

2020 Annual Report to The School Community



School Name: Inverleigh Primary School (1147)



- 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 2020 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 26 April 2021 at 05:18 PM by Jai Schmidt (Principal)

The 2020 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 30 April 2021 at 12:52 PM by Matthew Barnett (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Inverleigh Primary School, a school with proud traditions, was established in 1865 in the rural township of Inverleigh. It is nestled in an attractive setting near the junction of the Leigh and Barwon Rivers, 30 km west of Geelong on the Hamilton Hwy. The original bluestone building is on the Historic Buildings Register and was built in 1865. It is the centrepiece of the school's building plan and has an important place in its history. This building is currently being used as a collaboration space and it also houses the school library. The school also boasts a multi-purpose room, which is used for art, choir, science and whole school performances. There are 8 classrooms, accommodating our current school enrolment of 189 students. Most classrooms are grouped in composite grade level communities, with collaboration spaces, and connecting decks. The average class size in Grades 3-6 is 26 students. In Grades P-2 the average class size is 21 students.

Inverleigh Primary School's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults. We achieve this by providing a safe and equitable environment, where individual students are supported and nurtured in their intellectual, emotional, social and physical development. At Inverleigh Primary School we value honesty, self-discipline and responsibility. This means that: We conduct ourselves and communicate in an open and honest manner within our school community, we demonstrate and encourage self-discipline and we strive for excellence in our learning and behaviour. We model and actively encourage students to demonstrate responsibility in regards to their learning and social interactions.

Our grounds present an attractive bush environment, with both active and passive areas for use by the students. Asphalt areas for general play include a netball/basketball court. A well-grassed oval is complemented by playground equipment.

The staffing profile of Inverleigh Primary School is currently:

- 1 Principal
- 1 Learning Specialist
- 7 Classroom teachers
- 1.6 Specialist teachers
- 3.68 Education Support Class
- 0.51 Tutors

Framework for Improving Student Outcomes (FISO)

Despite the challenges of Remote Learning during the 2020 school year, we were able to make good progress towards our school goals;

Goal 1: To improve students learning outcomes in Literacy and Numeracy to ensure learning growth.

Goal 2: To provide a highly reliable and visible curriculum across the school.

Goal 3: To develop our students as resilient, resourceful, reflective and reciprocal learners

Goal 4: To develop a culture of shared leadership across the school.

During Remote Learning the main focus was to stay connected with students and their families and to support the learning from home experiences as much as possible. The academic focus was to maintain learning in Literacy and Numeracy. Teachers collaborated remotely to ensure consistency of their learning programs and supported students to develop resiliency and resourcefulness as they found new ways to learn from home. According to parent survey data the Remote Learning experience was positive for most of the families (72%) of Inverleigh Primary School. There were many challenges to overcome, but we continued to learn from and support each other as we developed new ways to teach and to learn.

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey was 61.9%. While this figure is lower than anticipated, consideration must be given to the relatively low number of survey responses received. In 2020, all families had the opportunity to participate in the Parent Opinion Survey. The link for the survey was available in the school newsletter for several weeks and was also sent out to all families via Sentral. Of the 130 families who attended Inverleigh Primary School in 2020, only 18 responses were received. So

while the data provides valuable insight and cause for reflection, it must also be kept in perspective. I encourage all families to participate in future Parent Opinion Surveys.

Achievement

Inverleigh Primary School students responded well to the more self directed learning approach during remote learning. Staff utilised Google Classroom as the platform for delivering learning content and connected with their students daily using Google Meets. NAPLAN tests were not conducted in 2020. Teacher Judgement of student achievement is well above the State average with 95.5% of students at or above age expected standards in English, and 97.6% of students at or above age expected standards in Mathematics. During Remote Learning our teaching staff collaborated in grade level teams and Professional Learning Communities (PLC) to ensure that Literacy and Numeracy continuation of learning occurred.

Engagement

During Remote Learning we were able to maintain high numbers of student engagement. We achieved this by adding daily Google Meets to the Remote Learning schedule. These daily Meets provided students with the opportunity to see their teacher and peers face to face and to maintain important social connections. We also used Google Meets for small group teaching, which further developed and maintained teacher-student and student-student connections, as well as providing point of need teaching opportunities. Teachers regularly communicated with parents and checked in via phone calls and/or emails. Fun Fridays were introduced as a student engagement strategy, which became a welcome addition to our week of remote learning. Every Friday was a themed dress up day. Literacy and Numeracy activities were presented as fun challenges and the lighter way to end the week was appreciated by students, staff and parents. To support student engagement during the transition back to onsite learning, we ensured that teachers were out the front of the school at the beginning and end of each day to greet students, consistent wellbeing check ins were performed with each student and that we maintained continuity with our Remote Learning program by allowing students to continue to use technology as a part of their daily learning.

Wellbeing

Health and wellbeing support was prioritised for staff, students and their families. Newsletter information was kept positive and affirming, while clearly communicating important health information. Teachers kept records of student attendance and parent communication. Check ins occurred regularly, and all wellbeing concerns were shared with school leadership and followed up on. Members of our junior school council were instrumental in creating positive messages of encouragement to their fellow students. They created videos to share with students in all grade levels. As students transitioned back to school we implemented several wellbeing strategies: classroom chat time, walk and talk, mindfulness colouring, and extra playtime were a few examples.

Financial performance and position

The school continues to operate on a sound financial footing. Each year the budget is carefully planned to take into account the total income and carried forward figures and the expenditure necessary to meet each year's immediate needs whilst planning carefully for the longer term picture. This means that the school always has sufficient funds available to meet both short term and long term needs where the replacement of capital items is required. The basis of our funding is the Student Resource Package which covers teacher salaries and the cash component which covers basic school needs. Parents fund other activities such as camps, swimming, excursions and incursions on a user pay basis. A nominal Book List Fee is requested from parents to cover Government approved purchases of books and requisites. This has a 95% take-up payment rate. All financial transactions are completed accordingly to the DET's requirements as endorsed periodically by the appointed auditors. In the last couple of years the school has utilised an EFTPOS facility which has been very successful and has allowed parents to Direct Debit a set figure from a nominated account that goes towards paying all costs associated with their child's schooling. This has reduced the amount of cash passing through the office.

For more detailed information regarding our school please visit our website at
<http://www.inverleighps.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.

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 200 students were enrolled at this school in 2020, 94 female and 106 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

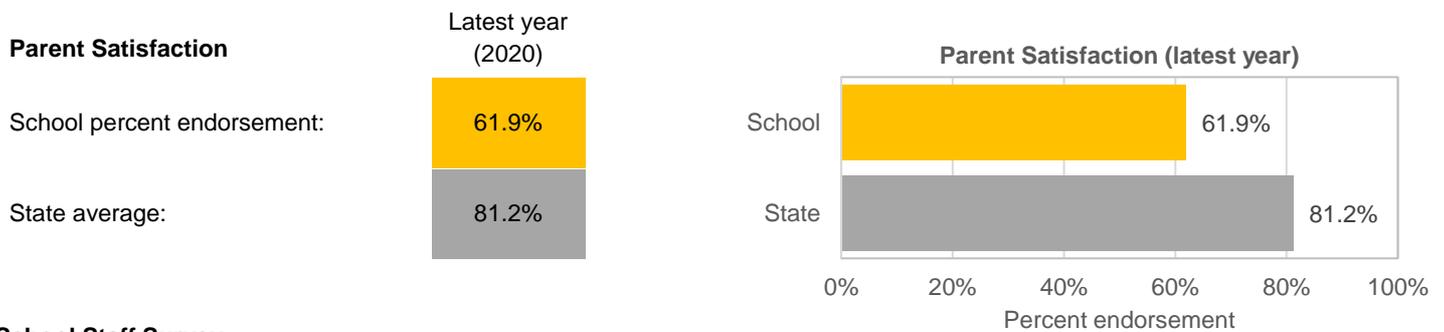
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

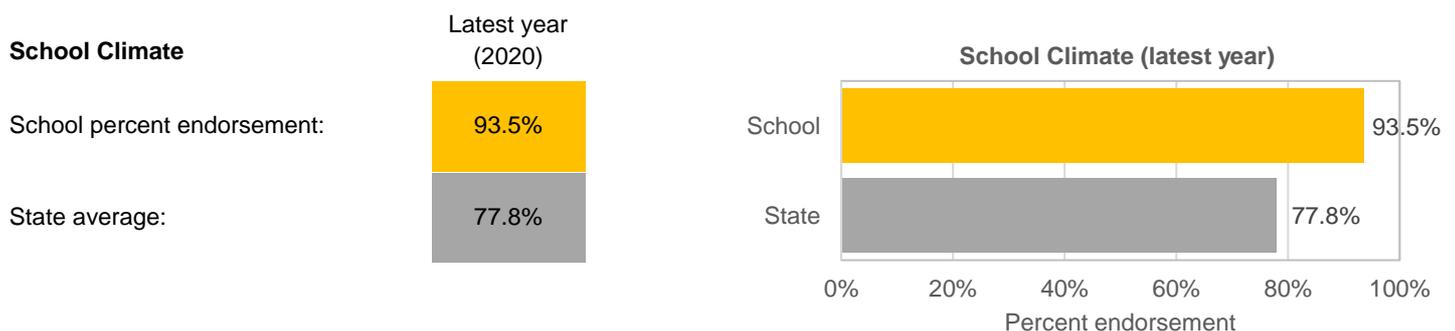


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

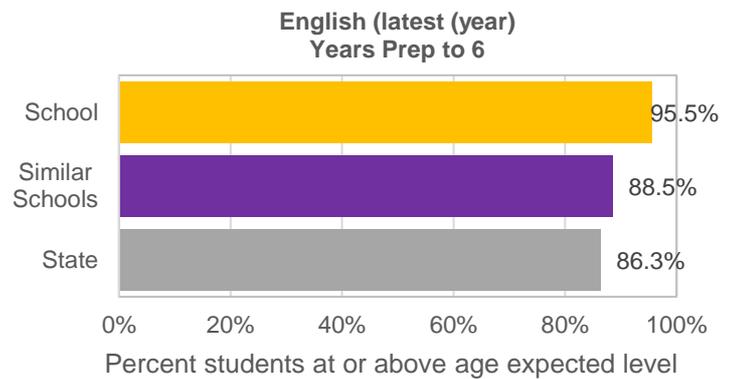
95.5%

Similar Schools average:

88.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

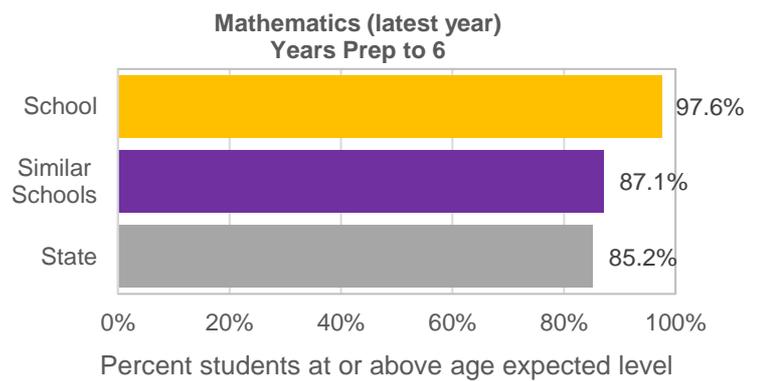
97.6%

Similar Schools average:

87.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

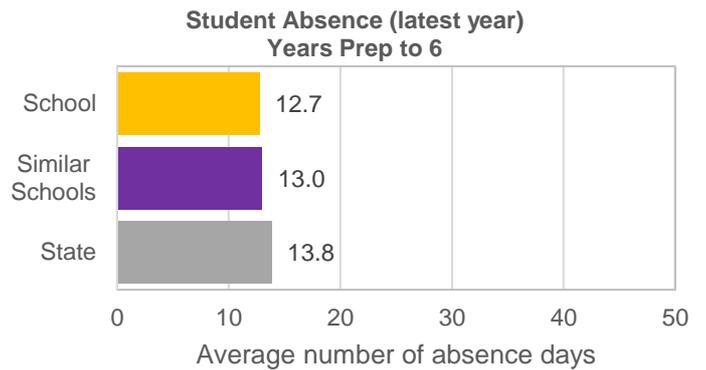
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.7	12.9
Similar Schools average:	13.0	15.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	92%	94%	94%	94%	93%	92%

WELLBEING

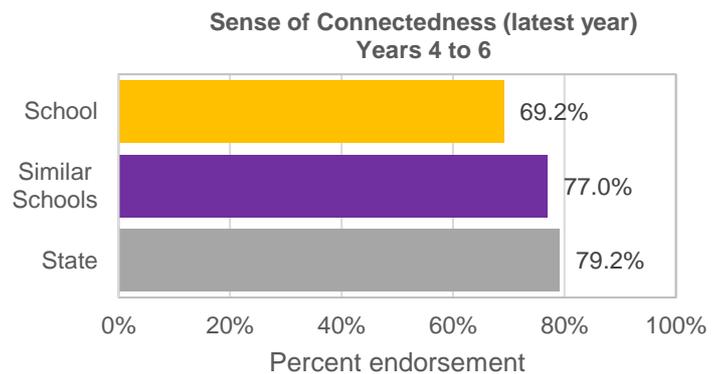
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	69.2%	81.8%
Similar Schools average:	77.0%	79.4%
State average:	79.2%	81.0%



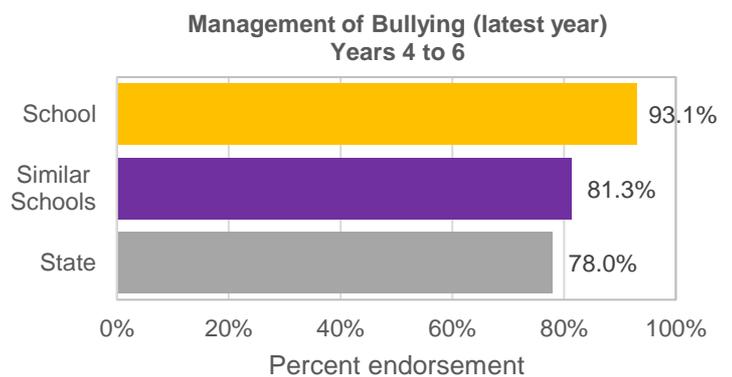
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	93.1%	90.2%
Similar Schools average:	81.3%	81.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,589,335
Government Provided DET Grants	\$237,952
Government Grants Commonwealth	\$3,205
Government Grants State	\$12,614
Revenue Other	\$3,271
Locally Raised Funds	\$124,559
Capital Grants	NDA
Total Operating Revenue	\$1,970,936

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,254
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$12,254

Expenditure	Actual
Student Resource Package ²	\$1,566,547
Adjustments	NDA
Books & Publications	\$1,884
Camps/Excursions/Activities	\$47,140
Communication Costs	\$3,397
Consumables	\$48,031
Miscellaneous Expense ³	\$10,392
Professional Development	\$3,719
Equipment/Maintenance/Hire	\$27,127
Property Services	\$60,401
Salaries & Allowances ⁴	\$45,281
Support Services	\$41,311
Trading & Fundraising	\$26,500
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$14,021
Total Operating Expenditure	\$1,895,751
Net Operating Surplus/-Deficit	\$75,185
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$138,938
Official Account	\$8,671
Other Accounts	NDA
Total Funds Available	\$147,609

Financial Commitments	Actual
Operating Reserve	\$51,727
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$18,130
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$33,597
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$103,454

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.