvement compared to 2024.

We continue to strengthen our reading program, and in 2025, our systematic synthetic phonics program was extended to the Year 1/2 area. All students in Foundation to Year 2 receive five 30-minute phonics instruction sessions each week. The newly introduced Phonics Check assessment for Grade 1 students shows that 41% of our students are performing at or above the expected level, slightly below that of similar schools.

Our Grade 5 NAPLAN reading results continue to improve, with 66.7% of students at an exceeding or strong proficiency level, once again outperforming similar schools. 81% of students demonstrated high or medium growth in reading from Grades 3 to 5, above both the state and similar schools, an outstanding achievement.

During the year, we updated our English scope and sequence documents. We developed a Speaking and Listening document and rubric to support teaching and assessment in this area of the curriculum. End-of-year data show that 79% of our Foundation to Year 2 students are demonstrating at or above the expected level in speaking and listening, the highest result in the past five years.

Classroom teachers continued to monitor student progress using well-developed tracking sheets and engaged in professional learning and coaching with the leadership team and the numeracy consultant. Literacy and numeracy interventions were prioritised throughout the year, and selected students showed growth in their learning. Small-group sessions for high-ability students in Years 3 to 6 were implemented in the second semester, with students reporting high engagement and growth. All staff continued to engage in Disability Inclusion professional learning, focusing on

planning for and implementing evidence-based adjustments in their teaching and learning programs.

As reflected in the Attitudes to School Survey data, our students have a positive attitude towards attendance and want to come to school. They are highly motivated and interested in learning. Students believe their individual learning needs are catered for through differentiated learning experiences, with 91% of students endorsing this view.

Wellbeing

Student wellbeing remained a focus of our Annual Implementation Plan and school improvement strategy. We actively promote and advocate for the ongoing development and implementation of a whole-school approach to positive relationships, resilience, behaviour, and student wellbeing.

School-wide positive behaviour also remains a strong focus within the school. Early in 2025, all staff completed the 'De-escalation of Student Behaviour' eLearn module to better understand the triggers of behaviour and how to manage them in the classroom. Staff received professional learning and readings on 'Understanding ADHD', and education support staff undertook in-depth professional learning, 'Navigating Emotions', to understand the needs of autistic students.

Our Disability Inclusion and Mental Health and Wellbeing leaders worked extensively with staff to develop and implement classroom adjustments to support students. Our SEL program expanded to provide more targeted support for students with pragmatic language difficulties, introducing an enhanced social skills program.

We have learned that when we cater for individual learning needs, implement targeted adjustments, and support teachers in managing student behaviour in the classroom, students become more engaged and connected to their learning, reducing behavioural incidents.

Data from the Attitudes to School Survey indicate that 87.4% of students feel connected, and 82.3% endorse staff management of bullying. Additionally, 82% of students reported not experiencing bullying, reflecting our ongoing commitment to a cohesive school-wide approach to behaviour management, including our Stand-Up Project, which our Grade 6 students are also committed to. We continue professional learning, and recommendations from specialists, including occupational therapists, speech pathologists, and psychologists, continue to help staff understand all students' educational and well-being needs.

In 2025, we introduced student voice and delivered ongoing professional learning for our staff. We developed a shared understanding of what student voice means at Stevensville Primary School. Our students were involved in organising events, providing feedback to teachers, and having a voice in planning and learning sessions. This has positively impacted our school culture and strengthened students' sense of connectedness to our school.

Small-group social skills sessions were implemented for students requiring additional support. We created an indoor sensory space, the 'Chill Cave', to help students self-regulate their emotions. This space fostered social inclusion and connection through successful interactions, positively impacting student well-being.

Engagement

The school continues to foster a safe and orderly learning environment, as evidenced by classroom observations and a consistent approach to establishing routines and building relationships. Attitudes to School Survey data indicate that our students are engaged and connected, with 83% 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 87.4% positive endorsement. While improvement in student voice and agency is noted, this will remain a focus in 2026. Throughout 2025, we continued to provide activities, programs, and opportunities to support student and family engagement. Our students led school events and invited parents to join and be part of our school community.

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

The Respectful Relationships Rights and Resilience Program (RRRR) remained a priority in 2025, with all RRRR lessons integrated into our Health subject and the scope and sequence for teaching RRRR topics implemented through a whole-school approach.

High family attendance at Family Connect Night and Family Induction Information Sessions highlights the interest in and importance of parent engagement in the school curriculum, fostering a supportive and connected learning environment that directly improves students' academic, social, and emotional outcomes.

School attendance is prioritised at Stevensville Primary. The welfare team meets regularly to monitor attendance data and identify students at risk of disengagement. A range of strategies, supports, and follow-up actions is implemented to promote regular attendance. Classroom teachers regularly contact parents to follow up on absences. Students on extended holidays receive learning packs developed in consultation with their families. Students' attitudes towards attendance are strong, with 93% positive endorsement in the Attitudes to School Survey, which is above that of similar schools and the state. Attendance rates across all year levels are above 85%, with our Year 6 students recording the highest overall attendance at 90.3%. We are above the state and similar schools in 2025. Student attendance is promoted through weekly attendance awards and celebrations of 100% attendance.

Financial performance

In 2025, Stevensville managed its budgeting processes and procedures in line with departmental guidelines. The final financial performance shows that we spent more than we received, resulting in a small deficit at the end of the year. However, our 2025 revenue, combined with our 2024 surplus, indicates that we operated within budget and finished the year in surplus.

Equity funding engaged consultants, including numeracy, speech, and occupational therapy specialists, to support students and teachers through coaching and professional development. Tier 2 Disability funding provided additional support and interventions across the school. In 2025, we appointed a Disability Inclusion Leader to coordinate our disability inclusion program. The

Disability Inclusion Leader worked alongside the Mental Health and Wellbeing Leader to provide valuable guidance and support to our staff and students.

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

To maintain and further develop our library system and space, we employed a trainee through the Sports Ready program in 2025. This partnership offers trainees the opportunity to develop industry skills before securing full-time employment.

As part of our facilities and maintenance plan, funds were allocated to complete the redevelopment of our school oval. Expenses included a two-lane synthetic running track, a long jump pit, a fully automated sprinkler system, and the installation of new grass. A multi-age playground was also installed on the oval to provide an additional play space for all students.

Resources were purchased to enhance classroom programs, including decodable readers, furniture, and equipment for specialist programs.

**For more detailed information regarding our school please visit our website at
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 185 students were enrolled at this school in 2025, 98 female and 87 male. 74% had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	66.7%	
	Similar schools	90.2%	
	State	82.0%	

School Staff Survey

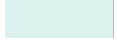
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	66.7%	
	Similar schools	75.4%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	73.4%	
	Similar schools	75.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	75.3%	
	Similar schools	70.8%	
	State	84.2%	

NAPLAN

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

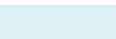
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	51.7%		55.8%
	Similar schools	54.0%		53.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	66.7%		64.6%
	Similar schools	58.5%		59.2%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	41.4%		41.1%
	Similar schools	46.7%		46.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	54.2%		51.2%
	Similar schools	50.9%		51.5%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	81.0%	
	Similar schools	75.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	77.1%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	87.4%		83.3%
	Similar schools	80.8%		80.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	82.3%		76.2%
	Similar schools	81.0%		78.3%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	25.1	24.7
	Similar schools	23.0	23.3
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	85.6%	
Year 1	School	84.5%	
Year 2	School	85.3%	
Year 3	School	88.3%	
Year 4	School	88.3%	
Year 5	School	87.5%	
Year 6	School	90.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,700,005
Government Provided DET Grants	\$529,078
Government Grants Commonwealth	\$41,065
Government Grants State	\$0
Revenue Other	\$27,719
Locally Raised Funds	\$81,316
Capital Grants	\$0
Total Operating Revenue	\$3,379,183

Equity	Actual
Equity (Social Disadvantage)	\$500,921
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$500,921

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$2,564,787
Adjustments	\$0
Books & Publications	\$4,212
Camps/Excursions/Activities	\$51,594
Communication Costs	\$11,110
Consumables	\$31,788
Miscellaneous Expenses ²	\$10,919
Agency Staff	\$124,509
Professional Development	\$10,791
Equipment/Maintenance/Hire	\$55,318
Property Services	\$244,959
Salaries & Allowances ³	\$18,186
Support Services	\$193,502

Expenditure	Actual
Trading & Fundraising	\$41,323
Motor Vehicle Expenses	\$215
Travel & Subsistence	\$0
Utilities	\$21,470
Total Operating Expenditure	\$3,384,682
Net Operating Surplus/-Deficit	(\$5,499)
Asset Acquisitions	\$118,789

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$357,550
Official Account	\$41,117
Other Accounts	\$0
Total Funds Available	\$398,668

Financial Commitments	Actual
Operating Reserve	\$137,645
Other Recurrent Expenditure	\$1,040
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$3,000
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	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$2,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$244,185

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.