

# 2022 Annual Report to the School Community

School Name: Inverloch Primary School (2776)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 28 March 2023 at 05:43 PM by Brett Smith (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 18 April 2023 at 04:12 PM by Brad Lester (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Inverloch Primary School is situated in the coastal town of Inverloch in South Gippsland. Inverloch Primary School is in a Hub/Annexe arrangement with Kongwak Primary School. This means that while they are separate entities with their own school governance, they share staff, including Principal and Assistant Principal, professional learning, excursions, camps and special events and travel between the schools at different times. Whilst the schools work collaboratively to provide cohesive learning, engagement and wellbeing programs, both schools are valued for their individuality, and their place and purpose in their respective local communities.

Inverloch Primary School had an enrolment of 462 for 2022, which was a slight decline from 2021, as families moved northwards or returned to Melbourne. In 2022 there were 22 classrooms, with 32 EFT teachers and 7 Education Support Officers. The Principal and Assistant Principal are primarily based at Inverloch PS and the majority of administration is also centralised at Inverloch Primary School. There were 4 Specialist classes, which the students access each week with Auslan becoming our Language other than English, after failing to recruit a Spanish teacher. Auslan has proven to be very popular with students and families, with several performances showcasing their talents.

Our vision has been updated slightly, following our vision and values work. Our vision is *'All students achieve their full potential and develop into confident, well-rounded citizens'*.

In conjunction with Kongwak Primary School, various stakeholders were consulted and data was examined to determine our new school values. The three new values will underpin our School Wide Positive Behaviour Support focus in 2023. The schools will still value the qualities of persistence, getting along, emotional resilience and organisation.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 we continued to solely focus on the Department's priorities of Learning and Wellbeing. Whilst Numeracy was a DET focus, our data indicated that writing required greater attention.

Learning - *Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.*

Actions and activities that supported the Learning Key Improvement Strategy and were successfully implemented included:

- Further build staff capacity in assessment and data analysis to provide differentiated learning to meet students' individual learning needs
  - Weekly PLC meetings to develop capacity in assessment, data analysis and provision to support differentiation (Additional non face to face time)
  - Provision of a Teaching and Learning Leader to coordinate and provide staff professional development (assessments, data analysis, PLC development, Middle Level Leader development)
  - Refresh peer observation and feedback program with a focus on differentiation and demonstrated practice change in the classroom
- Embed a multi-tiered response to meet students' individual learning needs
- Recruitment and provision of the Tutor Learning program
  - Provision of an additional assistance program (RTI) for identified students based on teacher judgement data (less than expected achievement and growth)
  - PLC Inquiry Cycles to develop capacity of teaching staff to provide differentiated learning experience

Despite the very high interruption to staffing due to extended and repeated COVID, student learning continued with little disruption. Fortunately our staff work in teams which ensured student learning continued according to curriculum plans with little loss of effective teaching and learning time.

### Teacher Judgement

When compared to the State and Similar schools, Inverloch PS has made similar progress in English P-6 which is favourable after such another disruptive learning year. The prioritization of curriculum time and focus on literacy and numeracy may contribute to these results. The highly successful work of the Learning Tutors and school based additional assistance has contributed to student growth in English.

### Annual Report Data Sets

The results for 'at and above' Teacher Judgements in English P-6 were School 90.3% State 87%

The results for 'at and above' Teacher Judgements in Mathematics were school 90.8% and State 86.5%

### SSP / AIP data sets

In Reading, the 'below expected' percentage has decreased from 13% to 11% and the 'above expected' has remained at 42.

In Writing, the 'below expected' percentage had remained at 16% with 'above expected' increasing from 17% to 20%.

In terms of the Annual Implementation Plan targets, Reading almost achieved the 'above expected' target of 45%. With 43%.

Number achieved the 2022 'above expected' target .

Writing was determined as our literacy focus in 2022 with PLC Inquiry cycles, professional learning, assessment and curriculum improvements supporting this focus area. The schools did not achieve the target causing this focus to continue into 2023.

In 2022 students at Inverloch Primary School achieved in NAPLAN in the following:

- At the State level in Year 3 and Year 5 NAPLAN Top 3 Band Numeracy
- Above the State in Year 3 and Year 5 NAPLAN Top 3 Band Reading
- Inverloch Primary School was the second highest school in Year 5 NAPLAN in the Bass Coast.

### Wellbeing

In 2022 Kongwak Primary School was committed to the DET's Wellbeing priority and this commitment continues to do so.

Wellbeing - *Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.*

The school successfully undertook the following actions and activities that supported the Wellbeing Key Improvement Strategy:

- Embed the multi-tiered response model to support students' mental health
  - Fortnightly Wellbeing meetings to plan, action and review Annual Implementation Plan (AIP) actions
  - Provision of a Wellbeing Officer to provide direct support to identified students
  - Provision of school funded Chaplaincy program to support connections, 1:1 support and student voice and agency
- Embed positive mental health approaches in staff professional practice
- Engage support services from the Mental Health Menu to support Tier 3 students
- Establish a coordinated and resourced wellbeing program to address connectedness and seek help behaviours
- Develop and provide a multi-faceted school community connection plan
- It was recommended to implement School Wide Positive Behaviour Support to consolidate and combine our various actions within the SWPBS framework.
- The school released a staff member with a psychology background one day a week to support whole school wellbeing in addition to having a wellbeing committee, Chaplain, Hands on Learning and wellbeing as a portfolio of the Assistant Principal.

The school continued with the three School Strategic Plan's focus area of Confidence in Learning, Motivation and Interest and Stimulating Learning and introduced Connectedness, Sense of Inclusion and Advocate at School as a result of the last two years. Our SSP focus areas were introduced in terms of data and to support achievement in all subjects including Inquiry based learning. However the last two years has redirected our efforts to more wellbeing aspects ( connectedness, sense of inclusion, advocate at school)

Management of Bullying was below the State level and was significant decrease which can be attributed to some school level issues. Endorsement declined from a high endorsement in 2020. The Parent Opinion Survey endorsement indicates that Management of Bullying has improved. We will be continuing with the 'Seek Help' strategy from Respectful Relationships and will be implementing School Wide Positive Behaviour Support in 2023.

## Engagement

According to DET data, our all absences data, whilst improving in 2020(14 days) , declined in 2021(19days) and significantly declined in 2022 (27.2 days). The unapproved absences follow this pattern slightly and may have contributed to such a decline. 2022 and 4-year average data indicate the students at Inverloch PS have higher absences than State and Similar school. The school continued to implement the Attendance Monitoring and Follow up program throughout the year including during the use of Student Absence Learning Plans. As travel became possible again in 2022 a high number of families left to travel for extended periods of time. Attendance will continue to be a focus in 2023 with the Tier 2 Coordinator overseeing student absences and following up with parent/carer contact and Attendance Support Plan if required.

The school continued with the three School Strategic Plan (SSP) focus areas of Confidence in Learning, Motivation and Interest and Stimulating Learning and introduced Connectedness, Sense of Inclusion and Advocate at School as a result of the last two years. Our SSP focus areas were introduced in terms of data and to support achievement in all subjects including Inquiry based learning. However the last two years has redirected our efforts to more wellbeing aspects (connectedness, sense of inclusion, advocate at school). The table below outlines the student Attitude to School Survey (AtoSS) data in terms of percentage of positive responses to the three focuses of Confidence in Learning, Motivation and Interest, and Stimulating Learning.

Positive Response (%) for Attitude to School Survey (AtoSS)

AtoSS factor/ SSP Focus	2021	2022	2022 Target	2022 State	SSP Target
Confidence in Learning	74	67	78	71	79
Motivation and Interest	74	64	76	78	77
Stimulating Learning	68	58	73	78	65

In 2023 the school will be focusing on Inquiry based Learning and the introduction of STEM. The new school value of 'Be an Active Learner' will be a main driver of student agency to increase student engagement in their learning. This will be coupled with goal setting according to data.

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## Other highlights from the school year

In 2022 the focus was on reconnecting and as the pandemic restrictions eased, the school community was able to reconnect to the school. We had a most successful Trivia Night after several postponements. Parents returned to the end of year assembly and the Year 6 graduation.

A group of very keen parents formed a fete committee and designed a community fete for 2023. The fete will be a means of reconnecting service and sporting clubs, businesses and the schools.

A significant achievement in our both schools was the successful completion and approval of our Reconciliation Action Plan. The RAP was developed with staff, parents and First People's input. By documenting our visions and intentions it will guide actions to

develop greater understanding and respect of the history, culture and perspectives of our First Nation's People. The RAP, being annual, will ensure our intentions are achieved and embedded.

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## Financial performance

Inverloch Primary School maintained a sound financial position throughout 2022 with a surplus of \$215,779. This is however significantly less than previous years due to our unusually high, extended and repeated COVID and COVID symptom absences causing a significant overspend in the Casual Relief Teaching budget. We decided to avoid grade splitting to reduce COVID spreading across the school and minimize extra workload on staff.

Some financial commitments include School Council Master Planning Funding of grounds work, Comprehensive Assessment Report funding and an Operating Reserve. Expenditure on curriculum consumables and incursions was decreased so Parent Payments were reduced and 'consumable' learning platforms such as Reading Egg and Eggspress have been funded by the school in 2022.

Parent Payment contributions were significantly lower again in 2022 affecting the cash budgets.

The school continues to use Equity funding directly to support improved student learning through Additional Assistance programs such as Multilit and Minilit.

The school continues to fund the Programs for Students with Disability program above the Department of Education

**For more detailed information regarding our school please visit our website at**  
**[www.inverlochps.vic.edu.au](http://www.inverlochps.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 465 students were enrolled at this school in 2022, 222 female and 243 male.

2 percent of students had English as an additional language and 4 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).

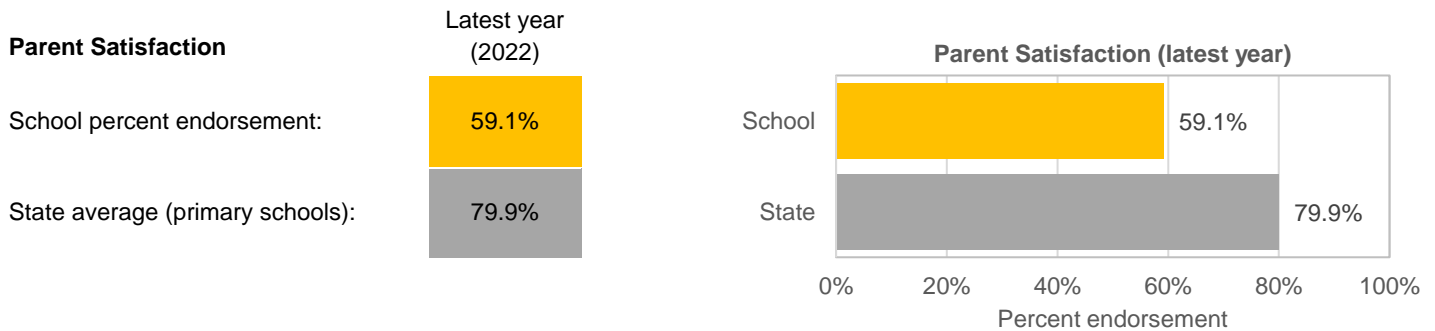
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### 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.

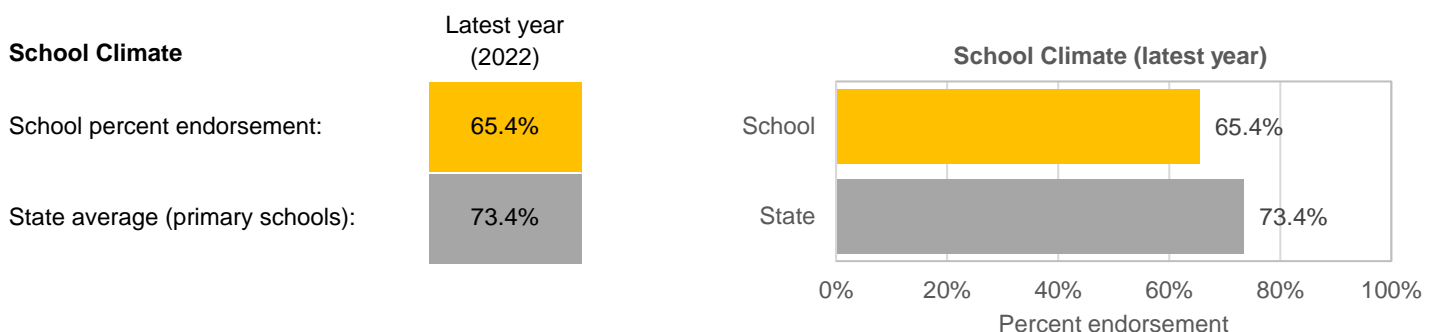


### School Staff Survey

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:

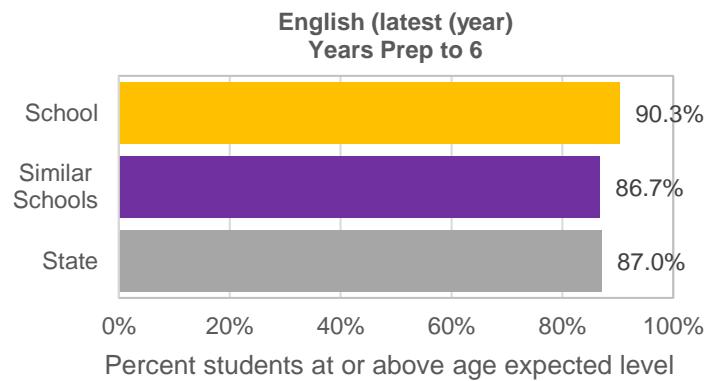
90.3%

Similar Schools average:

86.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

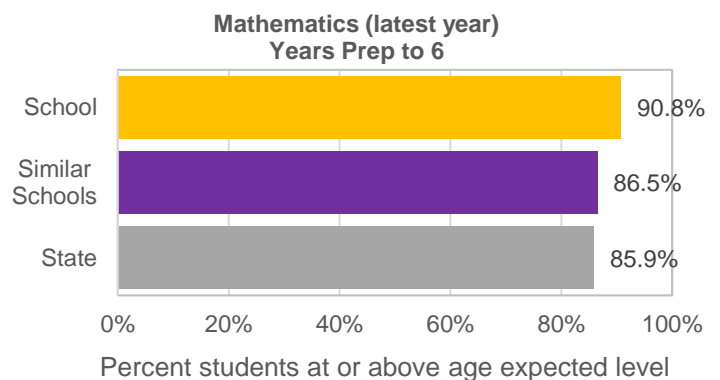
90.8%

Similar Schools average:

86.5%

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.

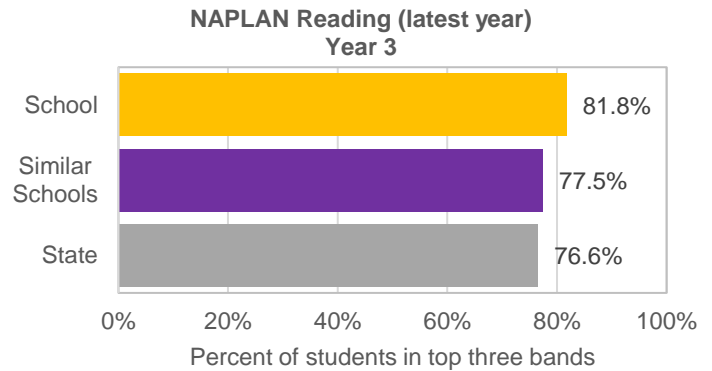
### NAPLAN

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.

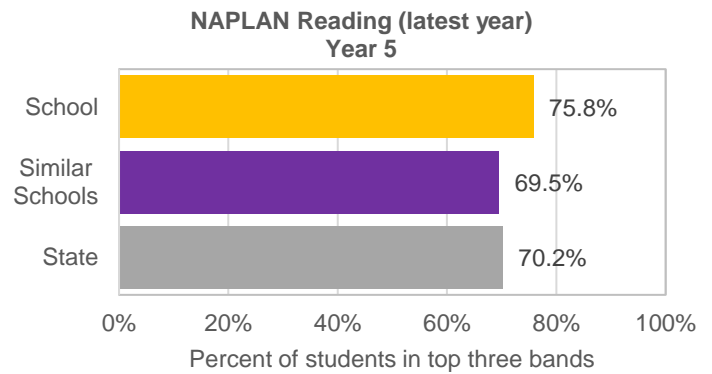
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.8%	83.9%
Similar Schools average:	77.5%	76.7%
State average:	76.6%	76.6%



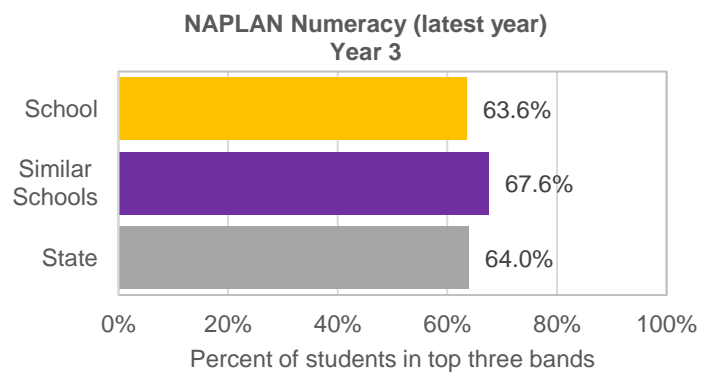
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.8%	79.1%
Similar Schools average:	69.5%	69.9%
State average:	70.2%	69.5%



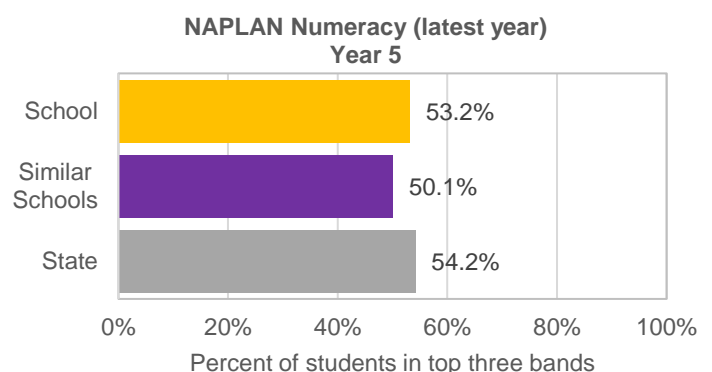
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	63.3%
Similar Schools average:	67.6%	67.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.2%	65.0%
Similar Schools average:	50.1%	56.9%
State average:	54.2%	58.8%



## WELLBEING

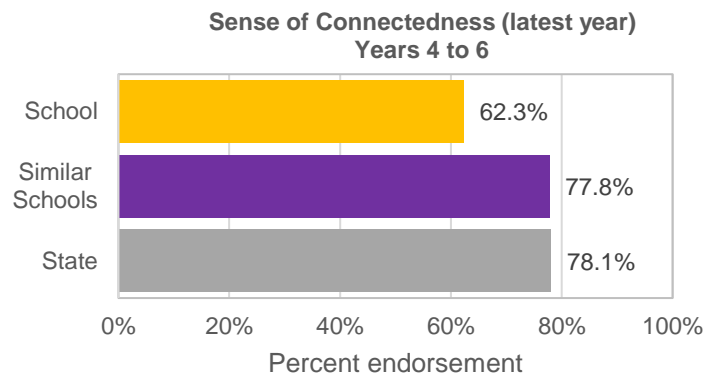
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	62.3%	70.6%
Similar Schools average:	77.8%	78.6%
State average:	78.1%	79.5%

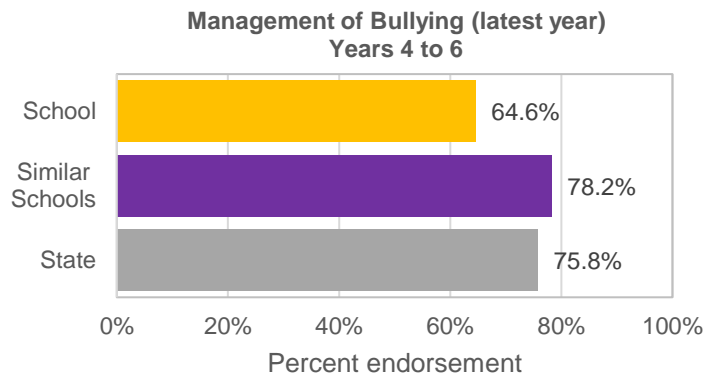


### Student Attitudes to School – Management of Bullying

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:	64.6%	73.1%
Similar Schools average:	78.2%	79.8%
State average:	75.8%	78.3%



## ENGAGEMENT

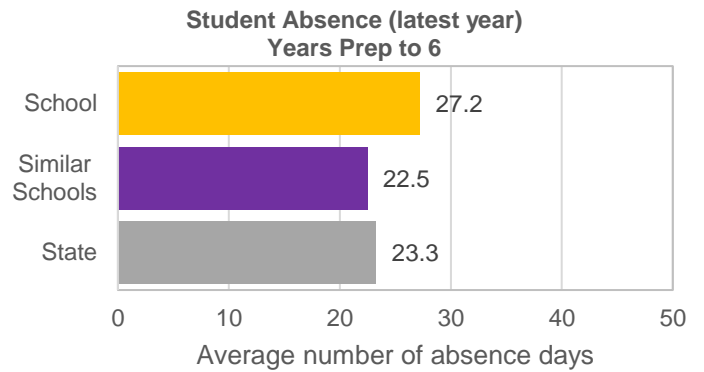
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.2	19.6
Similar Schools average:	22.5	16.6
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):	86%	84%	88%	86%	88%	86%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,196,924
Government Provided DET Grants	\$620,985
Government Grants Commonwealth	\$4,091
Government Grants State	\$0
Revenue Other	\$65,958
Locally Raised Funds	\$174,400
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,062,359</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$54,983
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$54,983</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,530,704
Adjustments	\$600
Books & Publications	\$6,681
Camps/Excursions/Activities	\$97,959
Communication Costs	\$6,647
Consumables	\$97,818
Miscellaneous Expense <sup>3</sup>	\$13,057
Professional Development	\$14,580
Equipment/Maintenance/Hire	\$83,145
Property Services	\$165,836
Salaries & Allowances <sup>4</sup>	\$373,393
Support Services	\$22,298
Trading & Fundraising	\$19,742
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$33,388
<b>Total Operating Expenditure</b>	<b>\$5,465,910</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$403,552)</b>
<b>Asset Acquisitions</b>	<b>\$28,477</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$191,782
Official Account	\$23,998
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$215,779</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$141,579
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$61,049
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$14,037
Maintenance - Buildings/Grounds > 12 months	\$653
<b>Total Financial Commitments</b>	<b>\$217,319</b>

*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.*