

2022 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 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 04 April 2023 at 04:56 PM by Sharon Baker (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 27 April 2023 at 06:10 PM by Matthew Barnett (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

Inverleigh Primary School is located in the heart of the Inverleigh community, nestled in an attractive rural setting near the junction of the Leigh and Barwon Rivers, 30 kms west of Geelong on the Hamilton Hwy. We have a current enrolment of 177 students, grouped into 8 composite classrooms. Our staff consists of seven full time teachers, six part time teachers, three education support staff, two administrative staff, one learning specialist and one principal.

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: all members of the community conduct themselves 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 regard 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, and several shaded areas.

The school's socio-economic profile, based on families' occupations and education, is considered to be in the low band which represents high parent education and high socio-economic advantage.

Progress towards strategic goals, student outcomes and student engagement

Learning

Inverleigh Primary School continues to be extremely proud of our achievements in student learning outcomes.

In 2022, the school continued to work on its strategic plan goal of improving student achievement levels and learning growth across the curriculum with a particular focus on numeracy. Throughout the year, teachers worked collaboratively to develop an instructional model to strengthen the delivery of a consistent approach to teaching and learning in both literacy and numeracy. All staff participated in professional learning with Di Siemens. This enabled teachers to increase their knowledge and skills in teaching the 'Big Ideas in Maths' and especially in how to guide their students in developing number sense. The numeracy leader has been instrumental in working with teachers to continue their learning in this area.

Despite the disruptions of the previous few years, student learning data has reflected the effectiveness of the strategies and initiatives implemented. Teacher judgement of students in years Prep - 6 working at or above expected standards in English (94.1%) remained high. The percentage of students in the top three bands for Reading also remained high in both Year 3 at 88% and Year 5 at 85%. Both of these results are well above the results of similar schools and the State average. Teacher judgement of students in years Prep - 6 working at or above expected standards in Maths was also high (95.9%). The percentage of students in the top three bands for Numeracy was significantly higher than similar schools and the State average. The Year 3 percentage of 95.8% was particularly strong, with similar schools averaging 70.5 % and the state average being 64%. The Year 5 percentage of 75% was also a good result with similar schools (56.7%) and the State average (54.2%) being significantly lower.

Wellbeing

In 2022, we continued to work on supporting student wellbeing as part of our strategic plan goals. To do this we continued to embed the Respectful Relationships curriculum across the school and we began professional learning for all staff in the Berry Street Education Model. The Berry Street Education Model has empowered our teachers to create classroom environments where all students can learn and thrive. The introduction of the Zones of Regulation has provided a tool to enable teachers to check in with how students are feeling, and has empowered students to recognise and label the emotions they are feeling. This, in turn, has also enabled students to manage emotional regulation and to understand what it means to be 'ready to learn'.

As a staff, we also worked closely with an Inclusion coach. The coach worked with classroom teachers to develop and implement inclusive practices in all of our classrooms. The teachers' knowledge and skills in implementing inclusive practices has increased. We believe this has had a positive impact on our Attitudes to School Survey, with 95.7% of students endorsing a Sense of Connectedness to school, compared with our previous four-year average of 78.8%.

Engagement

Inverleigh Primary School has continued to focus on student transitions to support student engagement in 2022, both from kindergarten to primary school and from primary school to secondary school. Several transition visits were arranged between the Inverleigh Kindergarten and the primary school, which enabled the smooth transition to primary school for the majority of our new Foundation students. We also have a buddy program in place to facilitate this transition phase. Our year 5 students have the opportunity to visit the Inverleigh kindergarten in order to develop relationships with the kinder students before they start school. These relationships have continued well into the school year and facilitate positive engagement opportunities.

In 2022, to further promote student engagement, we prioritised the continuation of Lunchtime Engagement activities such as organised sport, art club, and chess club. Many of these activities progressed to being student-led activities which further increased student engagement. Some clubs were also supported by parent volunteers which increased community engagement as well.

In 2022, Inverleigh Primary School began to investigate the opportunity to be included in the School Wide Positive Behaviour Support initiative. We are looking forward to beginning this journey in 2023 and further enhancing our opportunities for positive student engagement.

Financial performance

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 Voluntary Contribution is requested from parents to cover Government approved purchases of books and requisites. In 2022, this had an 80% 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.

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 178 students were enrolled at this school in 2022, 83 female and 95 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).

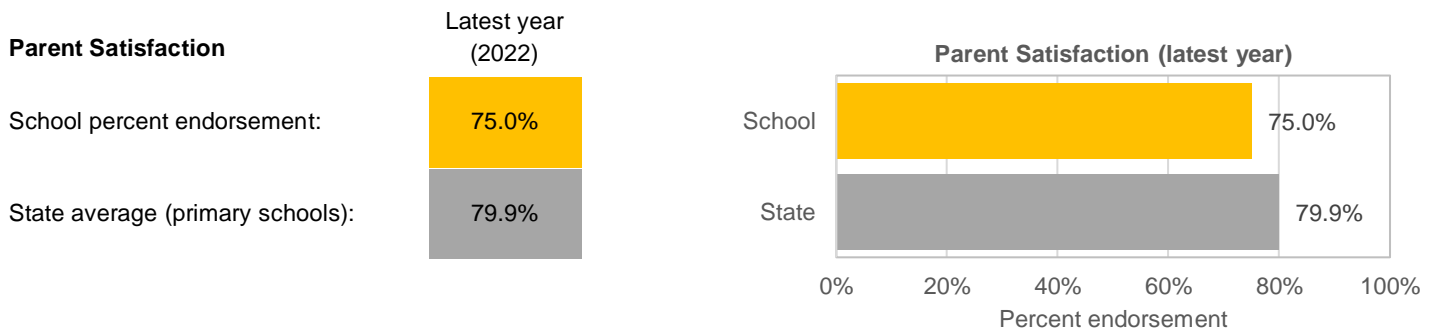
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

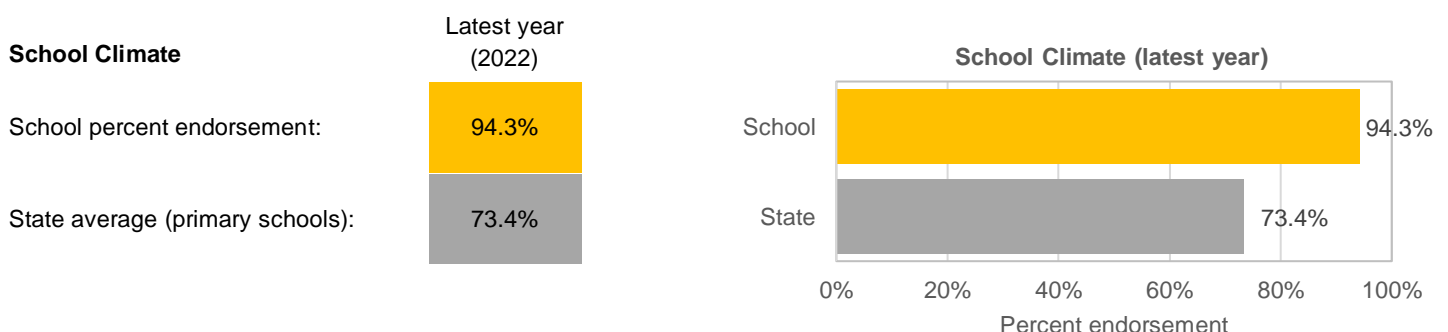


School Staff Survey

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:

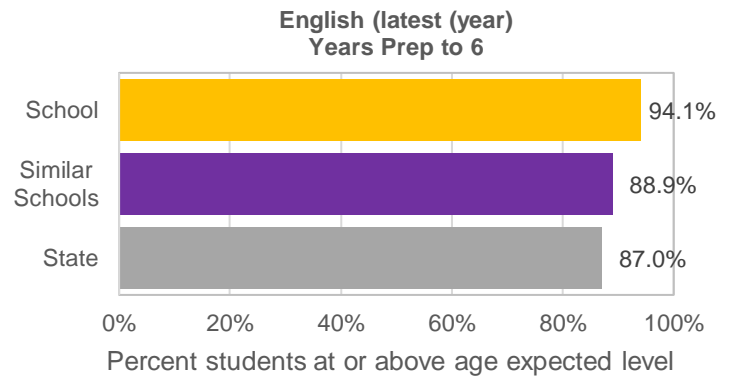
94.1%

Similar Schools average:

88.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

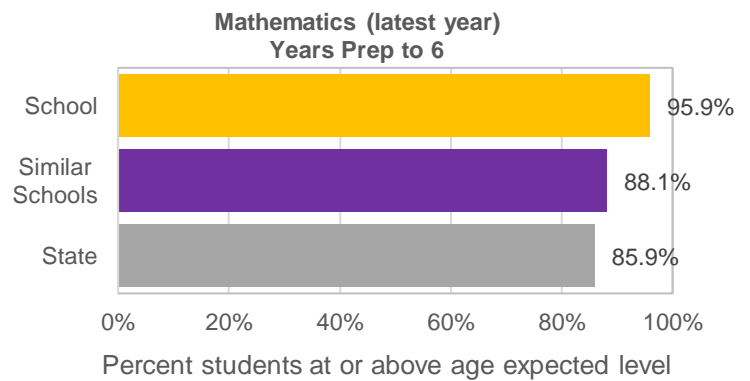
95.9%

Similar Schools average:

88.1%

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.

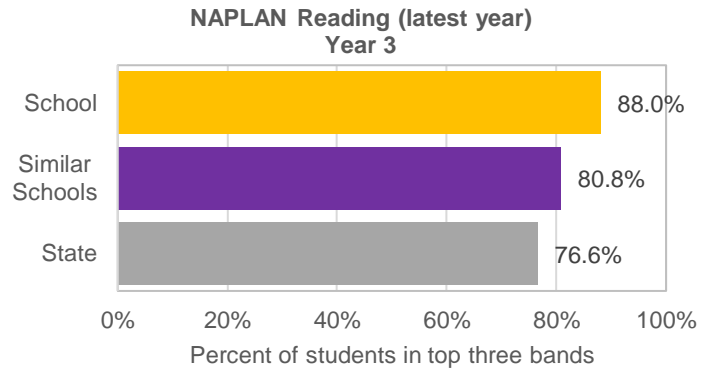
NAPLAN

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.

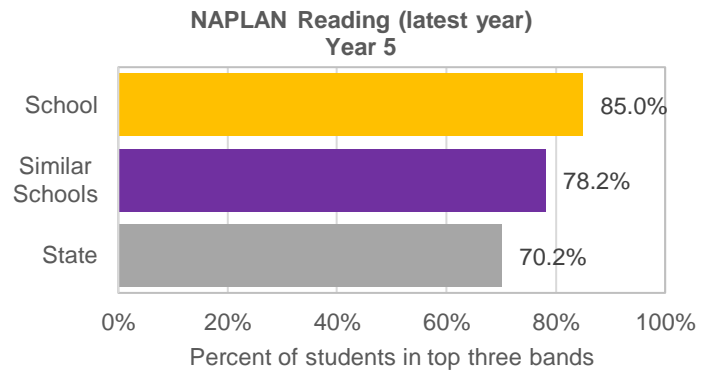
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.0%	93.2%
Similar Schools average:	80.8%	81.1%
State average:	76.6%	76.6%



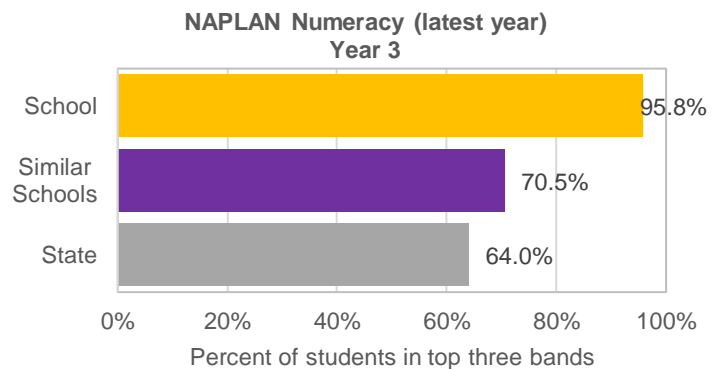
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.0%	86.3%
Similar Schools average:	78.2%	76.3%
State average:	70.2%	69.5%



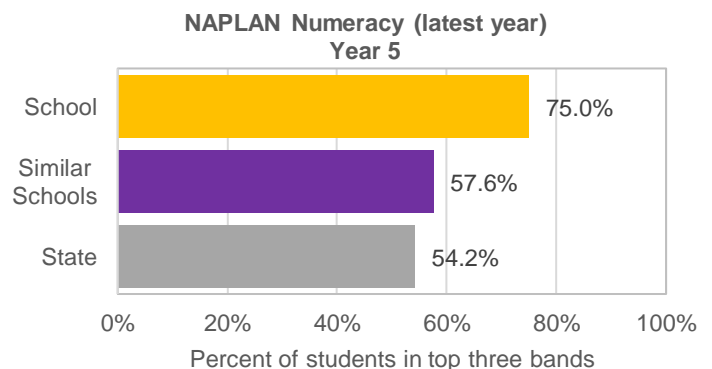
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	95.8%	88.6%
Similar Schools average:	70.5%	72.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	78.1%
Similar Schools average:	57.6%	63.1%
State average:	54.2%	58.8%



WELLBEING

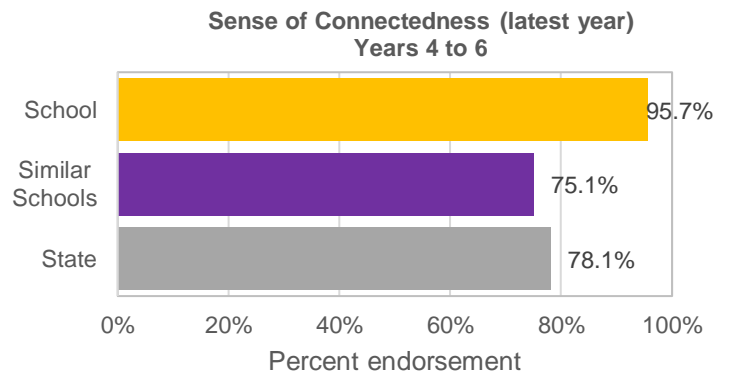
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	95.7%	78.8%
Similar Schools average:	75.1%	78.0%
State average:	78.1%	79.5%

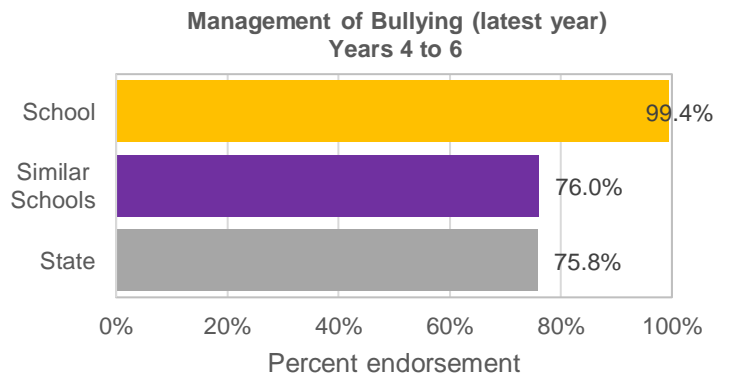


Student Attitudes to School – Management of Bullying

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:	99.4%	90.1%
Similar Schools average:	76.0%	80.0%
State average:	75.8%	78.3%



ENGAGEMENT

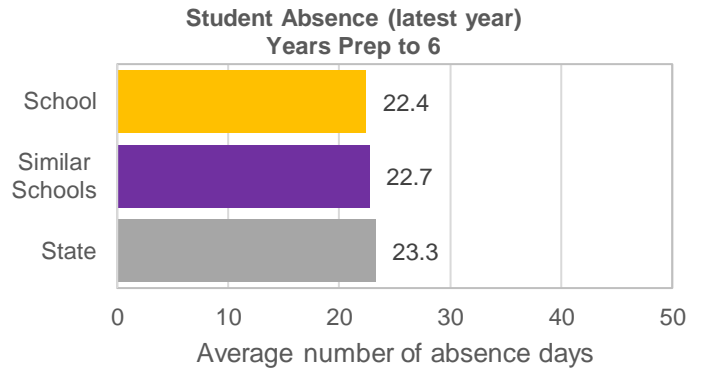
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.4	14.9
Similar Schools average:	22.7	16.8
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%	90%	89%	87%	89%	89%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,736,815
Government Provided DET Grants	\$245,670
Government Grants Commonwealth	\$7,000
Government Grants State	\$0
Revenue Other	\$20,547
Locally Raised Funds	\$156,324
Capital Grants	\$0
Total Operating Revenue	\$2,166,356

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,778
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,778

Expenditure	Actual
Student Resource Package ²	\$1,640,145
Adjustments	\$0
Books & Publications	\$2,040
Camps/Excursions/Activities	\$76,407
Communication Costs	\$2,302
Consumables	\$33,645
Miscellaneous Expense ³	\$7,764
Professional Development	\$14,123
Equipment/Maintenance/Hire	\$19,883
Property Services	\$59,418
Salaries & Allowances ⁴	\$103,239
Support Services	\$31,140
Trading & Fundraising	\$37,602
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,921
Total Operating Expenditure	\$2,042,628
Net Operating Surplus/-Deficit	\$123,728
Asset Acquisitions	\$41,882

- (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	\$192,070
Official Account	\$7,286
Other Accounts	\$0
Total Funds Available	\$199,356

Financial Commitments	Actual
Operating Reserve	\$64,602
Other Recurrent Expenditure	\$1,021
Provision Accounts	\$0
Funds Received in Advance	\$17,499
School Based Programs	\$23,731
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$82,504
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$199,356

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.