

2022 Annual Report to the School Community

School Name: Invermay Primary School (0882)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 29 March 2023 at 05:06 PM by Justin Marshman (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 15 May 2023 at 03:08 PM by Bobby Norris (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).

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)

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.

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.

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

School context

At Invermay Primary School we strive to develop 'happy kids & high achievers,' empowering our students through our six core school values of Commitment, Cooperation, Respect, Responsibility, Honesty & Excellence.

Established in 1873, Invermay Primary School is a Foundation to Year 6 primary school, located 10 kilometres north of Ballarat city centre. Current facilities include an administration building; four classrooms accommodating Foundation, Year 1-2, Year 3-4 & Year 5-6; a multi-purpose room, art room and gymnasium. Our grounds encompass a central courtyard, two undercover adventure playgrounds, extensive grassed and asphalted play areas and a beautiful new all weather synthetic grass play surface installed in 2022.

The majority of surrounding homes - both existing and under construction - are substantial, high end dwellings. It remains a challenge to attract enrolments from these families, many of whom maintain historical family and/or denominational ties with nearby private and catholic schools. We do receive strong enrolment interest and support from families in neighboring Ballarat suburbs who deem our community, programs and instructional model an excellent fit for their children and family. Our 2022 Student Family Occupation & Education (SFOE) band value - a systemic measure of socio-educational advantage and disadvantage in schools based on educational and employment characteristics of parents/carers - was rated in the MEDIUM range across all schools with an index rating of 0.4112, down from our 2021 rating of 0.4675. This 2022 measure was our lowest over the previous five school years, indicating a slight decrease in social disadvantage among our enrolments.

A total of 68 students were enrolled to begin the 2022 school year, up from 57 the previous year.

Our school's 2022 staffing profile comprised our Principal; 4.2 EFT classroom teachers; one shared music teacher (0.05 EFT); one school Chaplain/Engagement Officer funded through the Federal Government Chaplaincy program (10 hrs per week); and four Integration and Administrative Support staff (2.1 EFT). We maintain longstanding ties with local sport and music coaches who delivered subsidised guitar, ukulele, tennis and golf programs to twenty-nine students throughout the 2022 school year. The proportion of our 2022 staff who identified as Aboriginal / Torres Strait Islander was zero. We do not offer any explicit programs for international students at this time.

Our most recent School Review highlighted that Invermay Primary School plans comprehensively for school-wide improvement within a calm, orderly & safe learning environment. We prioritise the academic & social development of our students and professional growth of our staff. Consistently high student, staff and parent opinion data throughout 2020-22 has supported these assertions.

We are committed to providing a respectful, cooperative and inclusive environment for all students and aim to foster a healthy school culture where all students have equal access to education; strive to do their best; take pride in their own achievements; and value the success and achievement of others.

Our IPS vision statement is '*To provide a caring learning environment that promotes a lasting enthusiasm for learning, one which unites our students, staff and families in the development of happy kids & high achievers.*'

Progress towards strategic goals, student outcomes and student engagement

Learning

Invermay PS staff continued to work on our strategic plan goal of maximising learning & growth in English & Maths for all students throughout the 2022 school year.

Throughout 2021-24 we aspire to develop consistency in our Reading and Writing instruction and progression throughout classrooms and across learning levels, whilst also engraining student metacognition and understanding of their personal learning strengths, needs & goals. In addition to providing students with daily 150min Literacy instructional blocks and 60min Numeracy blocks, additional morning sessions of targeted, small group Literacy and Numeracy support were provided to targeted students through our Tutor Learning Initiative. These incorporated both in-class support and out of class focus groups for eight IPS students. All Invermay Prep students participated in thirty minute Synthetic Phonics instruction twice per week. At the same time, all IPS Gr 1-6 students participated in thirty minute duration Spelling Mastery lessons within point of need groupings, as part of their uninterrupted literacy learning time on three occasions per week.

At the conclusion of the 2022 school year, **77% of our students achieved a teacher judgement grade of C or higher in English, up slightly from 75% the previous year. In Mathematics, 85% of our F-6 students achieved a teacher judgement grade of C or higher at the conclusion of the 2022 school year, up from 78% in 2021 and 71% in 2020.**

Students in Years 3 & 5 participated in nationwide NAPLAN Assessments during the month of May. While not all of our 2021-24 Strategic Plan targets were achieved in 2022 NAPLAN, **Yr 3 NAPLAN achievement was significantly stronger and comparable with like schools across Victoria, with 75% of Yr 3 students achieving in the Top 3 Bands in 2022 Reading assessment.**

Working diligently and collaboratively as a small school Professional Learning Community, our teaching staff conducted inquiry projects throughout 2022 that analysed and enhanced classroom instruction and student voice, in mathematics, writing and mindfulness. All teaching and education support staff visited Canadian Lead PS to observe literacy instruction with a focus on 'Science of Reading' strategies. We will continue to create opportunities to visit and observe practice in our own classrooms, as well as in high performing schools, to support the growth and ongoing development of our staff and their instructional practice.

Wellbeing

Our school chaplain, teachers, education support staff and Principal supported many families in dealing with grief & loss, hardship, student identity and school refusal during 2022. A Federal Government Chaplaincy & Wellbeing Grant once again enabled us to provide chaplaincy and engagement support onsite for 10hours per week. Peter Reghenzani was again our chaplain for the 2022 school year. Peter provided Tier 1 programs to engage and support all students, including icy pole and hot chocolate pop-up stores for students and lunchtime Minecraft & ICT Clubs. He also facilitated classroom engagement and counselling of small groups and individual students at a Tier 2 & 3 level on a needs basis. His chaplaincy role further extended to sourcing Christmas food hampers for families in need and linking those families and others to welfare agencies for further ongoing support. Invermay Primary School staff continued our focus on maintaining intellectual engagement, whilst monitoring and supporting the health and well being of our students upon return. Staff completed student wellbeing risk scales at regular intervals during after hours meetings throughout the school year. Staff also reinforced our School Wide Positive Behaviors Matrix of Expected Behaviours - recognising and rewarding our students at assemblies and on newsletters, in addition to recording daily feedback to students and families on Class Dojo.

All staff completed training on Disability Inclusion, Gender Identity & Inclusion, First Aid & Anaphylaxis. All students participated in Say No To Racism workshops hosted by Ballarat Regional Multicultural Council. Two teaching staff were trained in the Smiling Minds mindfulness program, which was then trialed across all classes during Term 4.

Our whole school engaged in Respectful Relationships lessons and activities each Wednesday 12:30-1pm, led by members of our Respectful Relationships planning and teaching team. Observable changes from a student perspective include students better identifying how they can manage a situation; referencing lessons and language learned during Respectful Relationships lessons; as well as students understanding their role as a member of a team, group or class. These outcomes are reflective of **Student Attitudes to School Survey results compiled by DET, where 78.2% of IPS students surveyed in 2022 indicated a positive response to 'Student sense of connectedness to their peers, staff and school community' - pleasingly exceeding the state average of 78.1%. In the same survey, 77.8% of Invermay PS students surveyed responded with agree or strongly agree to their experience with 'School management of bullying,' well exceeding the Victorian state average of 75.8%.**

Engagement

Many elements contribute toward a productive and engaged school community at Invermay PS, including Pupil Support Group meetings in week 5 of each term for integration funded, at-risk, ATSI and out of home care students respectively; a fortnightly newsletter; the launch of our XUNO Family Portal to enhance home-school and home-teacher communication; Facebook and SMS communications; were all utilised in 2022 to enhance links between school and home and provide an ongoing window for parents into classroom learning, school strategy & student achievement. Our school council and staff successfully introduced the XUNO Home-School communication platform in 2022, with 96% of families having at least one adult log in by the end of the 2022 school year. We continued to work with families to support students struggling with attendance. **Unfortunately, our school F-6 average of 30 days absence for the 2022 school year was a marked increase on the 2021. It was also significantly higher than the state average of 23.3 absent days per student in 2022.** Lingering cold, flu, gastro and covid symptoms meant that an extraordinary number of students missed blocks of 3-5 days at a time in 2022. Mental health appointments and school refusal were contributors in a small number of cases. Families taking advantage of border openings for extended family holidays in 2022 was also documented as another significant contributor to our increased number of absences.

We will continue to contact and support our students and families wherever possible to minimise absence and maximise attendance. Staff and families utilised the XUNO electronic attendance platform each day, enabling live absence notifications to parents and carers and requesting timely acknowledgement of student absences and late arrivals.

To proactively influence attendance, a focus on students developing a special talent through our school subsidised Sport & Music Specialist Programs was again well received, with more than 40% of eligible Gr 1-6 students accepting opportunities to join our IPS Guitar, Ukulele, Tennis & Golf programs. We thank our Parents & Friends fundraising committee for helping to significantly subsidise the participation costs of these four coaching opportunities for interested Gr 1-6 students.

Students across all year levels enjoyed a free ten pin bowling experience in Term 3. Our Jnr School Council and Chaplain also generated plenty of excitement with playtime clubs and pop-up icy pole and hot chocolate stores throughout the year.

Our T-Birds Breaky Club, facilitated by ES staff from 8.00-8.45am each Monday, Thursday & Friday morning throughout the year, was attended by between 0 & 7 students each morning, with an average attendance of 2.2 students per morning.

Pleasingly, opportunities for students to represent their school with pride were enhanced with our T-Birds HPV Cycling, T-Birds Netball, T-Birds Soccer & T-Birds Cricket teams all returning to compete at inter-school competition post Covid in 2022.

Other highlights from the school year

The 2022 school year brought with it some significant highlights. Among them:

- In June, our TBird Racing cycling team enjoyed a brilliant trip to Adelaide, competing in the 6hr Australian Pedal Prix. Ten students, two staff and families enjoyed a fantastic weekend together competing and socialising as a team & support crew. Our students completed 128km in the 6hour event, the second best performance by an IPS team in the eight years we have competed. They also finished 'on the podium,' achieving a 2nd place finish for schools under 200 enrolments with a mixed team of boys and girls, whilst finishing 23rd in the Primary Schools Teams category overall.
- Following five years of dedicated community fundraising, in September we celebrated the installation and opening of our our amazing 650sq metre synthetic playcourt surface. Even during the wettest of Ballarat months, we'll now be able to play safely.
- In October, our Parents & Friends hosted a sell out crowd of 184 friends, family & staff for a trivia night fundraiser to assist an IPS family with medical expenses. We raised more than \$14,000 in support of a very special little girl within our very own school community ... a brilliant team effort!
- In November, what a thrill it was to share the news that our wonderful little school had been listed in the Herald Sun newspaper's list of Victoria's Top 10 Most Improved Primary Schools for NAPLAN 2017-21. This was fantastic recognition for the hard work, feedback and innovation of staff, students and families over recent years. We couldn't be more proud of our school!

Financial performance

Both our cash budget and staffing budget finished with a surplus for the 2022 school year, with our school council diligently managing and discussing monthly expenditure versus our annual cash budget. With enrolments growing by eleven students from Feb 2021 to Feb 2022, Invermay PS received increased credit funding to employ staff and increased cash funding for our 2022 day to day operations.

Key grants included \$19,000 for ongoing management of bushfire fuel sources and grounds and an additional \$17,000 for final stage payments of our shade sail project. The Department of Education also extended Tutoring funding in our staffing budget throughout 2022 and provided our first Mental Health Fund cash grant in Semester 2.

Following five years of dedicated community fundraising, our school council were pleased to approve the installation of our wonderful new synthetic play court, at a cost of

\$35,000+GST. Our Parents & Friends continued their fantastic fundraising work, raising non school related community initiatives in 2022.

Total cash funds available to our school at the end of 2022 were \$13,178.

\$7,739 for school and student initiatives, in addition to \$14,000 for

For more detailed information regarding our school please visit our website at <http://www.invermayps.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 68 students were enrolled at this school in 2022, 33 female and 35 male.

0 percent of students had English as an additional language and NDP 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.

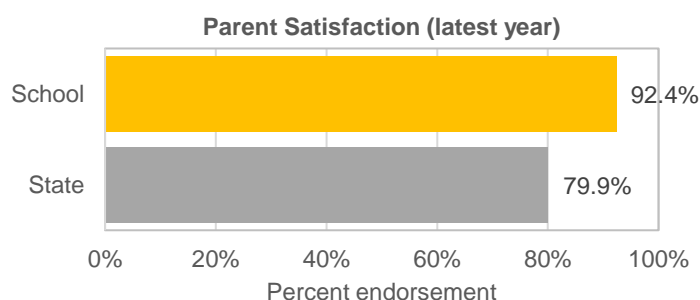
This school's SFOE band value is: Medium

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	92.4%
State average (primary schools):	79.9%



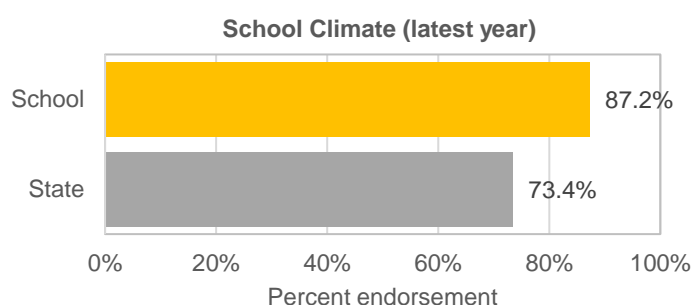
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	87.2%
State average (primary schools):	73.4%



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:

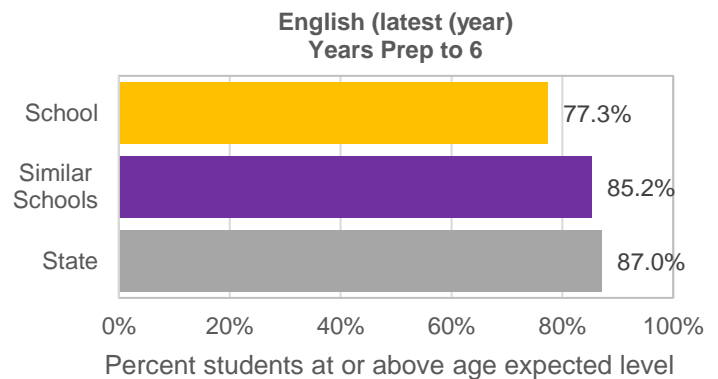
77.3%

Similar Schools average:

85.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

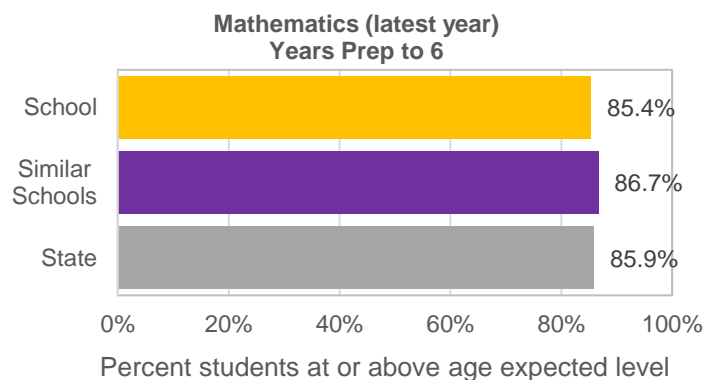
85.4%

Similar Schools average:

86.7%

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.

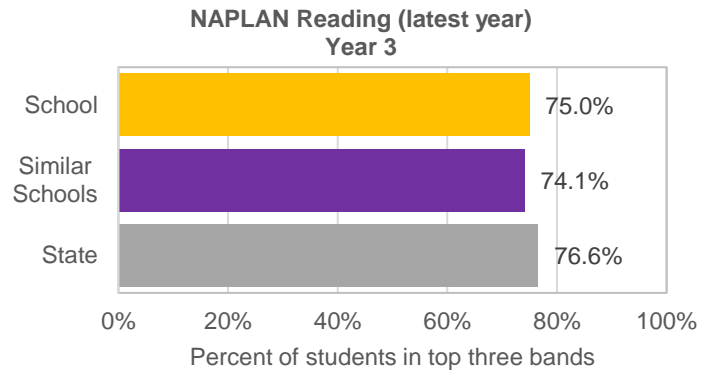
NAPLAN

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.

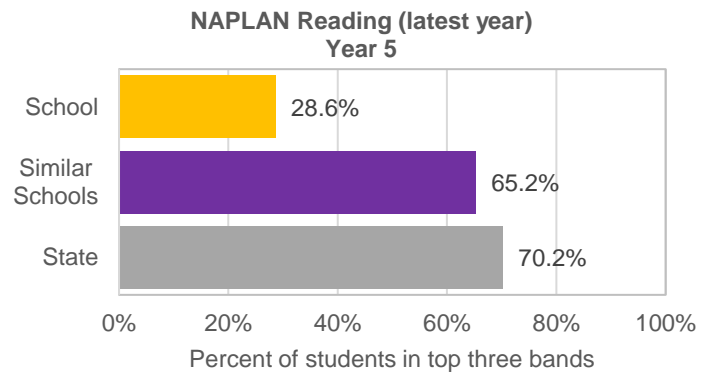
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	78.6%
Similar Schools average:	74.1%	73.7%
State average:	76.6%	76.6%



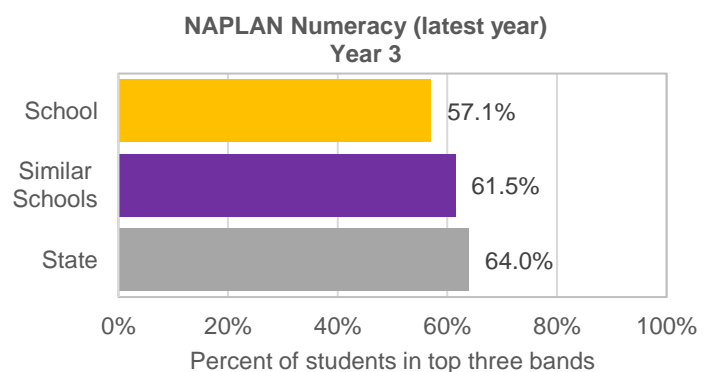
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.6%	47.4%
Similar Schools average:	65.2%	64.7%
State average:	70.2%	69.5%



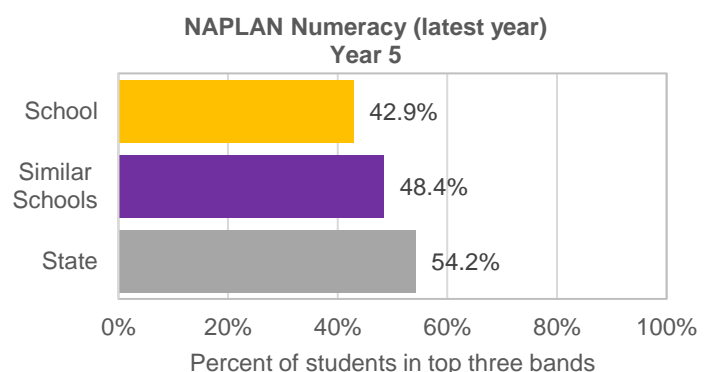
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	63.0%
Similar Schools average:	61.5%	64.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	47.4%
Similar Schools average:	48.4%	54.0%
State average:	54.2%	58.8%



WELLBEING

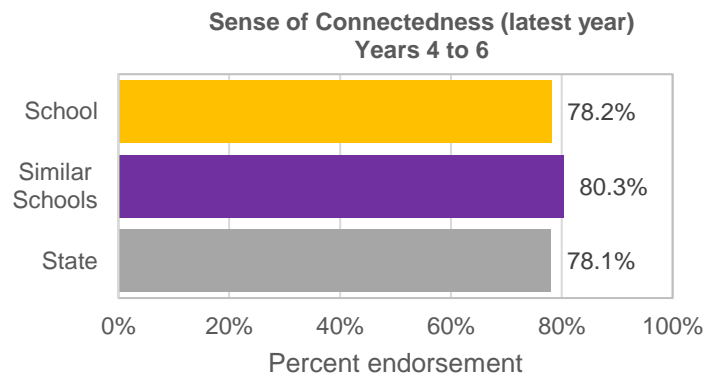
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.2%	83.0%
Similar Schools average:	80.3%	80.4%
State average:	78.1%	79.5%

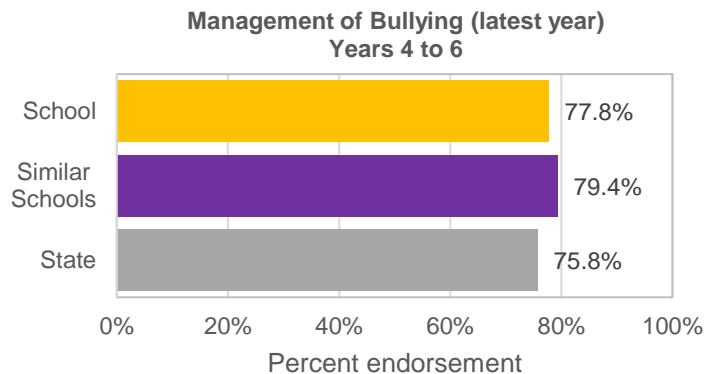


Student Attitudes to School – Management of Bullying

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:	77.8%	86.4%
Similar Schools average:	79.4%	81.7%
State average:	75.8%	78.3%



ENGAGEMENT

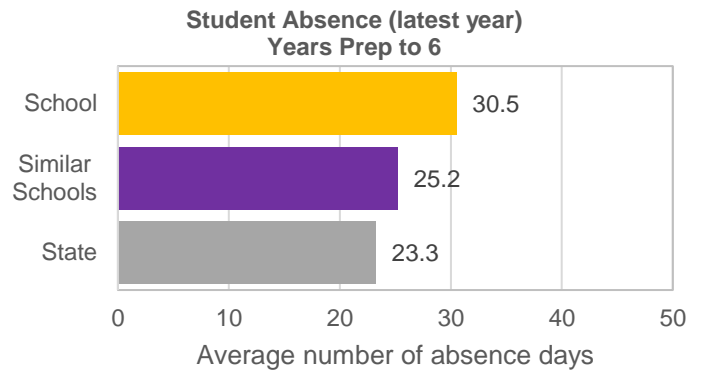
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.5	20.4
Similar Schools average:	25.2	18.5
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):	91%	88%	89%	78%	86%	78%	81%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$858,879
Government Provided DET Grants	\$186,072
Government Grants Commonwealth	\$1,800
Government Grants State	\$0
Revenue Other	\$2,604
Locally Raised Funds	\$49,747
Capital Grants	\$21,190
Total Operating Revenue	\$1,120,293

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,686
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,686

Expenditure	Actual
Student Resource Package ²	\$839,790
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$24,432
Communication Costs	\$4,313
Consumables	\$12,789
Miscellaneous Expense ³	\$6,006
Professional Development	\$4,990
Equipment/Maintenance/Hire	\$9,047
Property Services	\$42,687
Salaries & Allowances ⁴	\$83,000
Support Services	\$24,566
Trading & Fundraising	\$26,032
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$422
Utilities	\$11,986
Total Operating Expenditure	\$1,090,122
Net Operating Surplus/-Deficit	\$8,981
Asset Acquisitions	\$58,747

- (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

Funds available	Actual
High Yield Investment Account	\$12,886
Official Account	\$293
Other Accounts	\$0
Total Funds Available	\$13,178

Financial Commitments	Actual
Operating Reserve	\$13,178
Other Recurrent Expenditure	\$4,035
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	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$17,213

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.