

2024 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 \(VIT\)](#)
- 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 31 March 2025 at 12:03 PM by Samuel Irwin (Principal)

- As executive officer of the school council, I attest that this 2024 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 04 April 2025 at 07:36 AM by Samuel Irwin (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
- 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).

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Inverleigh Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

In 2024 Inverleigh Primary had 184 students enrolled across 8 classrooms. The included 2 straight Foundation classes, followed by composite classes in the remainder of the school to support collaborative partnerships between teaching staff. Of the 8 classrooms 1 was a shared classroom arrangement between part-time staff. The school provided 4 specialist subjects (Physical Education, STEM, Visual Art and AUSLAN) along with additional literacy support for students in years 1-4 on a need's basis. The school had 5 classroom Educational Support (ES) providing support across the classroom structure and an administration team of 1 full-time administration and 2 part time (business manager and administration) staff.

The school experienced enrolment growth across and leading into the 2025 school year. A larger than previous Foundation cohort, coupled with projected larger kinder cohorts at the local kindergarten mean the school anticipates enrolments to continue to increase in coming years.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 was a year of Review for the school. This was a chance to reflect on the previous 4 years of work and articulate key opportunities to improve moving forward. These In the area of Learning, these related to;

- Develop and consolidate the school's instructional models and supports
- Continue to develop the fidelity of effective Professional Learning Community (PLC) practice
- Review curriculum balance in timetables
- Review and refine teaching and learning documentation across the school
- Review of induction practices for new staff

A highlight of the year was providing staff with 2 curriculum days to start refining teaching and learning practices through an Instructional Playbook. This initially focussed on developing key curriculum and assessment frameworks.

The school has leaned into the VTLM2.0 and Reading reform through PLC processes. This has seen a review on instructional practices in Literacy. Leadership has placed a greater emphasis on Individual Educational Plan (IEP) development at the start of terms and provided time for staff to review and monitor student progress. There is a greater need for IEPs across the school with a changing cohort.

Despite the opportunities for improvement listed, the percentage of students in year 3 and year 5 in Strong and Exceeding for NAPLAN remains an achievement the school should be proud of.

Wellbeing

From the School Review Process, there were a number of opportunities for improvement that became focus work for the school across the year; notably;

- Consistency and fidelity of School-wide Positive Behaviour Support (SWPBS) across all staff and SWPBS data analysis
- Transference of knowledge and skills from speech therapists, Occupational Therapy (OT) and other therapists to teachers and ES to support adjustments and inform daily practice
- Building capacity of teachers, ES and community to provide consistent support for students with additional needs – academic, behavioural, neurodiversity, mental health, social and emotional.

The school utilised the Disability Inclusion Profile process to provide further support to students across the school. This has seen an increase in the Education Support resource the school has available to support students. The school is now in a stronger position to provide in class adjustments of both social and academic need for students.

Implementation of SWPBS has been major focus to support wellbeing across the school. This has now seen the school reach Tier 1 implementation. However, in lieu of this staff are only now establishing a social emotional curriculum to embed in 2025. A wellbeing tool is not yet in place, however staff have reviewed processes for monitoring behaviour incidents.

Engagement

The school's attendance data improved in 2024 compared to 2023 (an overall increase of 2%) and fares favourably when comparing to Similar and Network Schools. The student culture that is fostered allows for all students to have the opportunity to feel connected and supported by peers through the school's 'Belonging' value, the strategic use of clubs and buddies to ensure students feel engaged in their learning.

Additionally the implementation of SW-PBS across the school has ensured classrooms are calm, safe and orderly without exception. End of term fun days available for students who earned SW-PBS tokens were always a highlight for students. The school's SRC engaged in a Kinder transition program of weekly Kinder visits on a Tuesday afternoon which fostered strong partnerships with the incoming kinder students.

Financial performance

The School maintained a sound financial position across 2024. School Council reviewed it's contracts with Outside School Hours and Cleaning providers and entered into new arrangements for both, that seek to better meet the needs of the school and community. The school is working with the Victorian School Building Authority (VSBA) to develop an appropriate resolution for it's septic system that meets not only future enrolment demand but doesn't impede on play space for students.

The school's Parent's and Friends Association were a hard-working group that raised funds and provided positive 'school-life' experiences for students including lunch orders, Mother's and Father's day stalls and various fundraisers. This contributed to the school's new playground having new shade sails being installed over the top of it for added sun protection, along with new tabletops being installed in every classroom, and new television screens for a number of classrooms as a teaching tool.

**For more detailed information regarding our school please visit our website at
<https://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 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 186 students were enrolled at this school in 2024, 91 female and 94 male.

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

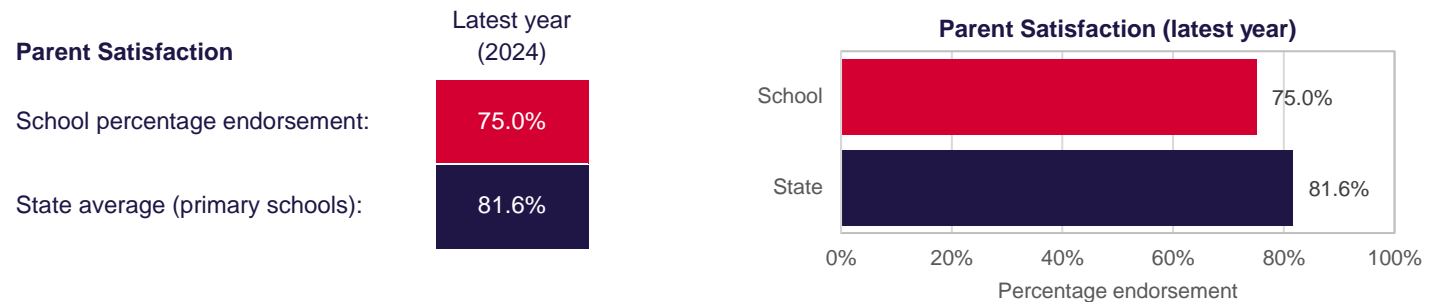
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

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.

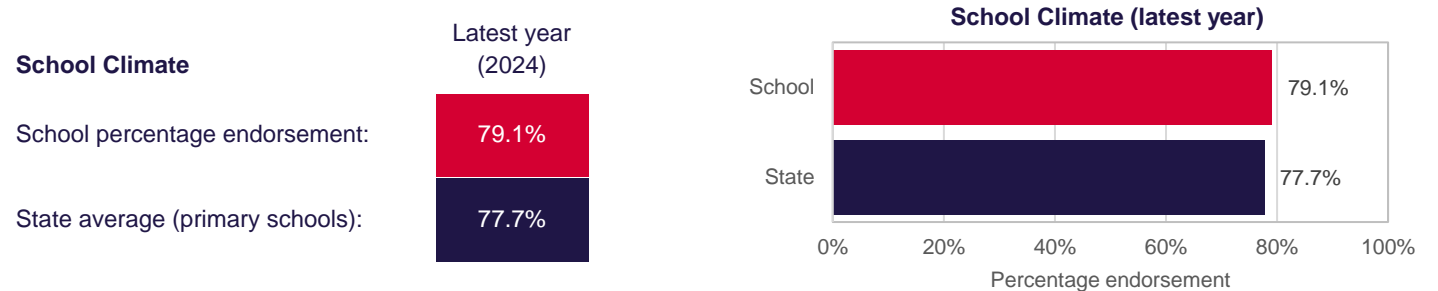


School Staff Survey

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.

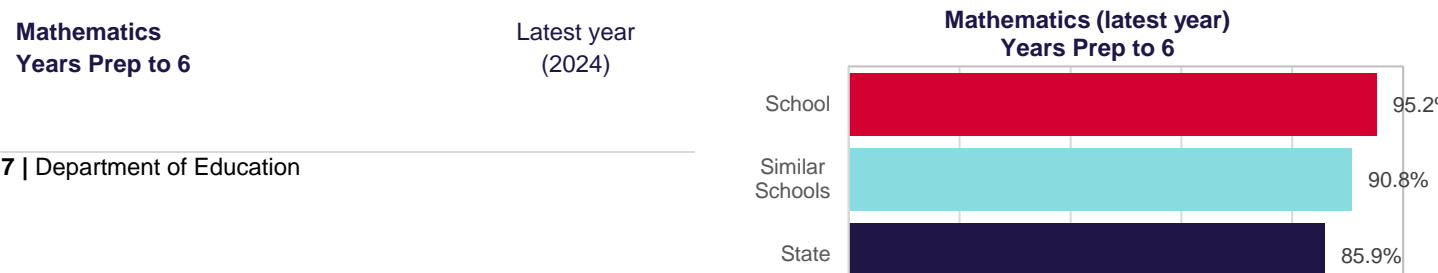
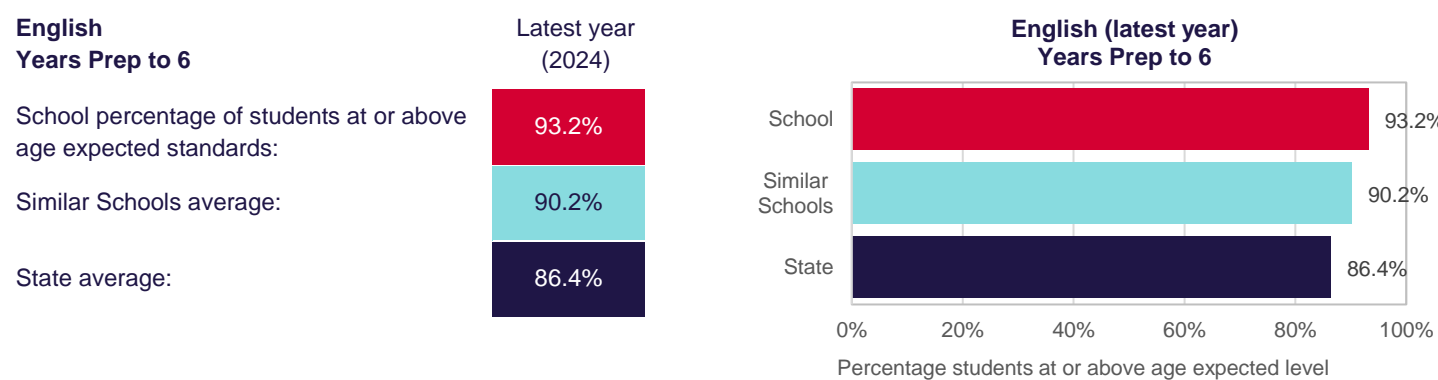


LEARNING

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 against the Victorian Curriculum

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



School percentage of students at or above
age expected standards:

95.2%

Similar Schools average:

90.8%

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.

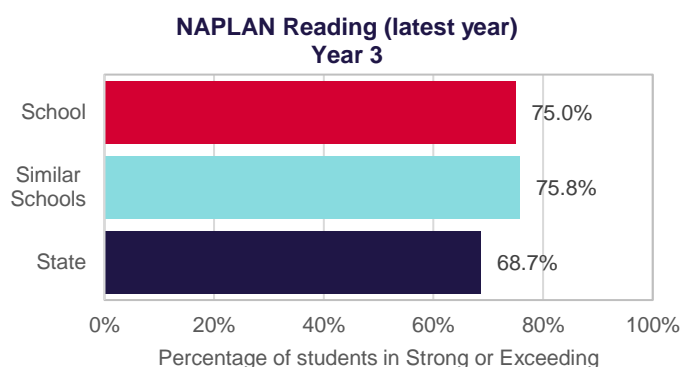
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

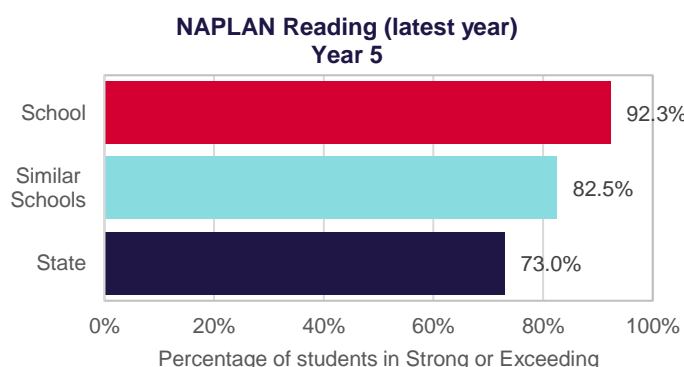
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	82.0%
Similar Schools average:	75.8%	75.1%
State average:	68.7%	69.2%



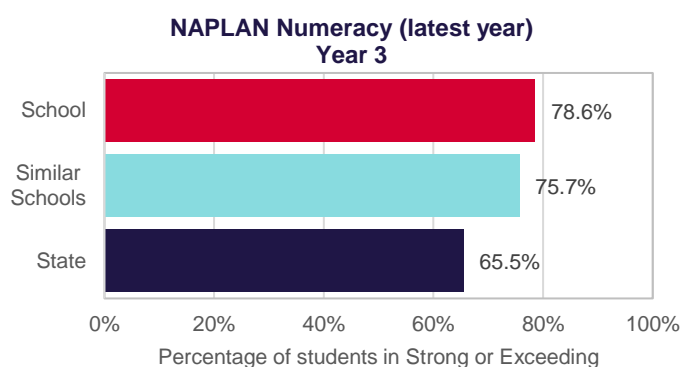
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.3%	93.9%
Similar Schools average:	82.5%	83.3%
State average:	73.0%	75.0%



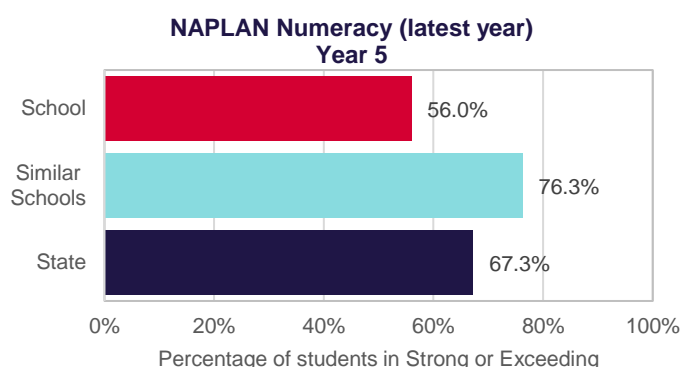
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.6%	82.0%
Similar Schools average:	75.7%	75.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.0%	68.8%
Similar Schools average:	76.3%	75.9%
State average:	67.3%	67.6%



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

88.0%

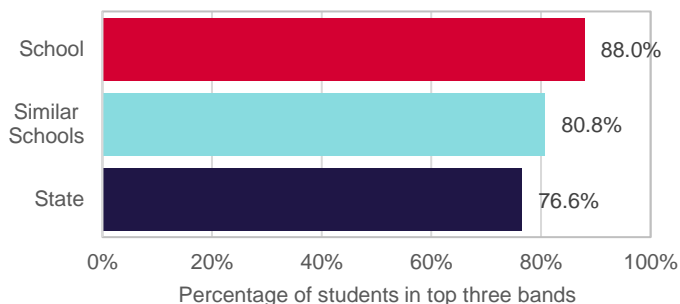
Similar Schools average:

80.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

85.0%

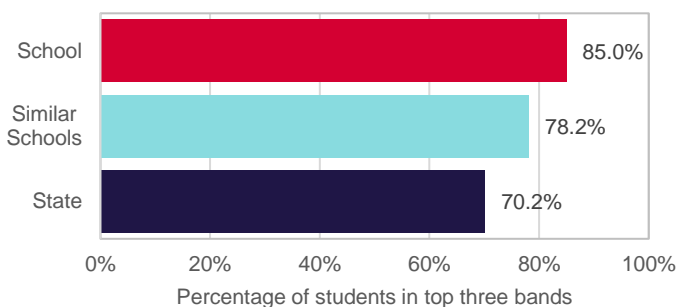
Similar Schools average:

78.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

95.8%

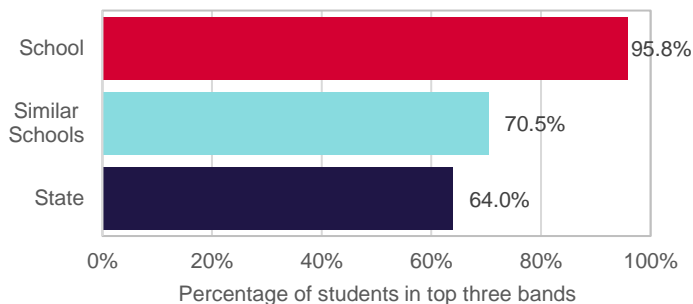
Similar Schools average:

70.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

75.0%

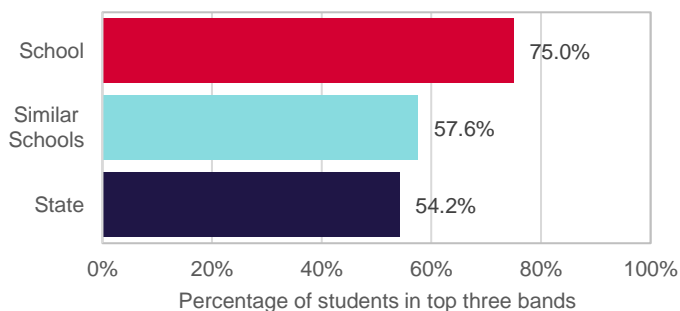
Similar Schools average:

57.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



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.

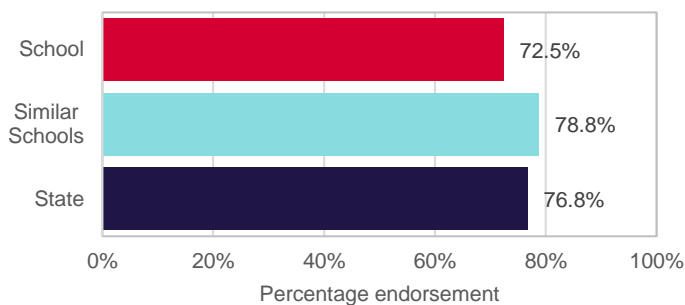
Student Attitudes to School – Sense of Connectedness

The 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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	72.5%	83.2%
Similar Schools average:	78.8%	79.2%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



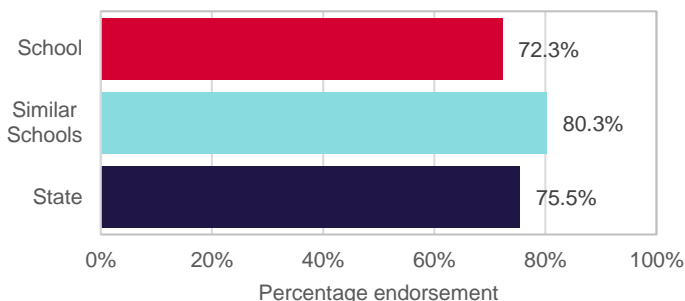
Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	72.3%	86.3%
Similar Schools average:	80.3%	80.5%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

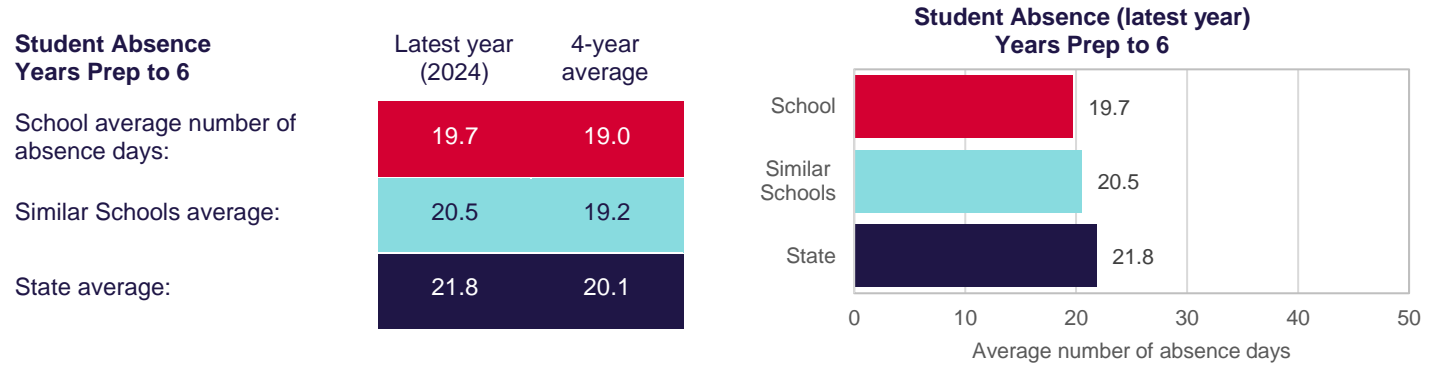


ENGAGEMENT

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.



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 (2024):	93%	89%	92%	91%	91%	87%	88%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,022,360
Government Provided DET Grants	\$318,549
Government Grants Commonwealth	\$11,489
Government Grants State	\$0
Revenue Other	\$27,744
Locally Raised Funds	\$145,932
Capital Grants	\$0
Total Operating Revenue	\$2,526,075

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,441
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,441

Expenditure	Actual
Student Resource Package ²	\$1,998,936
Adjustments	\$0
Books & Publications	\$2,688
Camps/Excursions/Activities	\$78,379
Communication Costs	\$2,252
Consumables	\$31,882
Miscellaneous Expense ³	\$4,569
Professional Development	\$3,476
Equipment/Maintenance/Hire	\$21,301
Property Services	\$105,875
Salaries & Allowances ⁴	\$157,555
Support Services	\$38,341
Trading & Fundraising	\$27,519
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,561
Total Operating Expenditure	\$2,486,334
Net Operating Surplus/-Deficit	\$39,740
Asset Acquisitions	\$33,208

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$181,252
Official Account	\$6,317
Other Accounts	\$0
Total Funds Available	\$187,569

Financial Commitments	Actual
Operating Reserve	\$81,924
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$84,867
School Based Programs	\$51,156
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$51,547
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$269,494

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.