

# 2025 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 22 April 2026 at 02:53 PM by Sharon Baker (Principal)

- As executive officer of the school council, I attest that this 2025 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 22 April 2026 at 02:54 PM by Sharon Baker (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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available 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 2025 Inverleigh Primary had 193 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 10 classroom Educational Support (ES) staff providing support across all classrooms 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

2025 was the first year of our new School Strategic Plan (2024 - 2028).

We continued our work in improving student learning outcomes in Literacy and Numeracy with a specific focus on Numeracy.

This included;

- Reviewing the school's instructional models and alignment with VTLM 2.0
- Continuing to develop the fidelity of effective Professional Learning Community (PLC) practice
  - Reviewing and refining teaching and learning documentation across the school
  - Participating in peer observations to strengthen teaching practises and consistency of approaches to teaching and learning.
  - A highlight of the year was developing an Instructional Playbook with members of the School Improvement team. We are looking forward to implementing professional learning

for all staff on each of the Instructional Playbook strategies to continually and consistently improve teaching practices throughout the school.

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, especially in the area of Numeracy which has been a specific area of focus.

## Wellbeing

As a school we have continued to implement and strengthen our work in School- Wide Positive Behaviour Systems (SWPBS). Consistency and fidelity of School-wide Positive Behaviour Support (SWPBS) in classrooms and in the playground has enabled us to successfully reach Tier 1 implementation. Staff regularly analyse SWPBS data to adjust strategies and maintain positive behaviour support. Students particularly enjoy the token system and the subsequent rewards. We have continued to build the capacity of teachers, and Education Support staff 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. Staff are establishing a social emotional curriculum alongside the Respectful Relationships curriculum which is being embedded across the school.

Staff are utilising the Social, Academic, and Emotional Behaviour Risk Screener (SAEBRS) early each term to identify students at risk for social-emotional and behavioural concerns.

## Engagement

The school's attendance data has remained fairly stable. Students and families are connected to the school through our strong community ties. Our attendance data is mostly impacted by families electing to take family holidays during the school term rather than disengagement from school. 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. Our year 5 students engaged in a Kindergarten transition program of regular Kinder visits throughout the year which fostered strong partnerships with the incoming kinder students.

Additionally the implementation of SWPBS across the school has ensured classrooms are calm, safe and orderly. End of term fun days available for students who earned SWPBS tokens were always a highlight for students.

## Financial performance

The school maintained a sound financial position across 2025. School Council regularly reviewed and monitored our school budget and expenditure. The school continued to work with the Victorian School Building Authority (VSBA) to develop an appropriate resolution for an upgrade to the septic system. Work commenced on this major project at the end of the year.

The school was successful in gaining a Strengthening Communities grant from the Golden Plains Shire Council. This grant enabled the installation of a beautiful indigenous art mural at the front of our school along with bollards which were painted by each of our Koorie students and a member of their families.

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 installation of new drinking taps and a filtered water bottle filling station.

**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 193 students were enrolled at this school in 2025, 96 female and 97 male. NDP had English as an additional language and 3% 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 - Medium**.




### 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	73.3%	
	Similar schools	82.7%	
	State	82.0%	

### School Staff Survey


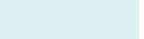


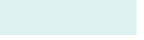

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.3%	
	Similar schools	84.0%	
	State	77.4%	

## LEARNING


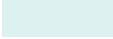


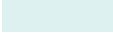


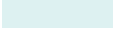




### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>94.5%</b>	
	Similar schools	90.3%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>95.4%</b>	
	Similar schools	88.7%	
	State	84.2%	

## NAPLAN

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


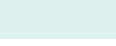




		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>76.2%</b>		<b>80.3%</b>
	Similar schools	78.7%		76.3%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>83.3%</b>		<b>90.4%</b>
	Similar schools	81.7%		82.7%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>72.7%</b>		<b>79.2%</b>
	Similar schools	78.6%		76.3%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.8%</b>		<b>72.9%</b>
	Similar schools	76.5%		76.1%
	State	69.1%		68.1%

## NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>59.1%</b>	
	Similar schools	76.8%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>75.0%</b>	
	Similar schools	75.1%	
	State	74.0%	

## WELLBEING




### 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>76.5%</b>		<b>82.7%</b>
	Similar schools	77.9%		78.4%
	State	77.1%		77.3%

### Student Attitudes to School – Managing 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>86.0%</b>		<b>86.7%</b>
	Similar schools	80.3%		80.3%
	State	76.4%		75.8%

## ENGAGEMENT








### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
<b>Prep - 6</b>	<b>School</b>	<b>20.1</b>	<b>21.0</b>
	Similar schools	20.1	20.6
	State	21.5	21.7

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
<b>Prep</b>	<b>School</b>	<b>89.6%</b>	
<b>Year 1</b>	<b>School</b>	<b>92.2%</b>	
<b>Year 2</b>	<b>School</b>	<b>87.4%</b>	
<b>Year 3</b>	<b>School</b>	<b>90.0%</b>	
<b>Year 4</b>	<b>School</b>	<b>90.8%</b>	
<b>Year 5</b>	<b>School</b>	<b>90.8%</b>	
<b>Year 6</b>	<b>School</b>	<b>88.0%</b>	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,263,484
Government Provided DET Grants	\$451,432
Government Grants Commonwealth	\$9,602
Government Grants State	\$6,226
Revenue Other	\$46,221
Locally Raised Funds	\$149,987
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,926,953</b>

Equity	Actual
Equity (Social Disadvantage)	\$8,662
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,662</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$2,300,232
Adjustments	\$0
Books & Publications	\$1,436
Camps/Excursions/Activities	\$76,845
Communication Costs	\$3,561
Consumables	\$33,675
Miscellaneous Expenses <sup>2</sup>	\$10,683
Agency Staff	\$0
Professional Development	\$6,668
Equipment/Maintenance/Hire	\$14,367
Property Services	\$73,160
Salaries & Allowances <sup>3</sup>	\$152,753
Support Services	\$100,963

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$39,730
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,199
<b>Total Operating Expenditure</b>	<b>\$2,830,273</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$96,680</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$221,155
Official Account	\$22,264
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$243,419</b>

Financial Commitments	Actual
Operating Reserve	\$88,340
Other Recurrent Expenditure	\$3,820
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$6,932
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,701
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$26,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$137,294</b>

*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.*