

**2008 Annual Report to the
School Community**



School Overview

This report is designed to inform our school community about our achievements in 2008. It is important that students, parents and staff understand what we plan to achieve and what we actually achieved. During 2008 Invermay Primary School focussed on achieving the goals and priority identified in the 2004-2006 Charter. The school successfully took part in our School Self Evaluation and wrote our new Strategic Plan 2009 - 2012.

Our school goal is: To facilitate the learning of all students so that they are extended and supported to achieve continuous improvement in learning.

In 2008 Invermay started with 27 students and 4 staff members and then went down to 19 at the beginning of term 4.

We strive for both academic and social excellence in all areas. The children are taught to value each other and to make positive and appropriate choices. Our children feel safe and connected to the school, their teachers and peers.

Social – community and demographics

- Located in a rural environment to the north of Ballarat
- Student Family Occupation has increased in the past two years
- 30% of parents receive the EMA
- Many of our parents choose to travel to Invermay past other schools
- Enrolments have dropped over the past 3 years
- There is a large new housing estate within 2 kms of the school and it is of concern that we are not able to attract new students from this area
- An area of concern is the low student enrolment and this major priority is being addressed through the school council who are enthusiastic to promote the many advantages of attending a smaller school

- The age/experience profile has changed over the past 3 years, after an extended period of no change, with younger teachers replacing very experienced teachers
- The school offers a site for a registered Playgroup for children aged 0-4 years

Educational –

- VELS introduced with a greater emphasis on ICT (new computers and Interactive whiteboard purchased)
- School gained Performance and Development accreditation in 2008
- Reading Recovery and Literacy Intervention are supplied for all children who need it
- Staff are supported by an Educational Consultant (purchased by the school- Lyn Watts)
- A health and wellbeing program incorporating a vegetable garden, rabbits and chickens has been planned in 2008 for implementation in 2009
- Cooking school grown food will become a weekly aspect of the curriculum

Technological –

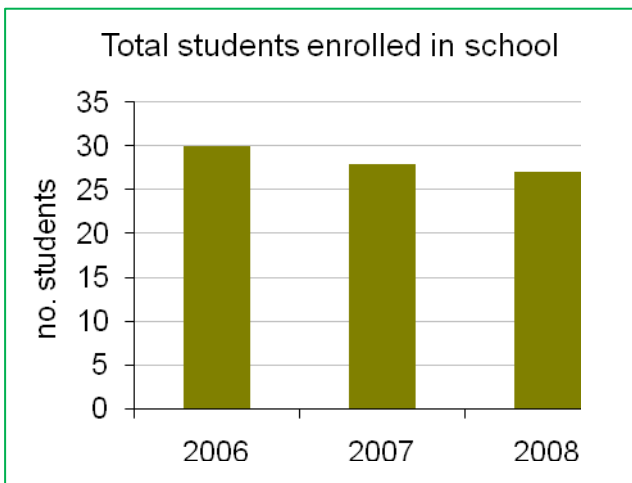
- Classrooms have computer ratio of 1 : 1.5
- The majority of children have a computer but not all have internet access
- Senior classroom has an interactive whiteboard

Environmental – grounds and facilities

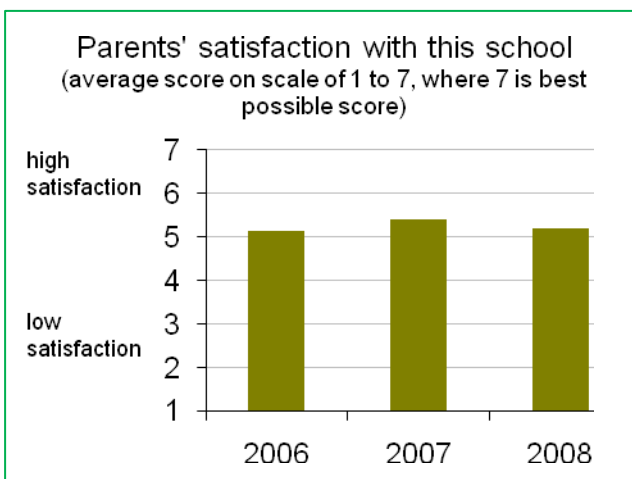
- The school has extensive grounds including two adventure playgrounds, tennis court and widespread grassed areas, a multi-purpose room and large covered area between two buildings
- All rooms are well equipped with necessary reading materials and other equipment
- Every room in the school has split system heating and cooling
- Grounds are well established
- The school has a very well stocked library and teacher resource centre

- The school buildings (although a collection of Mod 2 portables) are well maintained
- We have a 27,000litre water tank supplying student toilets and garden
- A further 27,000litre tank will be installed in late 2008 / early 2009 to provide water for the new vegetable garden area.

Student enrolments - this chart is included to show the enrolment trend for the school



It is of concern that our numbers are not rising in relation to the number of young children in the school's vicinity. Visits to and from kindergartens have been successful with four new enrolments in 2008 from these visits. We had two prep enrolments in 2009 and expect more students in 2010, so that the numbers are increasing in the P-2 class and this is the trend we are hoping to continue.



Parent Satisfaction - this chart shows parent satisfaction from the Parent Opinion Survey. In the survey parents are asked to what extent they agree with the statement "Overall, I am satisfied with the education my child receives from their school". The average score is shown.

The survey showed a slight decrease in satisfaction with Invermay Primary from the 2007 score. The average score for parent satisfaction was 5.20 where 6 is the best possible score.

Commonwealth Requirements

- Teacher Satisfaction

The average score for teacher satisfaction (morale) at this school was 73 on a scale from 0 to 100 where 100 is the best possible score.

- Teacher Absence –

The average number of days absent per teacher was 3.3 days.

- Teacher Retention

Of the 4 teaching staff at Invermay Primary at June 2007 (including those on leave without pay), 3 or 75% were still at the school at June 2008. This figure across all Government schools was 87%.

- Teacher participation in professional learning

All teaching staff has participated in professional learning throughout the year. The majority of our time and funds spent was working with our Literacy coach Lyn Watts. We also participated in moderating student work, Principal conference and teaching and learning in science.

- Teacher Qualifications

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at:

http://www.vit.vic.edu.au/content.asp?Document_ID=241

Principal's Report

In 2008, the Invermay school community worked very successfully together and a great deal was achieved both academically and socially.

The major event of the year was our School Self Evaluation in term 2. This evaluation process was a very positive process for the school community with most parents participating in the school-based review of our school and its performance. The school was also reviewed by an external reviewer. She found that Invermay Primary School was functioning at an acceptably high level, and that all areas of the curriculum were being addressed. She also found that although we were proceeding well, there was still room for improvement in some areas.

Following the school self-evaluation we wrote our new School Strategic Plan. This plan set out the course of action for the staff, students and parents over the next four years. I believe it is one that will continue to make Invermay an even better school for the community.

Invermay staff worked collegially with both the Wendouree and 7 Hills Clusters. Some of the highlights include:

- VELS planning and moderation sessions

- Principal meetings including Melbourne and South Australia visits
- Cluster Pupil Free day on Success for Boys – improving literacy
- Participation in Principles of Teaching and Learning with Wendouree Cluster Educator
- Celebrating Excellence Dinner.

Students at Invermay were able to participate in a number of activities including:

- School camp to Roses Gap
- Wendouree cluster leadership days and sports afternoon
- Arts performances and Cluster days P-6
- School sports
- Swimming program
- Various visitors to the school e.g. Pet care program,
- JSC fundraising for charity
- School concert in term 3
- Life Education van
- MS Readathon
- Performance at Her Majesty's theatre
- End of year presentation night and disco
- Grade 6 graduation luncheon and presentation.

The parents of the school were involved in a large number of activities including:

- Parent's Club fundraising – e.g. Bunnings BBQ's, Trivia night, raffles
- Parent social events e.g. end of year presentation night, trivia night
- Parent / teacher interviews
- Participation in Parent's Club and School Council.

Generally, the students, parents and staff worked hard together, and at the end of the year was a harmonious and happy environment for all.

Henny Schenk

Student Progress & Achievements

Student Learning

This report informs on our progress towards achievement of the goals and targets we have set in the school charter in the three areas of – student learning, student pathways and transition and student engagement and wellbeing. In 2008, Invermay students were assessed internally in English and Mathematics against the Victorian Essential Learning Standards (VELS). Our focus was on English – writing and spelling with professional development in both school and external to the school. [For privacy reasons no charts can be shown where there are groups of less than 10 students.]

Teacher assessment against the VELS – Years P-6 combined:

P-6 combined	Reading, Writing and Speaking and Listening		Number, Measurement Chance and Data	
	2007	2008	2007	2008
% A	0	0	4	0
% B	13	11	4	14
% C	81	78	85	79
% D	6	16	7	12
% E	0	0	0	0

The data shows all children have made progress and that the majority of children are working at their expected VELS level. However, we would expect that more children to be assessed at 'B' in both English and Maths. The children at 'D' will have Individual Learning Plans to assist in curriculum delivery and to plan and teach for success, and individual intervention sessions to progress individual achievement.

Percentage of students achieving at or above expected standards:

The NAPLAN is a nationwide assessment program conducted each year for students in Years 3 and 5.

The NAPLAN data in English showed that in 2008 only 100% of Gr 3 students participated in the NAPLAN assessment schedule. All of the students were achieving at a higher level to LSG schools and above the state mean. In Maths the Yr 3 students were above the state means and LSG of schools.

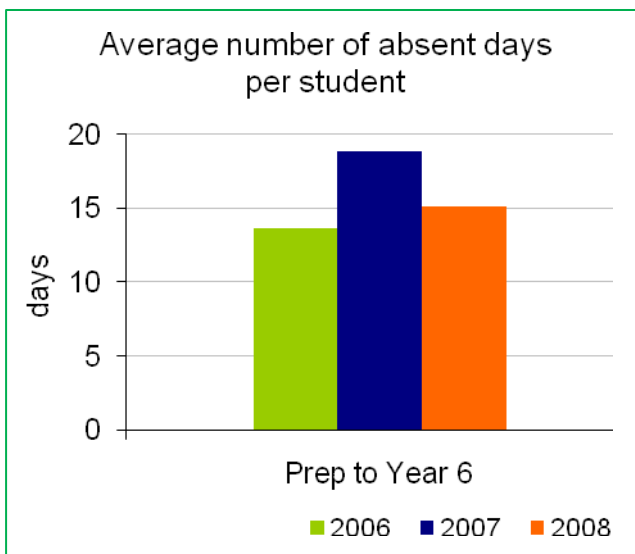
In Gr 5 100% of students participated. The NAPLAN data in English and Maths for Yr 5 showed that most students were marginally below the expected level in both the LSG and state means.

With such small groups of students in both Grades 3 and 5 it is difficult to be objective about these results as one or two students working below the expected level can change the whole picture of our achievement.

However, the trend shows that we do need to address student capabilities and look at alternative instruction to lift skill and achievement levels. Writing and Spelling and Mathematics - Number will be a major focus for improvement in 2009.

Student Engagement and Wellbeing

Average number of absent days per student – This report shows the average number of absent days per student across the school over the past 3 years. The average absence for our school in 2008 was 15.1 days, which was a decrease of over 3 days per student.



The high number of days may be attributed to the greater number of students taking extended holidays during term times. Student absence will continue to be tracked in 2009, absences be followed up, and parents be made more aware of the need for children to be at school every day for the whole day.

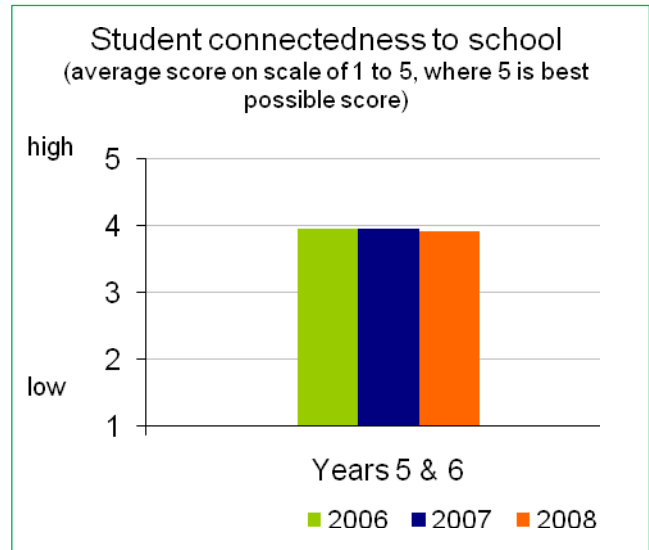
Students' school connectedness

This report shows the school connectedness data from the Student Attitudes to School Survey.

Students in Years 5 and 6 are asked to what extent they agree with each of five statements (I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to

going to school). The average score is shown.

Overall the students feel safe and connected to the school, their peers and staff. The students are happy at our school.



Student Pathways and Transitions

Concerning Kindergarten to school transition, the school has developed positive relationships with the local kindergartens and a number of excursions were organised for the pre-school children to visit the school and take part in a variety of activities. The 2008 Prep children participated in four transition sessions in term 4 in addition to previous visits to the school.

Transition from Grade 2 to Grade 3 progressed smoothly, as the children have spent considerable time in the 'big room' through shared instruction time, buddy activities and computer instruction in the Gr 3-6 room.

In 2008 two of the Yr 6 students moved on to private schools and two students moved to the local Secondary College. However, all participated in both cluster and their new school's transition programs.

Parent response (5.40) in the Parent Opinion Survey showed they were satisfied with the transition program at the school.

Each student who enrolled in the school during the year had four transition sessions prior to starting school. These are viewed as very beneficial by their parents and the children began school with a very positive attitude and settled very quickly.

Future Directions

The Annual Implementation Plan sets the directions for 2009. The 2008 School Level Report data and School Strategic Plan is used to set our one-year goals and targets and these are shown.

ANNUAL IMPLEMENTATION PLAN 2009

Student Learning	GOALS	<ul style="list-style-type: none"> To ensure that every student achieves the expected progress in their literacy and numeracy learning.
	TARGETS	<ul style="list-style-type: none"> Improved teacher judgement of each cohort between Yr 2-6 All students to achieve the expected part of one progression point in 2009
Student Engagement and Wellbeing	GOALS	<ul style="list-style-type: none"> To improve student's engagement in their learning.
	TARGETS	<ul style="list-style-type: none"> To establish a vegetable garden program incorporating weekly cooking sessions
Student Pathways and Transition	GOALS	<ul style="list-style-type: none"> To strengthen student's learning pathways.
	TARGETS	<ul style="list-style-type: none"> Assess students against VELS Personal Learning Domain



Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	66,037
Commonwealth Government Grants	45,443
State Government Grants	
Other	3,473
Locally Raised Funds	(352)
Total Operating Revenue	114,601
Expenditure	
Salaries and Allowances	6,853
Bank Charges	3
Consumables	16,497
Books and Publications	
Communication Costs	2,973
Furniture and Equipment	2,463
Utilities	3,448
Property Services	52,346
Travel and Subsistence	
Motor Vehicle Expenses	
Administration	4,692
Health and Personal Development	55
Professional Development	7,026
Trading and Fundraising	7,919
Support/Service	7,481
Miscellaneous	12,327
Total Operating Expenditure	124,083
Net Operating Surplus/- Deficit	-9,482
Capital Expenditure	16,362
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

School Resource Package (SRP) funding and expenditure for centrally paid salaries are not included in this summary.

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	14,163.32
Official Account	3,622.67
Other Bank Accounts(listed individually)	
<i>(insert)</i>	
<i>(insert)</i>	
Total Funds Available	17,785.99
Financial Commitments	2008 Actual
School Operating Reserve	13,482.30
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	
Revenue Received in Advance	
Building/Grounds including SMS < 12 months	
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	13,482.30

All programs were adequately funded to allow for future budgeting in ICT, grounds maintenance and beautification.
Council will prioritise funds for expenditure in 2009.

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Henny Schenk, Principal.