

2023 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 30 April 2024 at 05:27 PM by Samuel Irwin (Principal)

- This 2023 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 01 May 2024 at 11:24 AM 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).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Inverleigh is 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 kilometres west of Geelong on the Hamilton Highway.

The original bluestone building is on the Historic Buildings Register and was built in 1865. It is the centre piece of the school's building plan and has an important place in its history. Our current enrolment numbers are 186 students, which have been divided into eight classrooms. It's current staffing profile consists of 1 Principal, 1 Learning Specialist, 7 full time classroom teachers, 2 part time classroom teachers, 4 part time specialist teachers, a part time disability inclusion coordinator, 4 classroom ES and 3 admin staff.

Inverleigh Primary School aims to create a positive, inclusive, and supportive environment for optimal learning, development, and wellbeing. The Inverleigh Primary School community takes pride in providing a secure and caring environment, where students are happy and positive as they go about their work. The school is committed to providing an environment which encourages and recognises the rights of all students to reach their full potential focusing on the school values; We Strive, We are Kind and We Belong. The school also runs a Junior School Council who work together in decision-making, leading change and providing opportunities to develop their leadership and citizenship skills.

There is a 1 to 1 iPad program in Grade 3 to 6, with a near 1:1 allocation of extra devices distributed to the F-2 grades. Students engage in subjects within the Victorian Curriculum, in 2024 studying AUSLAN, Physical Education, Art and STEM within the specialist program. There is also an extensive camps and extra-curricular program planned each year.

Our grounds present an attractive bush environment, with both active and passive areas for use by the students. A well-grassed oval is complemented by brand new playground equipment, an undercover recently resurfaced basketball court 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 has always maintained a strong commitment to student learning achievement. In 2023, our school continued to support our strategic plan goal of improving student learning growth, by prioritising teacher professional development and collaboration, and by strengthening structural components to support consistency across all year levels. Teachers worked collaboratively with the Learning Specialist to develop a new instructional model to strengthen the delivery of a consistent approach to teaching and learning in both literacy and numeracy. Teachers engaged in professional learning sessions in Numeracy, improving their understanding of 'the big ideas' and the developmental sequence of student learning. teaching capabilities. The numeracy leader played a pivotal role in supporting teachers' ongoing growth in this domain.

Student learning data continues to be strong, proving the efficacy of the strategies currently in place. Teacher assessments indicate that students in Foundation - Grade 6 performing at or above expected English standards remained notably high at 92.5%. Similarly, in NAPLAN, the proportion of students in the top two Reading bands in Grade 3 (91%) and Grade 5 (96%) remained significantly above both similar schools (71% and 83%) and the state average (69% & 76%). In Mathematics, teacher assessments also showed a high proportion of students in Foundation - Grade 6 meeting or exceeding expected achievement standards at 92.9%. NAPLAN data indicated that the percentage of students in the top two Numeracy bands again significantly exceeded similar schools (72% & 67%) and the state average (73% & 68%), with Grade 3 achieving 86.4% and Grade 5 82.6%.

Wellbeing

Student wellbeing has continued to be a priority area for our school, with targeted strategies implemented to improve staff professional learning and to increase the capacity of our school to deliver evidence based strategies to support all students. Throughout the year, a team of staff were led through SWPBS training as they developed an action plan to build a school-wide approach to student wellbeing. Staff received professional learning from Respectful Relationships facilitators to enable them to further develop their knowledge and build skills in delivering curriculum content to students. They also received training from Smiling Minds to further increase their understanding of mental health. This professional learning combined with further refining our existing Berry Street approaches has led to developing a broader curriculum for the teaching of social and emotional education. Our staff

once again worked closely with an Inclusion coach to continue to develop and implement inclusive practices in all of our classrooms..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'. Survey data indicated that 91.3% of students had a strong sense of connectedness to their school. This result is exceptionally high and a positive reflection on the work being done in our school.

Engagement

Inverleigh Primary School has continued to focus on student engagement as a means to support and improve both academic and wellbeing outcomes. Throughout the year, a number of strategies have been put in place to increase engagement, from increased extracurricular opportunities to individualized engagement plans for at-risk students. A varied lunchtime engagement program has continued to occur, ensuring that student voice guides the options and allows students to not only participate in but also lead different activities. Some of these clubs were also supported by parent volunteers, which increased community engagement as well. Our work around developing the SWPBS program has led to staff having further knowledge of the direct link between engagement and behavior, allowing them to consider positive approaches to managing challenging behavior on a more consistent basis. Our parent community has enjoyed opportunities to visit the school more regularly, with open afternoons, parent picnics, whole school sporting events, and a STEM showcase event allowing parents to walk alongside their child and to develop a sense of what's happening in our schools. We have increased our communication of important information via Compass, as well as showcasing the wonderful things happening in our school via Facebook.

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 2023, 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.

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 176 students were enrolled at this school in 2023, 85 female and 91 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).

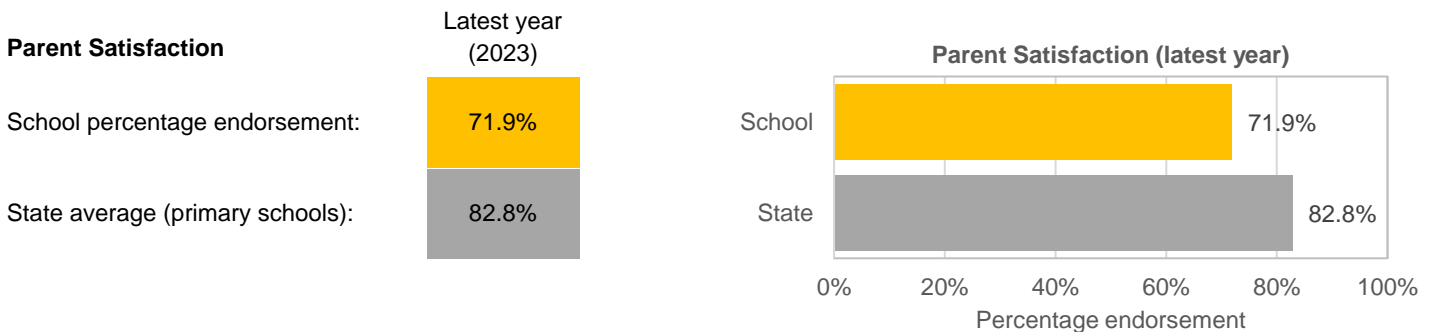
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

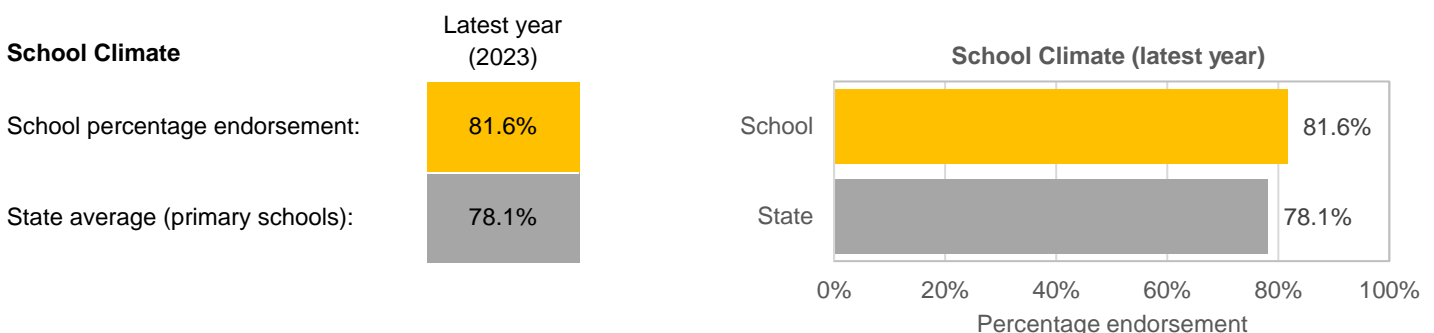


School Staff Survey

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.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

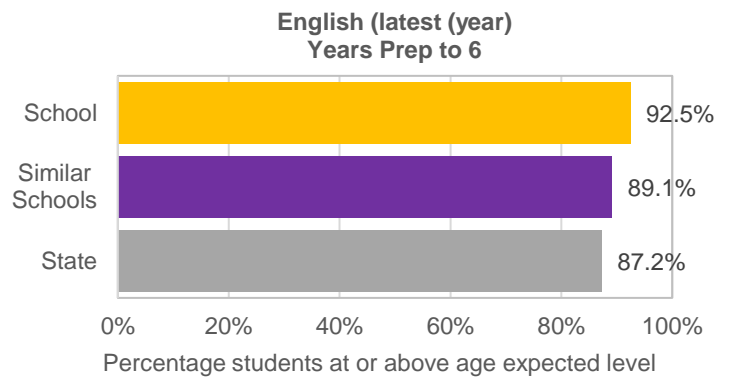
92.5%

Similar Schools average:

89.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

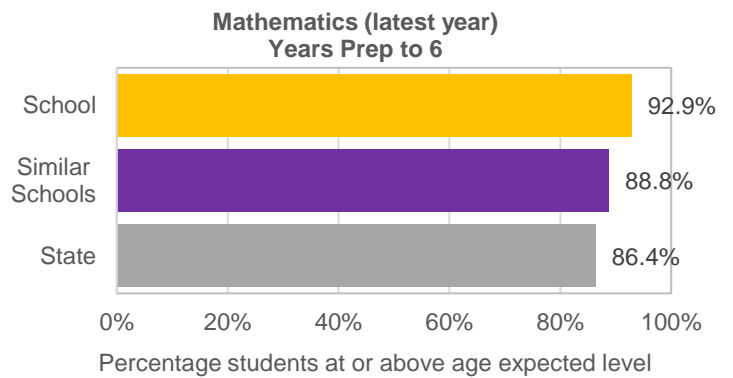
92.9%

Similar Schools average:

88.8%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.9%

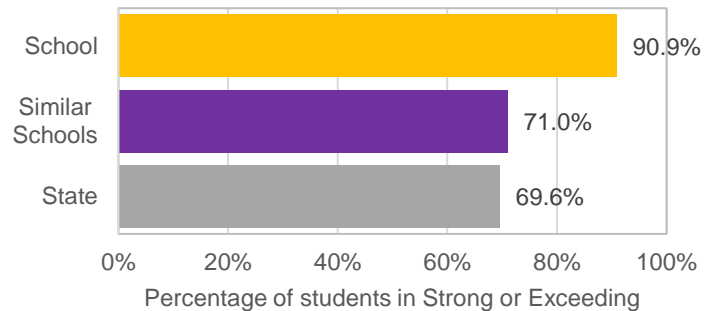
Similar Schools average:

71.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

95.7%

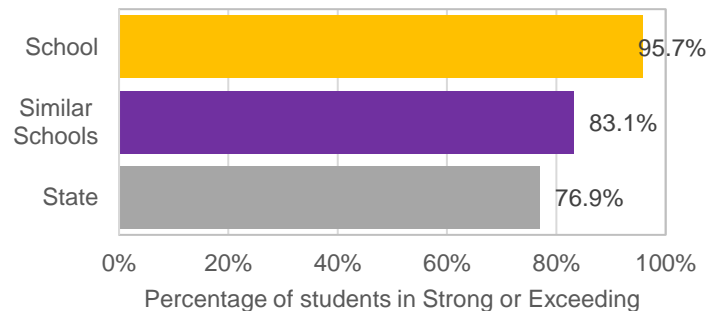
Similar Schools average:

83.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.4%

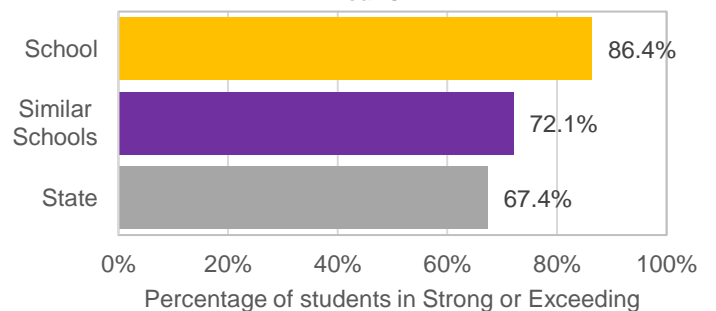
Similar Schools average:

72.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.6%

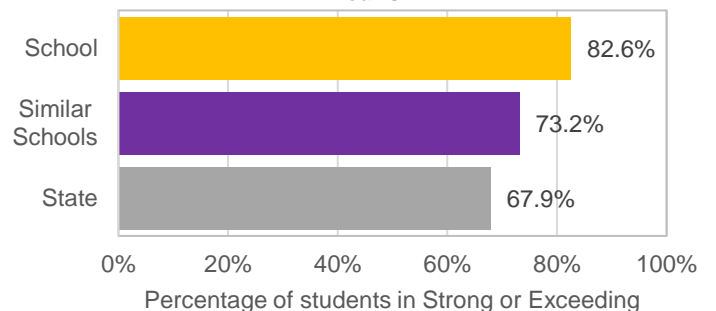
Similar Schools average:

73.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students in the top three bands:

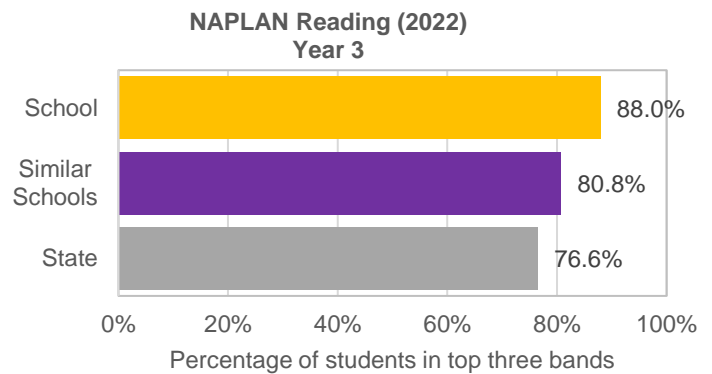
88.0%

Similar Schools average:

80.8%

State average:

76.6%



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

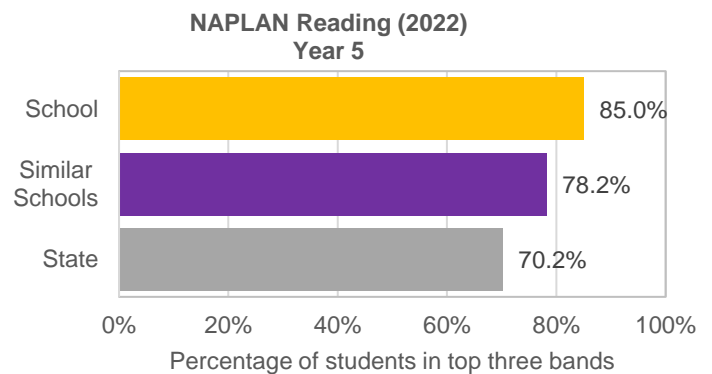
85.0%

Similar Schools average:

78.2%

State average:

70.2%



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

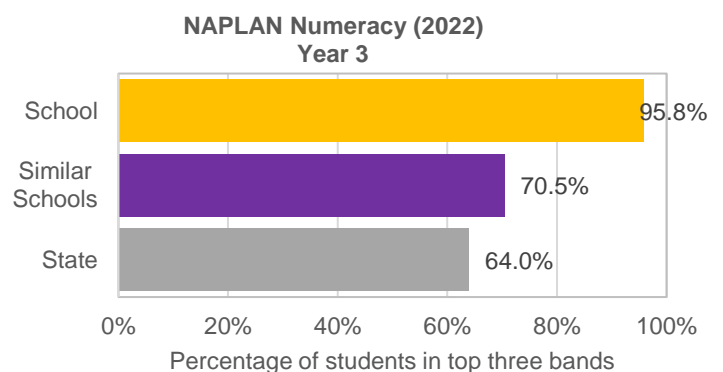
95.8%

Similar Schools average:

70.5%

State average:

64.0%



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

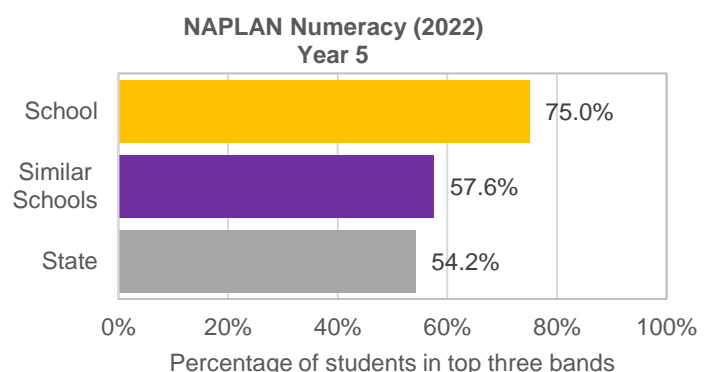
75.0%

Similar Schools average:

57.6%

State average:

54.2%



WELLBEING

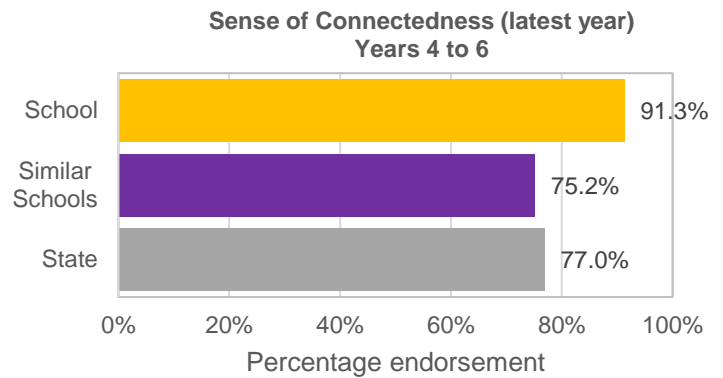
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	91.3%	85.8%
Similar Schools average:	75.2%	77.1%
State average:	77.0%	78.5%

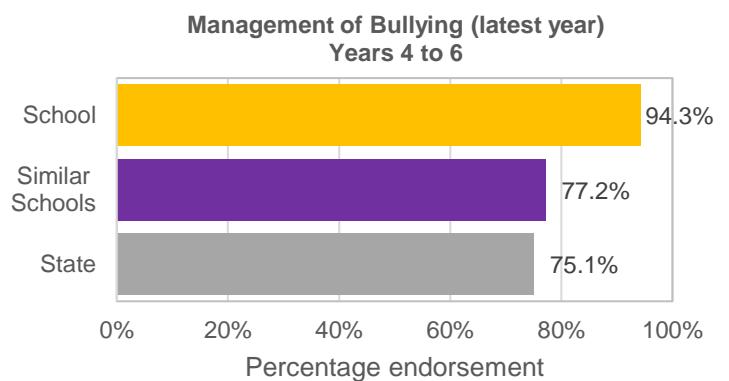


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	94.3%	92.7%
Similar Schools average:	77.2%	79.1%
State average:	75.1%	76.9%



ENGAGEMENT

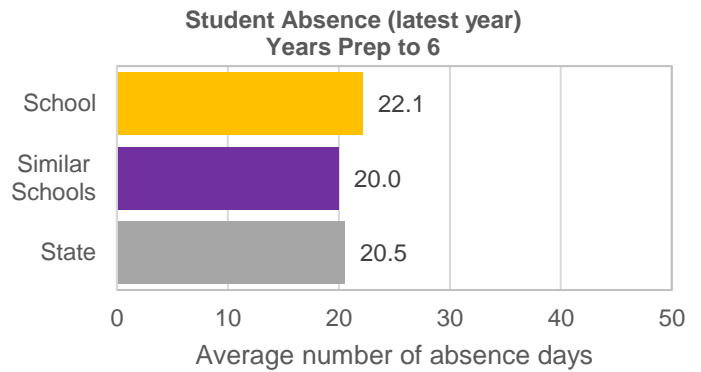
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	22.1	17.2
Similar Schools average:	20.0	17.7
State average:	20.5	18.1



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 (2023):	88%	90%	91%	89%	88%	87%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,956,284
Government Provided DET Grants	\$404,677
Government Grants Commonwealth	\$2,700
Government Grants State	\$0
Revenue Other	\$46,105
Locally Raised Funds	\$152,932
Capital Grants	\$0
Total Operating Revenue	\$2,562,699

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,702
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,702

Expenditure	Actual
Student Resource Package ²	\$1,755,351
Adjustments	\$0
Books & Publications	\$3,178
Camps/Excursions/Activities	\$78,461
Communication Costs	\$2,269
Consumables	\$43,657
Miscellaneous Expense ³	\$60,190
Professional Development	\$8,660
Equipment/Maintenance/Hire	\$43,053
Property Services	\$96,705
Salaries & Allowances ⁴	\$120,683
Support Services	\$28,776
Trading & Fundraising	\$22,841
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,891
Total Operating Expenditure	\$2,276,715
Net Operating Surplus/-Deficit	\$285,984
Asset Acquisitions	\$154,870

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$127,645
Official Account	\$2,480
Other Accounts	\$0
Total Funds Available	\$130,125

Financial Commitments	Actual
Operating Reserve	\$77,625
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$15,374
School Based Programs	\$21,875
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,045
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$88,831
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$207,750

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.