

2022 Annual Report to the School Community

School Name: Stanhope Primary School (3937)



- 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 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 23 March 2023 at 10:31 AM by Christine Owen (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 03:28 PM by Gerard Lucardie (School Council President)

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).

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)

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.

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.

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

School context

In 2022, Stanhope Primary School had an enrolment of 13. We are located in a small, rural community in northern Victoria. The school has a long history and maintains a strong involvement with the local community. Our core school values have Lifelong Learning as the core focus and encompass Learning, Success, Respect and Citizenship. These values underpin all aspects of our work in and around our school and community. The School Wide Positive Behaviour Supports program supports our teaching and learning program and reinforces concepts of resilience and persistence.

We continue to be focused on improving student outcomes through high-quality, explicit teaching and learning strategies which recognize the importance of a future-focussed pedagogy and approach. For Term 2, after the loss to another school of one of our experienced teachers, we had 2 classrooms operating. Our Early Years class and our Senior class of grades 4-6 students. From Term 3 onwards, we had 2 teaching staff, including the teaching principal.

Teachers promote the critical skills of thinking, problem-solving, creativity, and collaboration. Digital technologies are incorporated across the curriculum to maximize learning opportunities for students. This year, one of our ongoing staff who was on study leave, completed the final year of the Primary Maths, Science Specialist Initiative. Once again, we had a Tutor engaged as part of the Tutoring Initiative which enabled targeted and focussed support for identified students.

We celebrate student success at school assemblies, through the weekly newsletter, and ultimately at the end of year Grade 6 Graduation. Our transition program into, through, and on to secondary schooling was somewhat hampered by the lack of available staff at school, together with other factors outside the school's control, which resulted in fewer Prep transition visits than was ideal and just a few days grade 6 into year 7 transition visits.

Stanhope Primary School is committed to being a 'Child Safe' school with an expectation that all staff commits to our Child Safe Policy and Child Safe Code of Conduct. Appropriate rigorous reference and background checks are made with any staff selection process, including a Working with Children Check and police record and identity check. We are committed to the safety, participation and empowerment of all children. We are also committed to meeting the needs of all students, including those with a disability, our indigenous students, and children from culturally and/or linguistically diverse backgrounds.

Our school's website is: <https://stanhopeps.vic.edu.au>

Progress towards strategic goals, student outcomes and student engagement

Learning

Despite having some significant challenges with staffing, having lost a highly experienced early years teacher at the end of Term 1, we were able to provide quality learning challenges and content for all of our students.

NAPLAN and Teacher Judgement reports revealed that the year 3 & 5 students both scored in the 'age-expected' band in both Reading and Number & Algebra. Interestingly, the grade 5 student's actual NAPLAN results, put him at above level in Number, achieving almost Band 7 success.

Overall, the data tells us that 62% of our students achieved the expected level for age in Number & Algebra,

and in Reading, we had 8% of students at Above Expected level, 54% At Expected level, and 38% Below Expected level.

The English Online Interview saw half our students working towards level 1 and half working towards 0.5 level.

In 2022, we had 38% of our students receiving additional support through our Tutoring program as well as focussed and differentiated class work.

Wellbeing

We continued to prioritise students' well-being through programs such as Rights, Resilience, and Respectful Relationships along with a consistent approach and language in our SWPBS. This was problematic during term 2 due to the inability to engage a full-time staff member for the early years class. From Term 3 onwards, the class had a full-time teacher who was able to build strong and effective, positive relationships with those students. The senior class felt the departure of our long-standing early years teacher, much more keenly as most of them had grown up through school with her.

Attitudes to School Survey data in the area of School Safety was inconclusive due to low numbers but did show that only 62% of respondents felt that bullying was being managed effectively. This tells us that we need to be explicitly teaching about what bullying is and isn't and how to manage any issues of bullying at school, online, and out of school.

In terms of Teacher-Student relations, the Attitudes to School Survey data showed that 100% of students surveyed believed teachers held high expectations of success for them. 86% felt a sense of inclusion, while only 22% believed that they had adequate agency and voice, despite having clear and documented procedures in the Student Leaders Manual which they reviewed each semester as well as extensive opportunities within their learning to take their learning in a direction of their choice.

Staff Opinion survey results showed an 80% positive endorsement in the area of School Climate, which was above both the Network and State averages.

Engagement

Our Absence data for 2022 was very pleasing with only an amazing 5% of students having more than 20 days of absences in the year and no students having more than 10 days of absence throughout the year.

Student voice and Agency continued to be enabled where possible, with students being able to select how they demonstrated their learning across a number of curriculum areas. Our 'Student Leaders Manual' was reviewed and used for guidance in establishing roles for students within the school and as community representatives.

We continued to engage in the Numeracy PLC and were able to implement strategies for improvement gained from our involvement with the PMSSI and the teacher collaboration this enabled. Students gained benefit from this by being exposed and challenged to different ways of thinking about maths.

Community connections were strengthened through involvement with the local Men's Shed, Lions club, and the Stanhope RSL Sbu-Branch. Students once again provided a Guard of Honour for veterans and visitors on Remembrance Day.

Other highlights from the school year

In Term 1, we had an outstanding response to the Colour Fun Run. All families attended and joined in the fun of throwing colour at everyone else!

The Positive Start Program enabled our students to attend a number of excursions and camps this year, at little or no cost. Events students were able to attend included:

- Backyard Dinosaurs at Museums Victoria
- The **Lord Somers Roadie**, an incursion-based indoor or outdoor adventure sports program.
- Basketball and soccer clinics at school
- Feathertop Snow Camp
- Responsible Pets Program

All students attended the MARC & MACC literacy day where two terrific authors and a street artist ran workshops that were engaging and expanded students understanding of art and literature.

Students from grades 4-6 also participated in inter-school sports events across the year.

In Term 4, our students presented a series of dances to a full house of families and friends and where families were 'invited' to participate in the final two dances with their children.

Financial performance

The outdoor learning space was installed over an area of the Memorial garden area in Term 1, and students have been able to utilise the space for a range of learning and social activities.

Chaplaincy funding again rolled over into 2022 and again into 2023 due to the lack of applicants.

We again employed a Tutor under the TLI which saw several students improve their literacy skills and understanding. We continued to employ an ES as part of the PSDMS funding which expired at the end of the year. Our Tier 2 funding along with some Equity funding assisted in the CRT coverage required in Term 2 when there was no response to the advertised teacher vacancy.

Due to the wider promotion of Parent Payments being voluntary, we received only one payment from a family. This contrasts dramatically with an historic contribution rate of an average of around 80-85% contributions. No families were disadvantaged as we have long had payment arrangements in place.

Our school ended the year in surplus, in part due to judicious utilisation of state and federal funding, and having to defer some of that spending due to lack of or unavailability of applicants for certain roles, but also managing the short-term contract with the PMSSI funding & role.

We closely monitor all spending and adhere to our budget lines and allocations. We made use of the expertise the LAB/SASH provides and so were able to closely and regularly monitor budget and finance

For more detailed information regarding our school please visit our website at
<https://stanhopeps.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 16 students were enrolled at this school in 2022, 7 female and 9 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

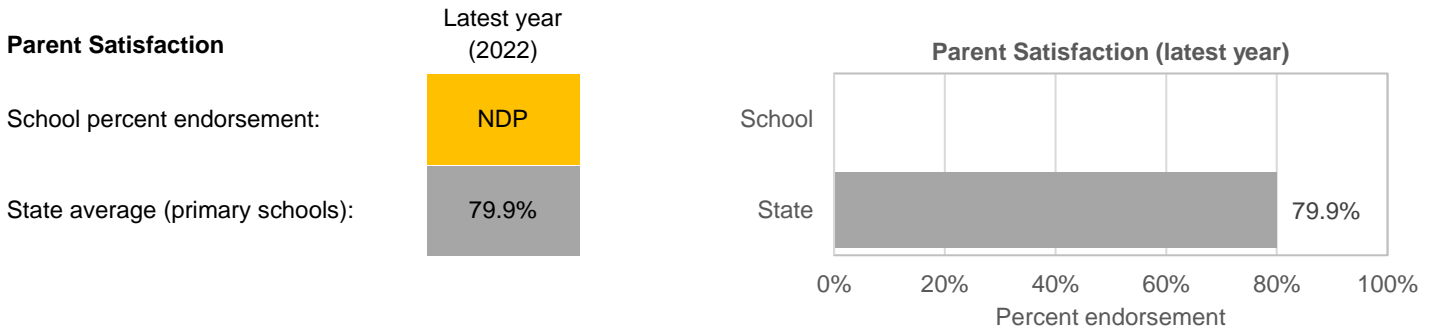
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

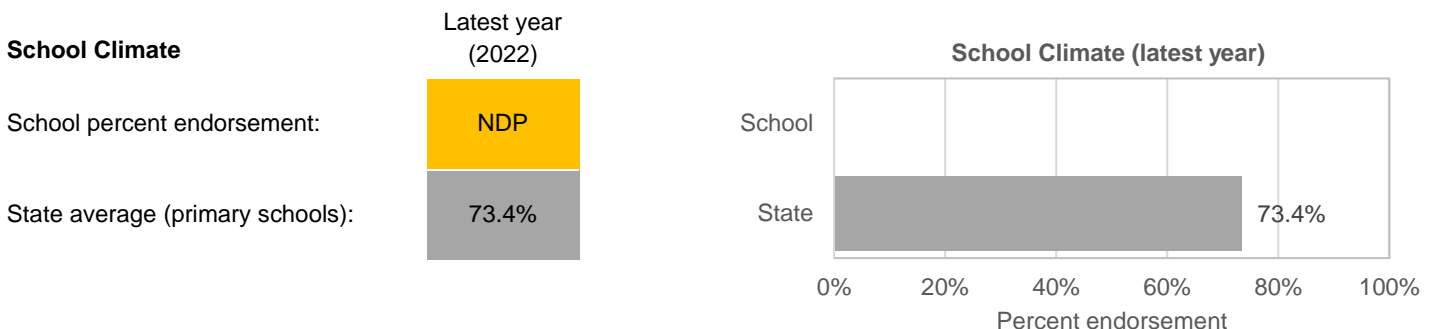


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

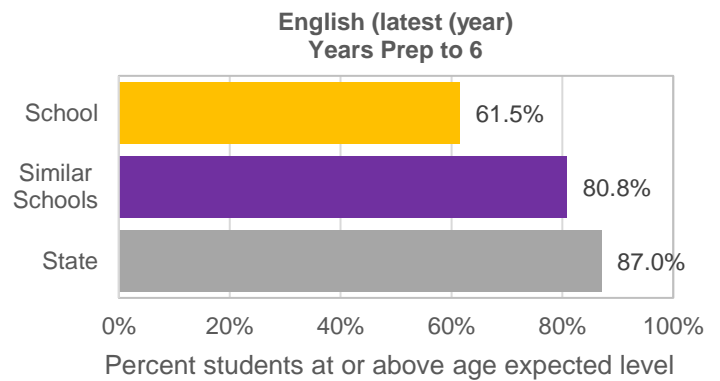
61.5%

Similar Schools average:

80.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

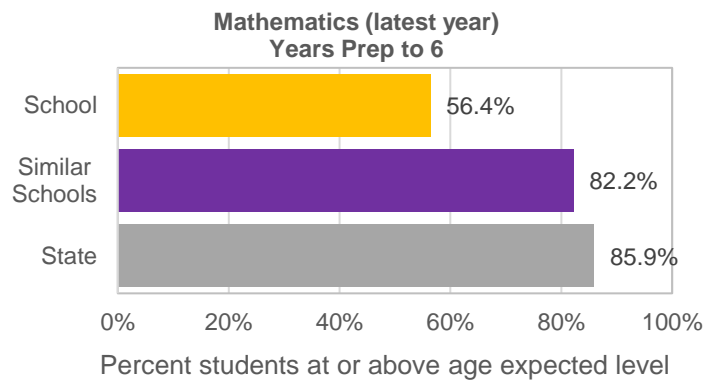
56.4%

Similar Schools average:

82.2%

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.

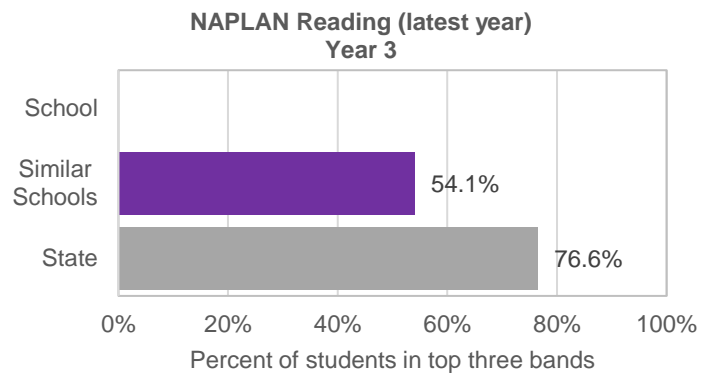
NAPLAN

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.

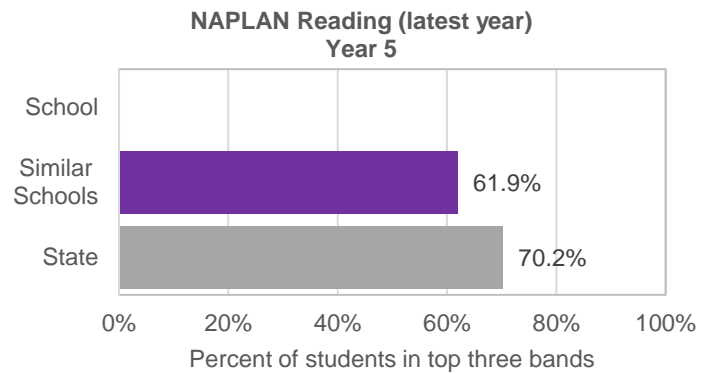
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	54.1%	59.5%
State average:	76.6%	76.6%



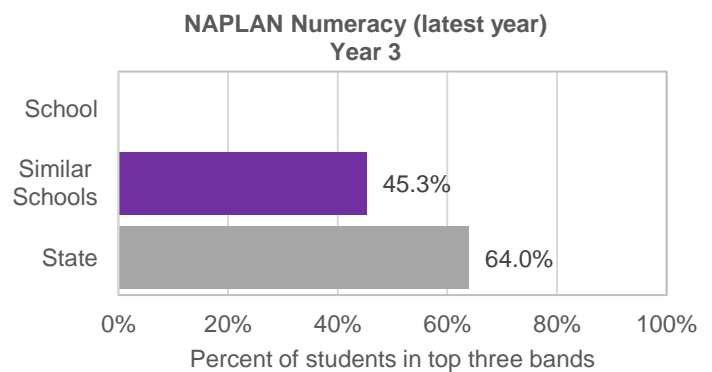
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	56.3%
Similar Schools average:	61.9%	59.8%
State average:	70.2%	69.5%



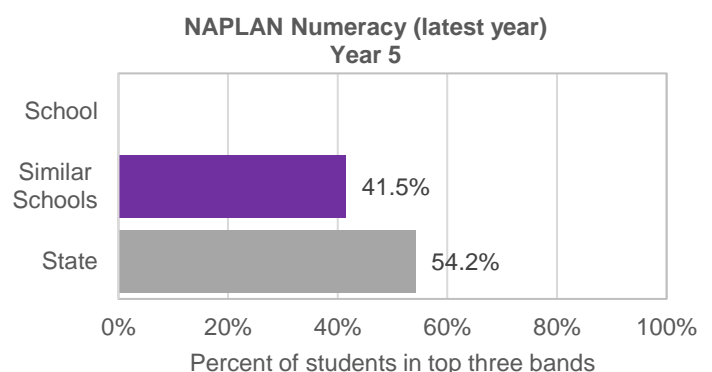
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	45.3%	55.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	41.5%	43.1%
State average:	54.2%	58.8%



WELLBEING

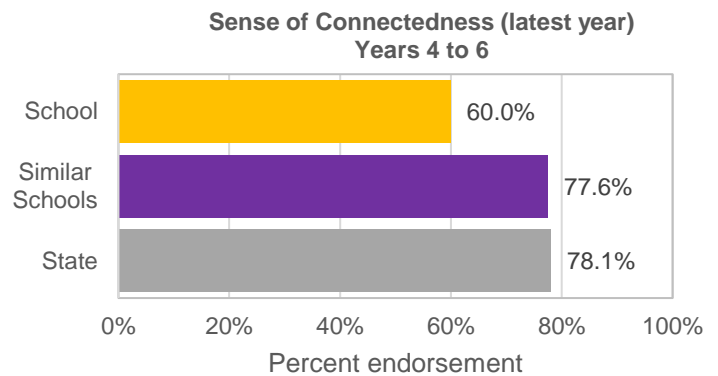
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	60.0%	57.5%
Similar Schools average:	77.6%	81.5%
State average:	78.1%	79.5%

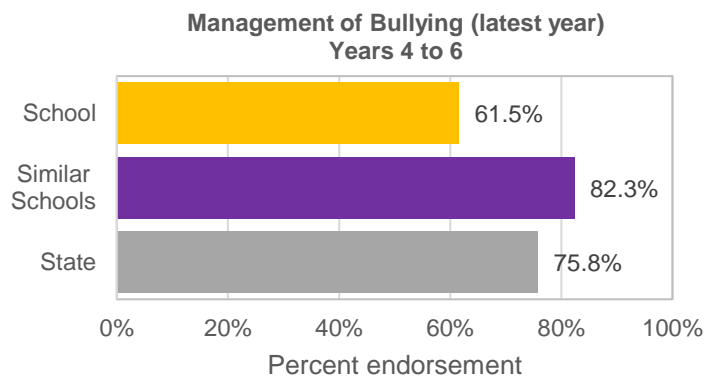


Student Attitudes to School – Management of Bullying

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:	61.5%	59.0%
Similar Schools average:	82.3%	83.6%
State average:	75.8%	78.3%



ENGAGEMENT

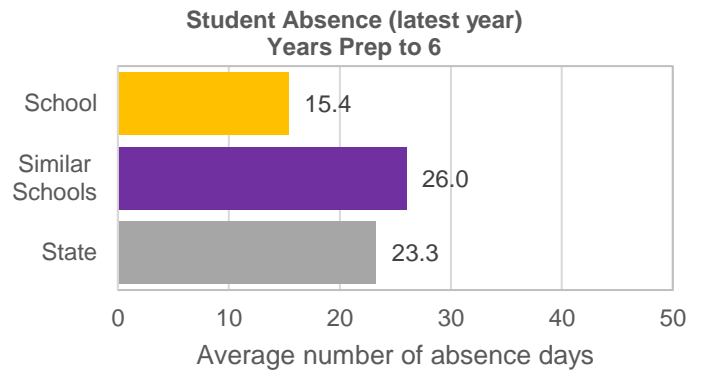
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	15.4	16.1
Similar Schools average:	26.0	19.6
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):	NDP	NDP	NDP	94%	NDP	NDP	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$563,117
Government Provided DET Grants	\$147,410
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$3,540
Locally Raised Funds	\$10,706
Capital Grants	\$0
Total Operating Revenue	\$729,273

Equity ¹	Actual
Equity (Social Disadvantage)	\$62,642
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$62,642

Expenditure	Actual
Student Resource Package ²	\$413,761
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$4,403
Communication Costs	\$897
Consumables	\$9,115
Miscellaneous Expense ³	\$6,154
Professional Development	\$5,493
Equipment/Maintenance/Hire	\$7,098
Property Services	\$47,305
Salaries & Allowances ⁴	\$33,056
Support Services	\$2,480
Trading & Fundraising	\$948
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,084
Total Operating Expenditure	\$539,793
Net Operating Surplus/-Deficit	\$189,479
Asset Acquisitions	\$13,147

- (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

Funds available	Actual
High Yield Investment Account	\$221,807
Official Account	\$10,194
Other Accounts	\$0
Total Funds Available	\$232,001

Financial Commitments	Actual
Operating Reserve	\$17,527
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,182
Funds Received in Advance	\$0
School Based Programs	\$49,093
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$107,756
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$180,057

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.