

2017 Annual Report to the School Community



School Name: Inverloch Primary School

School Number: 2776

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Inverloch Primary School is situated in Inverloch, South Gippsland. The school currently has 391 students in 17 classes. There are 4 Specialist classes – Art, Music, P.E. and Spanish which the students access each week. Our vision is to enable all of our students “to achieve their full potential and to develop into confident, well-rounded citizens”. This includes a focus not only on academic success but also becoming involved in the community. Inverloch and Kongwak Primary Schools are in a Hub/Annexe arrangement which means that while separate entities they share excursions, camps and special events and travel between the schools at different times. Our community links are very strong with associations with the R.S.L., Men’s Shed, local Library, Landcare and Environment and Historical Societies. We are a Kids Matter school and our students mental health and well-being is as important as their academic success. To this end we enjoy a Multi-age day each term, have a Kids Matter Student Action team and include parents and a critical friend on our Kids Matter journey. Our students strongly believe that “We Give Our best To Be Our best” and that “Every Face Has A Place”.

Framework for Improving Student Outcomes (FISO)

In 2017 the school has focused on improving staff data skills in literacy and on collecting data that is relevant to what is being taught, and which will assist in tailoring future lessons to students' needs. New assessment tools have been utilised - Soundwaves on line, updated Torch, all year levels use Benchmarking, On Demand testing and data has been collated to a central storage which can be accessed by all staff. Work has been done through professional learning sessions on how to analysis data to determine the next step in a student's learning and also to deepen staff members understanding of the developmental journey through the curriculum in English. There has also been considerable work with the staff on consistency in the language and delivery of the curriculum with all classes displaying similar posters relating particularly to the concepts of reading.

Achievement

Our students continue to give their best in all curriculum areas and do well in the NAPLAN tests. A challenge for our staff is to identify and extend those students who are already performing above their expected level in English and Mathematics and improvements in assessment tools and data collection is helping to acknowledge achievement more accurately. The appointment of a Leading Teacher – Curriculum has enabled more targeted professional discussions during teacher planning time around what the data is saying, and providing for greater consistency across all grade levels in the language used, and in trusting the assessment data and using it to inform future teaching. Further literacy training for both the Curriculum and Literacy leaders has filtered through to the teaching teams in refining the language used in reading sessions, and to give consistency in the area of teaching comprehension strategies. The next challenge will be to increase the achievement growth of our students between Years 3 and 5 in all areas assessed by NAPLAN>

Engagement

Absences continue to sit at a higher than desired level at Inverloch Primary School, however we are aware that due to living in a holiday area, traditionally parents take their holidays outside these school holiday periods. That being said, there has been a slight improvement and there has been a concerted effort to decrease the number of unexplained absences by sending out “Please explain” notes to ensure accountability for absences. A number of our families are fortunate to be able to take extended travelling holidays, which again skews the data.

Wellbeing

While our rating for wellbeing continues to be similar to like schools the staff are working on programs to engage and connect students more closely to school. In 2017 the Years 3-6 teachers began to implement Educational Research Projects (ERPs) where students can explore given themes and skills through topics of their own interests. Students gave very positive feedback on this type of project work. It is hoped that this will increase their score on the Attitudes to School Survey for School Connectedness. While the Students Attitudes to School Survey – Management of Bullying result is similar to other schools it is disappointing it does not reflect the far more positive attitude of students in our own school survey. This year the data collection included Year 4 students, who as a cohort did report more concerns.

For more detailed information regarding our school please visit our website at inverlochps@education.vic.gov.au





Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 391 students were enrolled at this school in 2017, 209 female and 182 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>43%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>56%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>43%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>52%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>45%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	43%	26%	Numeracy	23%	56%	21%	Writing	25%	43%	32%	Spelling	11%	52%	36%	Grammar and Punctuation	27%	45%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	91 %	91 %	91 %	91 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	91 %	91 %	91 %	91 %	91 %										



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

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.

Equity funding was used to employ additional ES staff to support students identified as needing additional English support. Fundraising was for additional shade, the shade structure outside the Prep rooms and additional reading resources for Years 3&4. We also received Sporting Schools funding to enhance the P.E. program and assist our students to participate in a swimming program.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,991,455	High Yield Investment Account	\$356,938
Government Provided DET Grants	\$419,044	Official Account	\$6,818
Government Grants Commonwealth	\$13,628	Total Funds Available	\$363,756
Government Grants State	\$932		
Revenue Other	\$32,826		
Locally Raised Funds	\$302,446		
Total Operating Revenue	\$3,760,331		
Equity¹			
Equity (Social Disadvantage)	\$44,551		
Equity Total	\$44,551		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,014,017	Operating Reserve	\$105,437
Books & Publications	\$3,047	Asset/Equipment Replacement < 12 months	\$70,000
Communication Costs	\$12,651	Capital - Buildings/Grounds incl SMS<12 months	\$45,000
Consumables	\$74,404	Maintenance - Buildings/Grounds incl SMS<12 months	\$15,000
Miscellaneous Expense ³	\$106,500	Revenue Received in Advance	\$4,500
Professional Development	\$23,861	School Based Programs	\$13,250
Property and Equipment Services	\$190,320	Other recurrent expenditure	\$10,569
Salaries & Allowances ⁴	\$156,867	Asset/Equipment Replacement > 12 months	\$40,000
Trading & Fundraising	\$79,210	Capital - Buildings/Grounds incl SMS>12 months	\$25,000
Travel & Subsistence	\$57	Maintenance -Buildings/Grounds incl SMS>12 months	\$35,000
Utilities	\$23,293	Total Financial Commitments	\$363,756
Total Operating Expenditure	\$3,684,226		
Net Operating Surplus/-Deficit	\$76,105		
Asset Acquisitions	\$44,425		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.