

2015 Annual Report to the School Community

Inglewood Primary School

School Number: 1052



Name of School Principal:

Geoffrey Weppner

Name of School Council President:

Timothy Johns

Date of Endorsement:

26/04/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Inglewood Primary has along and proud tradition of providing quality education in its original school building from the late 1800's up to today. However the school has undergone a great deal of renovation in recent years to provide open, airy learning spaces that allow for flexible groupings of students. In 2015 we had an enrolment of 24 students organized into two home group classes; a Prep-2 and a 3-6, but the children were often placed in mixed-age or ability groupings, to maximize their learning opportunities.

The school is staffed with a principal, two full-time classroom teachers, a part-time LOTE (Indonesian) teacher (0.1 EFT) and a part-time office manager (0.45 EFT). In addition we funded the part-time employment of an Art and Kitchen/Garden specialist and a Newsletter editor. We also have a Chaplain funded through the National Schools Chaplaincy Program. The school is visited fortnightly by the Library (MARC) van. Languages Other Than English (Indonesian) classes were provided to all students for the first time in 2015.

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, 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 a Stephanie Alexander Kitchen/Garden program, which gives the children the opportunity to cultivate, harvest, prepare and enjoy eating healthy produce on a weekly basis. Construction commenced on a new kitchen at the end of the year, which is an exciting development. 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 Marys).

The level of overall parent satisfaction with the school, as indicated in the *Parent Opinion Survey*, is much higher than the median of all Victorian government primary schools, as is the staff's endorsement on School Climate, derived from the *School Staff Survey*. A future challenge for the school is to increase student enrolments to enable us to maintain the current staffing profile and to continue to provide the breadth of programs that we currently do. A great deal of effort was put into lifting the profile of the school in the wider community through positive promotion, making us optimistic about the future.

Achievement

Teacher judgement of student performance against AusVELS standards show that the percentage of students in Years Prep to 6 with a grading of 'C' (at standard) or above, was similar to the median of all Victorian government schools.

NAPLAN results show that both our Year 3 and 5 students had similar results to the Victorian government primary schools median in both Literacy and Numeracy. However with such low numbers participating in the NAPLAN tests, meaningful cohort data analysis is not reliable. We continued to provide Reading Recovery sessions to those Year One students that were identified as 'at risk'. In the higher year levels students identified as 'at risk' in literacy were given additional instruction each week in a small group setting to improve their level of performance. Regular tracking of student performance was given greater emphasis in 2015, with students undertaking a variety of standardized and diagnostic tests to enable staff to more closely track their progress. Staff were given the opportunity to attend writing moderation sessions organized through the Bendigo Rural Schools Network to provide insight into the analysis of student writing samples. Following a school review, staff worked collaboratively together to develop a new **Strategic Plan (2016-2019)** that set goals and targets and outlined strategies to improve student achievement, engagement and well-being over the next four years.

Engagement

The whole school review, undertaken early in the year, identified student engagement as an area of focus. Key to this focus was to ensure that program planning catered for the needs and abilities of all students through differentiated learning.

Our thematic studies (encompassing the areas of Science, Art, History, Geography, Technology and Social Learning) were inquiry based to maximize individual student learning styles and interests. We combined with Wedderburn P-12 College for a very successful Indonesian Cultural Day. The 3-6 class completed a wonderful theme on the 'History of Inglewood' that connected them to the local community through the Historical Society and Eucalyptus Museum. We also had a fabulous school production and dinner that was very well attended by the community. Further community engagement was also established through fortnightly visits to the local hostel for elderly residents, and the senior boys visited the local Men's Shed each week, over a period of four weeks, to complete a construction project. We firmly believe that if we have a strong connection to our parent body and the wider Inglewood community, we also strengthen student engagement and sense of belonging.

Student attendance rates in 2015 were similar to the median for all Victorian Government Primary Schools. Analysis of student attendance data indicates that we still have a few students who had a significant number of unexplained absence days, which is of concern. To highlight the importance of regular attendance, the number of absence days for each class was published weekly in the newsletter. In addition, individual student absences were included in the Student Reports at the end of each semester.

The student *Attitudes to School* survey results for 2015 show a pleasing improvement for the variable 'Connectedness to School'; now being similar to the median for all Victorian Government Schools, whereas in previous years we were well below the median. The regular use of technology (a combination of desktop and laptop computers, interactive whiteboards and a Polycom unit) has been

an important factor in building student engagement.

In order to promote engagement in recreational sports and physical fitness, we ran regular 'after school' sporting sessions for all students with grants supplied by the Sporting Schools program. These sessions were very well attended, with the majority of our students participating.

In an endeavour to develop the pre-literacy skills of the youngest members of our community (0-5 years) we launched a new program called 'Library Lessons for Littlies' that encouraged these children to visit the school each Wednesday morning for a literacy session where they were read to and then completed an accompanying art/craft activity. We also offered our old unused Art Room to the Inglewood Play Group to use as their exclusive 'home', which was a positive addition for the future.

Wellbeing

Our main Wellbeing focus for 2015 was to embed the **School Wide Positive Behaviour Strategy (SWPBS)** across the school. Behavioural expectations in each school setting (classroom, playground, toilets, excursions etc.) were explicitly taught and reinforced throughout the year, and the students rewarded for demonstrating these expected behaviours. At the end of the year, having collectively met our positive behaviour target, the whole school enjoyed a trip into Bendigo for a session at the pool and the cinema as a celebration of our achievement.

The Year 5/6 '**Attitudes to School**' survey showed that for the variables 'Connectedness to School' and 'Perceptions of Safety' the results were similar, or slightly better than the Victorian State Schools' average. Importantly the results have been trending upward, now being significantly better than our four-year average. Also results from the **Parent Opinion Survey**, for the variables of 'Classroom Behaviour' and 'Student Safety', show a high degree of parent satisfaction, being well in advance of the 'like school' average.

2015 was the first year of funding under the new **National Schools Chaplaincy Program** and our Chaplain provided excellent service to all students, either working with individuals or with small groups. She also provided counselling to individual parents who required assistance or a sympathetic ear.

We were able to run a 'Breakfast Club' three mornings a week, supported by the 'Helping Hands Mission' who supplied the breakfast provisions. This was 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.

Productivity

We believe that we effectively allocated the staff and resources at our disposal to maximize the learning opportunities of all students. During the two-hour literacy block and the one-hour numeracy block, the principal was part of the teaching team, enabling instructional groups to be kept quite small and focused. The timetable was organized to enable Reading Recovery lessons to be offered to those Year One students who required additional assistance. Local payroll was used to employ both an Art and Stephanie Alexander Kitchen Garden specialist. We were able to negotiate the part-time employment of a LOTE (Indonesian) teacher with Wedderburn P-12 College to enable us to offer Indonesian classes for all our students for the first time in 2015.

As a staff we were able to access Professional Development opportunities through the Bendigo Rural Schools Network by combining the staff of all these rural schools for twilight sessions. In addition the three local schools (Inglewood, St Marys and Bridgewater) combined for a shared activity day at the end of each term, which was an effective use of people and resources, as well as giving the students of the two towns the opportunity to work collaboratively together. We also combined with Bridgewater Primary to run Year Two, Year 3-4 and Year 5-6 camps. The combined numbers made the camps far more cost effective and viable for our small enrolments.

Our enrolment declined in 2015 due to a large exiting group of Year 6's and a small enrolment of Preps. As a result we undertook a number of activities throughout the year to promote the school in the wider community, in an endeavour to increase future enrolments. We believe that we made positive progress in this regard during 2015.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 24 students were enrolled at this school in 2015, 12 female and 12 male.
There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison
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 Similar

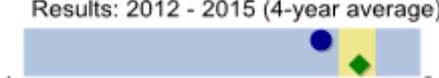


 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	96 %	93 %	92 %	99 %	95 %	90 %

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>

How to read the Performance Summary

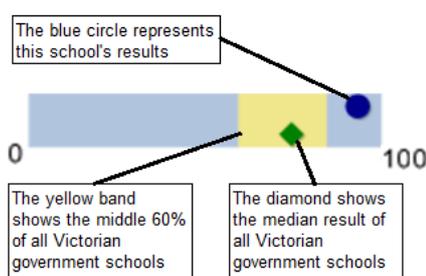
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

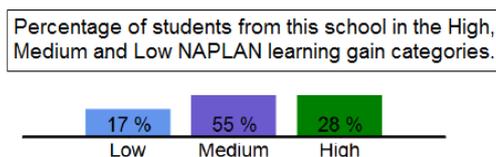
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



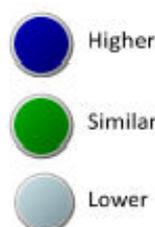
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$346,952
Government Provided DET Grants	\$81,701
Government Grants Commonwealth	\$10,664
Revenue Other	\$4,167
Locally Raised Funds	\$18,848
Total Operating Revenue	\$462,334

Funds Available	Actual
High Yield Investment Account	\$735
Official Account	\$7,382
Other Accounts	\$25,385
Total Funds Available	\$33,502

Expenditure	
Student Resource Package	\$351,528
Books & Publications	\$944
Communication Costs	\$2,665
Consumables	\$13,259
Miscellaneous Expense	\$40,341
Professional Development	\$1,840
Property and Equipment Services	\$24,192
Salaries & Allowances	\$26,269
Trading & Fundraising	\$5,094
Utilities	\$8,411
Total Operating Expenditure	\$474,544

Financial Commitments	
Operating Reserve	\$20,116
School Based Programs	\$13,386
Total Financial Commitments	\$33,502

Net Operating Surplus/-Deficit	(\$12,210)
Asset Acquisitions	\$0

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Although our lower enrolment in 2015, resulted in a reduced Student Resource Package (SRP) budget, we successfully managed to maintain all the programs and services that we previously had provided, as well as include the employment of a LOTE (Indonesian) teacher for 0.1 EFT. Expenditure was closely monitored to ensure that it was directed towards benefiting the needs of all students so that the best outcomes were achieved. In previous years, due to a larger enrolment, we were able to convert additional cash funds from the credit component of the SRP to supplement our operating budget. However our SRP budget was in credit deficit in 2015, which meant we didn't have that option.