

# 2022 Annual Report to the School Community

School Name: Stawell Primary School (0502)



- 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 29 March 2023 at 10:00 AM by Russell Marland (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 30 March 2023 at 11:54 AM by Jacinta Smith (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

Stawell Primary School, is a historically significant school, located centrally in the town of Stawell in the West Grampians Network. '502' – as the school is known locally, has a current enrolment of 282 making it the largest primary school in Stawell and third largest in out network, with students drawn from both the town and surrounding rural districts.

The school grounds include both passive and active play spaces including a sensory garden, cubby area, adventure playgrounds, mud kitchen, quiet space, basketball and netball courts, and an oval.

Stawell Primary School's Vision and Values statement reflects the importance placed on developing both the academic progress and the emotional wellbeing of all students. The school's mantra of 502-P.R.I.D.E. (Participation, Respect, Integrity, Determination and Excellence) sets important standards in terms of work effort, behaviour expectations, and aspirations for all.

We aim to be proud of ourselves, proud of our work, proud of our school, and proud of our community.

Stawell Primary School has thirty three staff members comprising of: two Principal class, one Learning Specialist seventeen teachers, six Education Support staff including a Chaplain and a canteen manager.

The school's leadership profile consists of the Principal, Assistant Principal, Learning Specialist, three Community of Practice (COP) leaders, and three Learning Community (LC) Leaders.

The school's grade structure consists of 13 classes, grouped into three teaching and professional learning units: Prep–Year 2, Year 3–4 and Year 5–6.

The school provides a Foundation to Year 6 learning program based on the Victorian Curriculum differentiated to meet student needs. It offers Specialist subject areas of: PE, the Arts, Science, and Chinese as the Language Other Than English (LOTE).

Enrichment programs include swimming, Hands on Learning program, extensive camps and excursions opportunities, sporting programs, and a strong transition process involving local kindergartens (K-P), Stawell Secondary College (6-7 transition), and the broader community.

Student leadership plays an important role within our school, enabling students to build their leadership capacity, whilst providing opportunities for student voice and agency. Our school has a strong link with Stawell Secondary College in supporting opportunities for student-led programs by secondary students.

Our school provides a range of extra programs to support student well-being and to develop resilience and social skills, including mentoring and buddy programs. Our Mental Health in Primary Schools coordinator and associated programs such as Mates Mentors, Kids Hope, Breakfast Club, One Red Tree (Federation University of Ballarat provisional psychologist), Secondhand Uniform Shop, and a dedicated Wellbeing Room, provides well-being support for students and their families.

The school actively encourages parent and community partnerships which support student learning and well-being. Parent helpers regularly assist in classrooms and with school events. Our students are encouraged to be active members of the Stawell community. Striving to be the best you can be continues to be the goal for all members of our school community.

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

### Learning

**Literacy:** 2022 was an amazing year of learning and growth for our staff and students. We began the transformation in our approach to Literacy instruction, especially Reading. We introduced phonological awareness, phonics and fluency reads as part of our shift to structured literacy. Such significant improvements to the school take time before they reflect a positive change in data. Our Teacher Judgement Data of English rates just below similar schools, and slightly further behind the state. Our Grade 3 NAPLAN Reading data was again slightly below similar schools, and slightly further behind the state. Our Grade 5 NAPLAN Reading data is slightly above similar schools and only marginally behind the state. Pleasantly our percentage of students achieving in the Top 2 Bands for Grade 3 increased by 9%, and Grade 5 by 3%.

**Numeracy:** 2022 was a consolidating year for Numeracy as the majority of our resources were utilised on improving literacy. We embedded and fine tuned our work on Number Talks and Differentiated Maths Games. Our Teacher Judgement data was well below both similar schools and the state. Our Grade 3 NAPLAN Numeracy data reflected similarly, that being below both the similar schools and state averages. Our Grade 5 NAPLAN Numeracy data was just below similar schools, and slightly further behind the state average. The amount of students in our Bottom 2 Bands in Grade 3 Numeracy decreased by 13% which is pleasing.

### Wellbeing

Wellbeing has been a key focus and is at the forefront of our school workings. We continued supporting the Resilience Project program throughout the year, which included purchasing Resilience Project student journals, and dedicated timetabled sessions with a focus on GEM (Gratitude, Empathy and Mindfulness). School Wide Positive Behaviour (SWPB) continued in 2022 to encourage positive behaviour choices, this included PRIDE incentives for students to achieve. In 2022, Stawell Primary School was the lead school for professional development in Berry Street Training, which included 13 other schools and 115 staff. This training was based around trauma informed practices, there are four modules that will be completed across 2 years. Staff have implemented 'welcome circles', regulation spaces, fidget boxes, and ready to learn plans in their classrooms. We dedicated a new space for Wellbeing in the BER. This space has allowed our Mental Health in Schools Practitioner, to resource an environment that supports the wellbeing of our students and families. We were also fortunate to employ a school Chaplain, who has helped to support students. We engaged with One Red Tree to have a provisional psychologist, who assisted in supporting classroom teachers, students, and families. Lastly, at Stawell Primary School we continued our Hands-on Learning program in collaboration with Concongella and Stawell West Primary Schools.

## Engagement

Our 'Average Number of Student Absence Days' data results in 2022 was substantially above the median of both similar schools and the state. This was a marginal increase on our data from 2021. The results however are skewed with a minority of students (4-5) who attended little to no schooling throughout the year. Our 'Attendance Rate by year level (2022)' showed consistency of attendance throughout all year levels, with an average of 86% in each year level. These results were predicted with the impact of the Covid19 pandemic and the number of positive Covid cases, and students home in isolation, especially in the first semester. Strategies that we utilised in 2022 to increase engagement in student learning included: Student Leadership programs, including lunchtime activities led by students – use of Positive Start grants for incursions and free camps – establishment of a new wellbeing space – upscaling our Breakfast Club program - High Abilities Program - Hands on Learning - Tutor Learning Initiative - Junior School Council events, including dress up days and fundraisers - Monitoring of attendance by classroom teachers - SMS messages sent using Xuno automatic system to parents - Regular phone calls/meetings by classroom teachers and principal class - Collection and monitoring of student attendance data.

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## Financial performance

After two unusually tumultuous years, it was good to finally have some normality in 2022. The High Yield account finished the year at \$540,000, this included several areas where funds were allocated but not spent. The unspent amounts have been carried over to the next fiscal year, and the school plans to allocate them towards the respective budget areas for 2023. The 2022 school Buildings and Maintenance budget was standing at \$135,000 with only \$38,000 spent. The school's operating reserve of \$100,000 has provided a buffer for the fiscal year 2022. The reserve has stood to cover unexpected expenses and emergencies that may have occurred during the year. The operating reserve has also helped the school to maintain its financial stability and avoid financial strain during the year, this money will be used as a buffer for 2023. The school's financial management has been effective in ensuring financial stability and sustainability. The school has maintained balanced budget and has consistently managed its revenue and expenditure patterns. The school's financial management has also been focused on long-term financial planning and forecasting, which has helped to anticipate future financial needs and challenges within its limited school resource package. Stawell Primary School is well-positioned to continue its commitment to providing quality education to its students in the years to come.

**For more detailed information regarding our school please visit our website at**  
[www.stawellps.vic.edu.au/](http://www.stawellps.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 269 students were enrolled at this school in 2022, 129 female and 140 male.

3 percent of students had English as an additional language and 4 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).

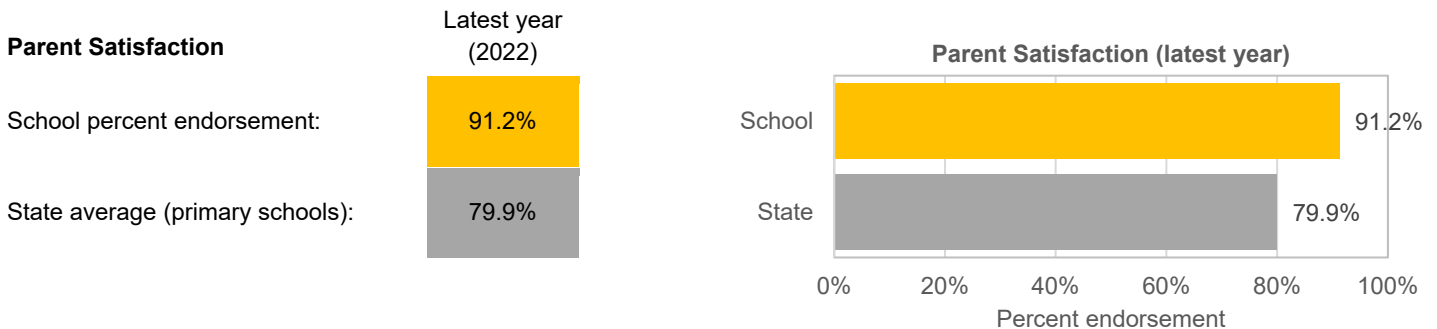
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### 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.

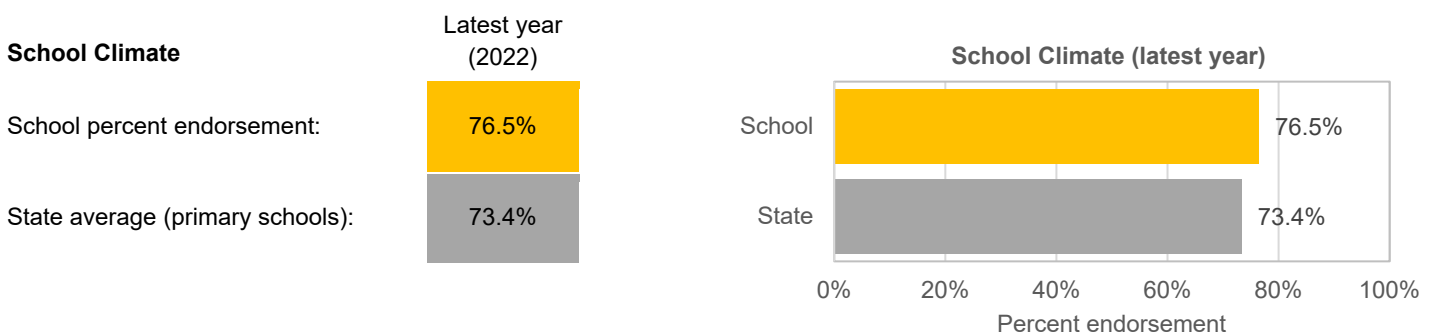


### School Staff Survey

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:

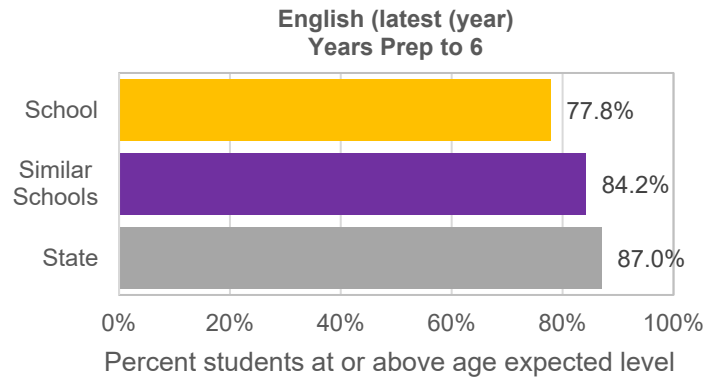
77.8%

Similar Schools average:

84.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

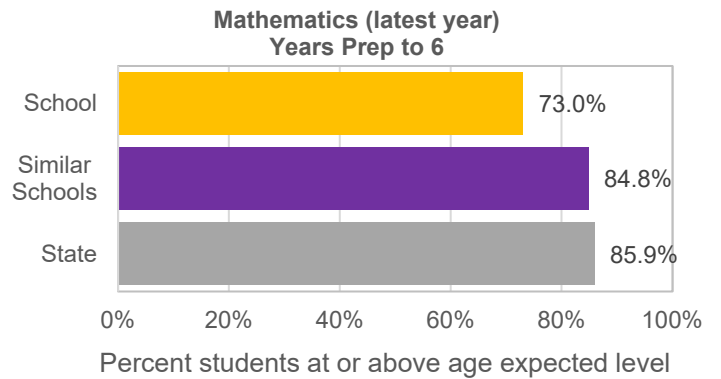
73.0%

Similar Schools average:

84.8%

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.

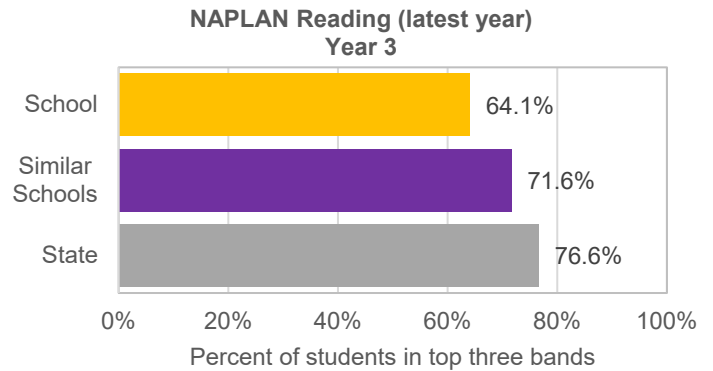
### NAPLAN

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.

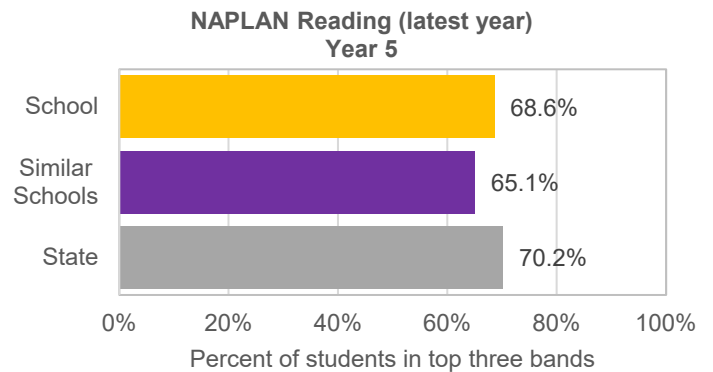
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.1%	66.4%
Similar Schools average:	71.6%	72.3%
State average:	76.6%	76.6%



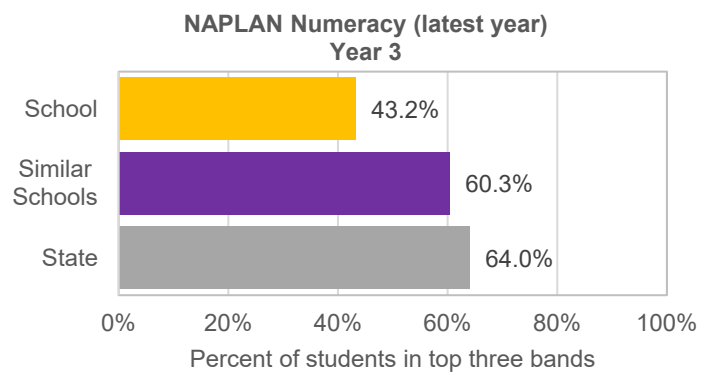
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.6%	65.7%
Similar Schools average:	65.1%	65.3%
State average:	70.2%	69.5%



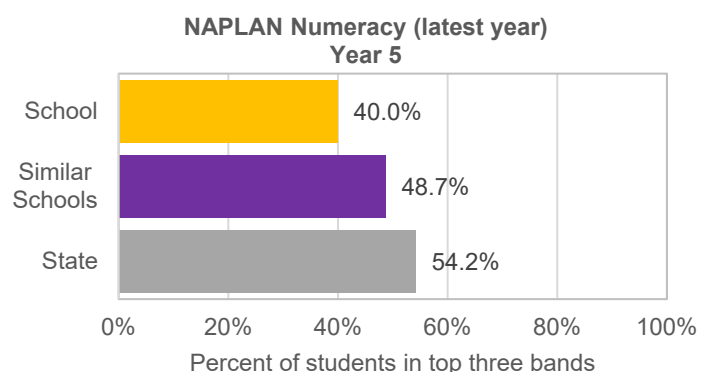
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.2%	50.8%
Similar Schools average:	60.3%	64.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	44.3%
Similar Schools average:	48.7%	53.4%
State average:	54.2%	58.8%





## WELLBEING

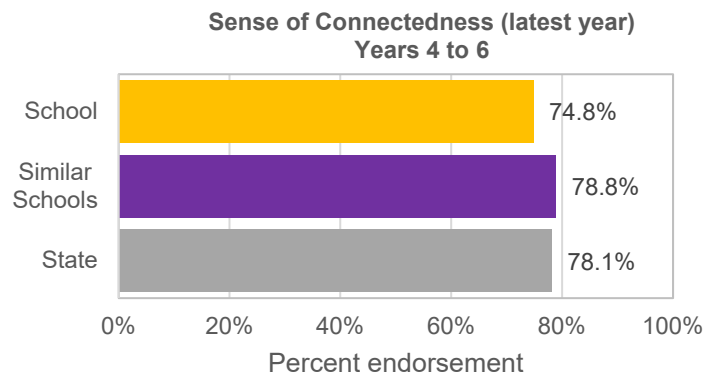
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	74.8%	77.2%
Similar Schools average:	78.8%	79.7%
State average:	78.1%	79.5%

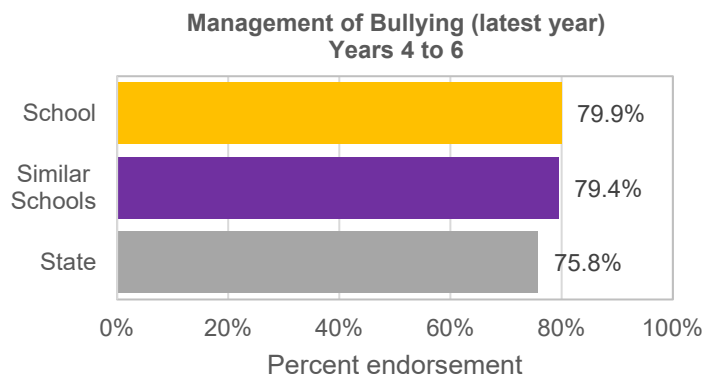


### Student Attitudes to School – Management of Bullying

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:	79.9%	78.6%
Similar Schools average:	79.4%	80.6%
State average:	75.8%	78.3%



## ENGAGEMENT

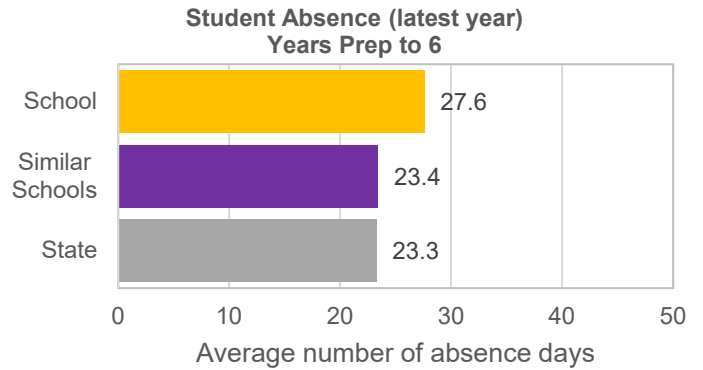
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.6	23.4
Similar Schools average:	23.4	17.6
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):	88%	86%	88%	86%	85%	86%	83%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,575,302
Government Provided DET Grants	\$487,646
Government Grants Commonwealth	\$12,700
Government Grants State	\$0
Revenue Other	\$28,940
Locally Raised Funds	\$220,331
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,324,920</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$172,899
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$172,899</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,602,989
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$105,466
Communication Costs	\$4,128
Consumables	\$66,841
Miscellaneous Expense <sup>3</sup>	\$5,515
Professional Development	\$24,438
Equipment/Maintenance/Hire	\$76,551
Property Services	\$196,333
Salaries & Allowances <sup>4</sup>	\$140,236
Support Services	\$53,617
Trading & Fundraising	\$41,068
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,023
Utilities	\$29,059
<b>Total Operating Expenditure</b>	<b>\$3,349,263</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$24,343)</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$539,841
Official Account	\$52,384
Other Accounts	\$5,000
<b>Total Funds Available</b>	<b>\$597,225</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$108,895
Other Recurrent Expenditure	\$2,438
Provision Accounts	\$0
Funds Received in Advance	\$3,238
School Based Programs	\$69,790
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,764
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$9,707
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$122,891
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$318,723</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.*