

2018 Annual Report to The School Community



School Name: Inglewood Primary School (1052)



- 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 2018 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 13 March 2019 at 09:35 AM by Kerry Quirk
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 19 April 2019 at 10:02 AM by Wendy Murphy
(School Council President)

About Our School

School context

Inglewood Primary School is forty-five kilometres northwest of Bendigo, situated in the historic township of Inglewood. The original school was built in 1870 and was both a primary and secondary school until 1982, when it reverted to being a primary school. Inglewood is in an area of high social and economic need, with a reasonably transient population, resulting in a fluctuating enrolment at the school.

At Inglewood Primary, we strive to provide a safe, supportive, inclusive and respectful environment that promotes positive behaviour, learning engagement and connectedness; enabling each student to realise their potential. Our values are 'Respect yourself', 'Respect Others' and 'Respect the Environment'. These values frame the expectations of students, staff and the parent community at Inglewood Primary School.

Inglewood Primary has a long and proud tradition of providing quality education in its original school building from the late 1800s up to today. The school underwent extensive renovations in recent years to provide open, airy learning spaces that allow for flexible groupings of students. Throughout 2018 the school had a student population of 45 students, up from 39 students at the end of 2017. The school was organized into three home group classes; a Prep-1, a 2-4 and a 5-6 group, and the children were often placed in mixed-age or ability groupings, to maximize their learning opportunities.

The school is staffed with a principal, 3.3 EFT classroom teachers, a part-time LOTE (Indonesian) teacher (0.1 EFT) and a part-time office manager (0.4 EFT). The school is visited fortnightly by the Library (MARC) van. We also have a Chaplain funded through the National Schools Chaplaincy Program.

Inglewood is in an area of social disadvantage, so we have low school fees and subsidise the cost of camps and excursions to make them affordable for all students. We also have a strong emphasis on literacy and numeracy instruction, as many of our students enter school with low-level literacy/numeracy skills.

The school has a strong sense of community, with parents and the wider community being encouraged to interact on a regular basis. The School Wide Positive Behaviour Strategy (SWPBS) was introduced across the school in 2015, emphasizing the values of Respect Yourself, Respect Others and Respect the Environment. These values set clear expectations of behaviour in each different school setting, with students being rewarded for demonstrating those expectations, leading to a very positive school environment.

The school is fortunate to have an active garden to kitchen program, which gives the children the opportunity to cultivate, harvest, prepare and enjoy eating healthy produce on a weekly basis. Extra curricula opportunities are provided through a camps and excursions program, with combined sporting activities provided through the Loddon Calder District Schools Sports Association and cultural activities provided through collaboration between the three local schools (Inglewood, Bridgewater and St Mary's, Inglewood). In 2018 we held a whole-school musical production, that incorporated many areas of the curriculum and was watched by an audience of over 150 people at the Inglewood Town Hall. This production was, not only an educational success for the children, but also a community success.

The Parent Opinion Survey indicates that the average level of parent satisfaction with the school is slightly lower than the state median. The School Staff Survey highlights a very positive endorsement by staff on School Climate compared to the median of all Victorian government primary schools.

A future challenge for the school is to ensure we have a viable documented curriculum that continues to challenge the students academically and meets their social and emotional needs.

Framework for Improving Student Outcomes (FISO)

The 2018 Annual Implementation Plan highlighted the improvement initiatives of 'Building Practice Excellence', 'Curriculum Planning and Assessment', 'Setting Expectations and Promoting Inclusion' and 'Building Communities' as the key foci for the year.

We set about to create a comprehensive annual plan that documents all Victorian Curriculum Learning Areas from pre- foundation to Year 8. We also continued our work of ensuring we were closely following the Inglewood Primary School's English and Mathematics Instructional Models. In 2018, we introduced families to the online student management system, UEducateUs, with the expectation that all families would utilise it to monitor

attendance and report any absences, to book parent/teacher interviews and to access end of semester summative reports. We introduced the Respectful Relationships program throughout the school, from Prep to Year 6 and all staff participated in Circle Time and Trauma Informed Practice training. We continued to run our very successful Library for Littlies program each Wednesday morning and supported the local Inglewood Playgroup by sharing our facilities and resources with them.

It was determined that if we document our whole school curriculum and utilise the IPS Instructional Models for English and Mathematics in every lesson our lessons will have structure and we will see improved student learning confidence and engagement in literacy and numeracy. It was also determined that if we create and administer all of the testing on the IPS Assessment Schedule we will have accurate data thus ensuring students are being taught at their point of need. We also believed that if the school was promoted positively throughout the local community our student numbers would stabilize and we would gain the majority of kinder children.

Achievement

Teacher judgment of student achievement in English and Mathematics shows the percentage of students in Years Prep to 6 working at or above the expected standards is higher than the median for all Victorian government primary year levels.

Year 3 NAPLAN results for Reading and Numeracy were not shown as our cohort number was less than five students. The four year average was similar to the median of all Victorian Government Primary Schools.

Year 5 NAPLAN results showed the percentage of students in the top 3 bands of testing were similar to the median of all Victorian government primary schools for Reading and similar to the median of all Victorian government primary schools for Numeracy. The four year average for both Reading and numeracy was similar to the median of all Victorian Government Primary Schools.

The percentage of students who had medium to high NAPLAN Learning Gain in Reading was 60%, whilst Writing was 80%, Spelling was 80%, Grammar and Punctuation was 100% and Numeracy was 100%.

Our Foundation class introduced Cued Articulation, Colourful Semantics and decodable texts to its literacy program in 2018. Greater emphasis was placed on students in Years 2 – 6 choosing texts that were appropriate to their reading ability, taking into account the key measures of accuracy, fluency and comprehension.

In 2018 we began to develop a whole school library to go with our classroom libraries. It is expected that when this library is operating fully our children will have a safe, friendly and inviting space to develop a passion for becoming a life-long reader.

Engagement

Inglewood Primary School understands the importance of developing a sense of reciprocity between community organisations and the school. It is clear that by having authentic engagement in the community students benefit significantly. Throughout 2018 the school utilized a number of community volunteers to support a variety of programs for the children. Each week all students participated in gardening and cooking. This 'garden to kitchen' program, assisted by community volunteers, taught students skills in growing, harvesting, preparing and cooking their own food. The school continued to provide 'Library for Littlies' each Wednesday morning. This program was developed in 2015, and continued throughout 2018, to help develop the pre-literacy skills of the youngest members of the community (0-5 years). The children visited the school each Wednesday morning for a literacy session where they were read to and then completed an accompanying art/craft activity. Inglewood Play group continued to utilize our facilities throughout 2018. Our Parents and Friends group worked tirelessly to develop fundraising opportunities for the school. The money raised from this fundraising was utilised to enhance the educational opportunities for all children at the school.

The average number of Student Absence Days per student per year was similar to the median of all Victorian government primary year levels. The average attendance rate sat at just over 91%. Common reasons for non-attendance included illness and extended family holidays. The four year average was similar to the median of all Victorian Government Primary Schools. As in 2017, it was a few individual students whose frequent absences skewed the overall year level results negatively. Regular contact was made with these families to re-inforce the importance of attending school more regularly.

At the beginning of 2018 we introduced an online student management system. This has allowed us to manage, track and evaluate individual and whole school attendance trends. It has also enabled parents to report

absences in a timely manner. There is now greater consistency across the school regarding our management of student attendance.

Wellbeing

Throughout 2018 we continued to consolidate our School Wide Positive Behaviour Support (SWPBS) program throughout the school. The explicit teaching and re-enforcement of behavioural expectations was supported by a structured rewards program for students who consistently demonstrated expected behaviour. At the end of 2018, as a reward for meeting the school's collective target, all students and staff enjoyed an excursion to the Bendigo Aquatic Centre. Such a celebration of achievement was valued by the whole school community.

The Year 4/5/6 Student Attitudes to School Survey results were slightly lower in the 'Sense of Connectedness' measure. This was surprising so we discussed the responses with the students to determine why the results were not as favourable as we thought they should be. We then worked to alleviate some of the student concerns and re-surveyed them later in the year. The results for the 'Sense of Connectedness' measure improved significantly with an 87% positive response. The Year 4/5/6 Student Attitudes to School Survey results in the 'Management of Bullying' measure were similar to the median of all Victorian Government Primary Schools.

We have continued our strong and positive relationship with the National Schools Chaplaincy Program, with the Chaplain providing additional wellbeing support to students and families. We ran a 'Breakfast Club' each week, supported by 'Foodbank Victoria' and the Bridgewater Bakehouse who supplied the breakfast provisions. This continued to be a successful initiative, as many of our students took advantage of the opportunity to eat a nutritious breakfast and to socialize with their school friends before lessons commenced for the day.

At the beginning of 2018 all staff participated in Trauma Informed Practice training and the teachers were trained in the delivery of Circle Time. We implemented the Respectful Relationships curriculum, within our Health and PE lessons.

We continue to investigate ways to provide authentic wellbeing initiatives to the children of Inglewood Primary School.

Financial performance and position

In 2018 the school was able to manage the SRP effectively to resource each program of the school's budget. We were able to operate to a surplus, which has enabled us to operate three classes and this will occur again in 2019. The school increased its enrolment from 38 students in 2017 to 45 by the end of 2018. This has provided the school with additional income to support the growth in numbers. With a low socio-economic profile it essential that the school continues to subsidise curriculum programs, including camps and excursions to ensure a truly inclusive curriculum is provided to all students.

For more detailed information regarding our school please visit our website at




<http://www.inglewoodps.vic.edu.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

Enrolment Profile

A total of 45 students were enrolled at this school in 2018, 21 female and 24 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.










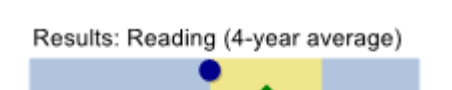






Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ 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> 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 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>No Data Available</p> <p> Similar</p> <p>No Data Available</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>	<p>Reading</p> <table border="1"> <tr> <td>Low</td> <td>40 %</td> <td>40 %</td> <td>20 %</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>Medium</td> <td>75 %</td> <td>25 %</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>Low</td> <td>20 %</td> <td>40 %</td> <td>40 %</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>Low</td> <td>20 %</td> <td>40 %</td> <td>40 %</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>Medium</td> <td>60 %</td> <td>40 %</td> </tr> </table>	Low	40 %	40 %	20 %	Medium	75 %	25 %	Low	20 %	40 %	40 %	Low	20 %	40 %	40 %	Medium	60 %	40 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Low	40 %	40 %	20 %																	
Medium	75 %	25 %																		
Low	20 %	40 %	40 %																	
Low	20 %	40 %	40 %																	
Medium	60 %	40 %																		









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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>89 %</td> <td>91 %</td> <td>90 %</td> <td>95 %</td> <td>96 %</td> <td>91 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	91 %	90 %	95 %	96 %	91 %	87 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	91 %	90 %	95 %	96 %	91 %	87 %										

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: 

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Lower</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$555,185	High Yield Investment Account	\$107,172
Government Provided DET Grants	\$192,825	Official Account	\$12,957
Government Grants Commonwealth	\$3,600	Other Accounts	\$26,494
Revenue Other	\$1,915	Total Funds Available	\$146,624
Locally Raised Funds	\$32,594		
Total Operating Revenue	\$786,119		
Equity¹			
Equity (Social Disadvantage)	\$73,178		
Transition Funding	\$4,398		
Equity Total	\$77,576		
Expenditure		Financial Commitments	
Student Resource Package ²	\$511,537	Operating Reserve	\$11,000
Books & Publications	\$138	Other Recurrent Expenditure	\$2,959
Communication Costs	\$3,255	School Based Programs	\$35,381
Consumables	\$12,420	Beneficiary/Memorial Accounts	\$24,700
Miscellaneous Expense ³	\$43,337	Repayable to the Department	\$40,000
Professional Development	\$3,062	Maintenance - Buildings/Grounds < 12 months	\$31,300
Property and Equipment Services	\$68,079	Total Financial Commitments	\$145,340
Salaries & Allowances ⁴	\$16,374		
Trading & Fundraising	\$10,778		
Utilities	\$7,973		
Total Operating Expenditure	\$676,953		
Net Operating Surplus/-Deficit	\$109,166		
Asset Acquisitions	\$0		

- (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 15 March 2019 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.

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.

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).

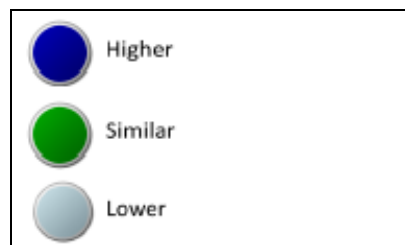


What does *School Comparison* refer to?

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' or 'ND' 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').