

# 2022 Annual Report to the School Community

School Name: Aireys Inlet Primary School (5566)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 May 2023 at 11:38 AM by Jennifer Abel (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 17 May 2023 at 12:07 PM by Michelle Vernieux (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

Our Student Family Occupation and Education Index is 0.26 Our current enrolment at the beginning of 2022 is 79 students with 5.4 Full Time teaching staff, 1x Teacher Aide (15 hours) and 2 Administration Staff. Inspired by our unique natural surroundings, our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. Aireys Inlet Primary School aims to provide an inclusive and caring learning environment that engages our students and challenges them to grow to acquire, demonstrate, articulate and value the knowledge and skills that will support them, as life-long learners.

Aireys Inlet Primary School is dedicated to recognising the importance of the partnership between the school and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for ensuring inclusive, safe and orderly environments by delivering the Respectful Relationship curriculum, using the School Wide Positive Behaviour Framework, underpinned by the core values of Respect, Cooperation and striving for Personal Best.

Over the year, key teaching staff participated the Bastow 'Leading Mathematics' course and Professional Learning Communities (PLC) training. They then shared their learning and all classes have implemented a Maths Learner Framework. Professional Learning Teams (PLT's) have begun to identify areas of improvement using data, and will plan an inquiry cycle to address areas of challenge or concern.

The positives that have arisen from 2022 is that we continue to show High level school performance parameters and our school has performed strongly for Mathematics and with strong but declining Reading measures. With renewed focus our reading data will continue to remain high. The Respectful Relationships curriculum has been embedded and again supported through the Blueearth program which was delivered by a trained mental health and wellbeing specialist. Throughout 2022 there was a concerted effort to ensure all students and families reengage with the school and had the opportunity to attend school onsite with school social gatherings organised. The classroom and specialist teachers also conducted whole class and small targeted teaching lessons. Considering the last two years we have had, it was not surprising that school climate, student attitude, engagement and participation data was lower than previous years. Our students once again performed very well academically with results in English and Mathematics above similar schools and the state average.

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

### Learning

In 2022 Aireys Inlet Primary School went through a Review Cycle, and developed goals for our new Strategic Plan. There was a focus on student learning, wellbeing and whole school and community connectedness. There was a concerted effort to safely welcome back our families on site and into classrooms. We will worked with the Parent Club to ensure there was plenty of opportunities for families to come together. The 'open' mornings, Lantern Parade, Bush Dance and Celebration Night were all well attended by our families. All stakeholders had the opportunity to unpack the Opinion Survey data and had a significant input into developing strategies for improvement and change.

Although our students continue perform above State and Network benchmarks in most key learning areas, it has been identified in the data through the school review process that we need to continue to challenge students at the 'top end' with an increase of students having high growth. In 2023 we will be adopting an engaging whole school inquiry model, based on deep learning, questioning and challenge. There will also be the opportunity for talented and gifted students to again take part in the Victorian High Abilities Learners program and continue to access the Gateways, specialised learning workshops with students across the Geelong area. The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans.

Curriculum planning reflects the achievements of students against the standards for curriculum areas, stages of learning and student needs. Teachers teach at 'point of need' for each individual child, depending on where they sit on the continuum, with most of our students achieving a least one years' growth, with a high percentage of our students' achieving growth of more than one year. The school's curriculum plan integrates learning areas and capabilities, pedagogy and assessment into a sequential program of learning. Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning. Teachers meet in their Professional Learning Teams to assess, diagnose and plan for future learning. Consistent processes are in place to monitor the effectiveness of programs in meeting the student's learning goals and needs, based on a range of evidence. Students are actively involved in developing and monitoring their own learning goals, which has ensured student engagement and academic rigour.

Leadership roles are aligned with the School Strategic Plan and Annual Implementation Plan (AIP) priorities. A whole-school professional learning strategy aligns individual learning plans with school goals and supports the school's identified FISO improvement strategies.

The teachers' roles and responsibilities include facilitating the school professional learning program. All staff are engaged in the annual performance and development process, although modified to include a 'Statement of Expectation' reflecting on the complexities of the last few years.

Over the past year there has been a renewed focus on developing: Positive Climate for Learning Empowering Students, Building School Pride, Setting Expectations and Promoting Inclusion, as we move towards embedding these into our current practice. Our teachers encourage students to set high expectations for their own learning. They engage in conversations about learning and progress, addressing concerns and celebrating achievements. Teachers assist students to become more self-directed and to believe in their ability to complete tasks and reach goals. Staff, students and parents regularly share and celebrate school achievements within and beyond the school using a broad range of opportunities.

Our students are familiar with behaviour expectations and consequences for inappropriate behaviour. Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. All classes provide safe and welcoming learning environments in which students respect and value on-task learning. Community Engagement in Learning Building Communities and Global Citizenship are evolving as Inclusive school policies, programs and practices were monitored and evaluated for their effectiveness.

Our school works in partnership to address identified student learning and wellbeing needs and enrich learning experiences and opportunities. We work on a tiered approach, using both internal and external supports personnel such as our Welfare Officer and the SSSO network of professionals.

A shared commitment and collaborative actions by our school, families and broader community, assists community organisations and agencies to provide services and maximise benefits for students aligned to the school's policies. The school ensures early intervention for students who have additional needs or are at risk of disengagement. The tutoring program was not given the rigor that it should have been due to staffing challenges, however our highly experienced classroom teachers ensured that every student in their class had their individual needs met.

We also collaborated with the Student Support Services team and community allied health agencies to support specific learning, health and wellbeing needs of these students.

Teachers continue to plan collaboratively to identify and integrate global perspectives into the curriculum drawing on contemporary events. We actively engage with our local community and agencies, such as DELWP, the CFA, Angair and the Friends of Eastern Otway's around local and global issues. We continue to look for authentic opportunities for our students to become active citizens within the school and wider community. Through our inquiry units of study, teachers draw on students' experiences to develop their understanding of the economic and social inequalities that exist globally. Students examine, reflect on and challenge abuses of social justice and human rights.

Aireys Inlet Primary School has achieved pleasing results once again in all areas of Student Learning during 2022. In English teacher assessments against the Victorian Curriculum show the percentage of students in Years P-6 with at or above the expected growth of one year was 90.0% (above both similar and state measures) In Numeracy, the percentage of students in years P-6 with at or above the expected growth of one year was 92.0% (above both similar and state measures) an increase of 4.0% from 2021. Learning growth from Year 3-5 showed High growth compared to Network and State in Reading, Numeracy, Spelling and Grammar. Writing showed less gain this year. Writing will continue to be a focus in 2023. This year the grade 3 students achieved outstanding results with 100% of the students achieving results in the top 3 bands, significantly higher than network and state measures.

## Wellbeing

Covid-19 did impact on the Opinion Survey data. The students in Years 4-6 students indicated a decrease in connectedness and student voice, both being just below similar schools and state benchmarks. Student Voice and Agency remains as a focus for us in 2023 as the senior students are now able to develop authentic opportunities for all, and to have a greater input into their own learning and the operation of the school. The school will continue to focus on improving students' connection to school by building our students' sense of belonging and enjoyment. We will continue to encourage student leadership, build community and cultural partnerships, and develop student social and emotional capabilities. The majority of our students believe we manage bullying well, indicating an 75.5% positive response in the Attitudes to School Survey. Interestingly the positive endorsement from the parents has shown an increase of 25% to 88% in comparison. Overall, we had a positive improvement in the amount of students not experiencing bullying which is positive. Teachers have embedded the Respectful Relationships curriculum, SWPB and values programs and Bluearth into the curriculum. We will be trialling the URstrong program in 2023.

## Engagement

Our Average Number of Students with 20 or more Absence Days in 2022 was 60%, significantly higher than similar schools and the state. This is not surprising considering COVID-19 impacted, with many of our students having to self isolate at home after receiving a test. Our school continues to record average number days absent for each child being 27.7days, higher than Network and State average.

The rate of absenteeism, across year levels were consistent across the school. Common reasons for non-attendance include COVID-19 test self isolating at home, illness and family holidays. Lateness also needs to be addressed with a number of families continuing to be late to school.

We actively encourage attendance by promoting the 'It's not okay to be away' message, providing fun and engaging learning experiences and actively following up non-attendance.

A small percentage of students were anxious to return to school at the beginning of 2022, and we worked with these students to address their fears and concerns. We actively worked with the student voice team to organise some fun and engaging events at school and the Parent Club organised events to reconnect our school community once again. It was fantastic that we got to have our school fair after 2 years of restrictions. The Attitudes to School data showed a percentage of students who positively endorsed a sense of connectedness and stimulated learning was lower but similar to network and state averages. It was encouraging to see that the students in year 4 to 6 had a stronger sense of confidence throughout the year.

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## Other highlights from the school year

The school ended the year with a healthy surplus, however this is predominantly due to the Parent Club funds of \$84,000. The school itself ended with a small surplus in the cash budget (official account) of \$33,174. The School Resource Package (SRP) ended the year with a surplus of \$8,818. Extraordinary revenue noted, was the Parent Club funds and there was no extraordinary expenditure over the year. We were able to operate the school fair in 2022 and a profit of \$37,775.79 was made. Other fundraising, including the monthly Aireys Market Sausage sizzles and Mango Drive contributed to the balance \$42848.80 fundraised by the Parent Club, which is an outstanding effort.

Other sources of funding that the school received in 2022 included donations from the Recycle Shed, Anglesea, voluntary contributions from families and Sporting Schools and other minor local grants. Additional State/Commonwealth funding the school received included, Tutoring Initiative, Mental Health and Wellbeing Funding, Bushfire preparedness grants, Swimming, the Sporting Schools initiative, the National Chaplaincy Program, Student Excellence program and additional funds for Covid cleaning.

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## Financial performance

The school ended the year with a healthy surplus, however this is predominantly due to the Parent Club funds of \$84,000. The school itself ended with a small surplus in the cash budget (official account) of \$33,174. The School Resource Package (SRP) ended the year with a surplus of \$8,818. Extraordinary revenue noted, was the Parent Club funds and there was no extraordinary expenditure over the year. The sources of funding that the school received in 2022 included very little locally raised funds due to the events being cancelled due to Covid-19 restrictions. We did receive donations from the Recycle Shed, Anglesea, voluntary contributions from families and Sporting Schools and other minor local grants. Additional State/Commonwealth funding the school received included, Tutoring Initiative, Mental Health and Wellbeing Funding, Bushfire preparedness grants, Swimming, the Sporting Schools initiative, the National Chaplaincy Program, Student Excellence program and additional funds for Covid cleaning.

# 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 79 students were enrolled at this school in 2022, 44 female and 35 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

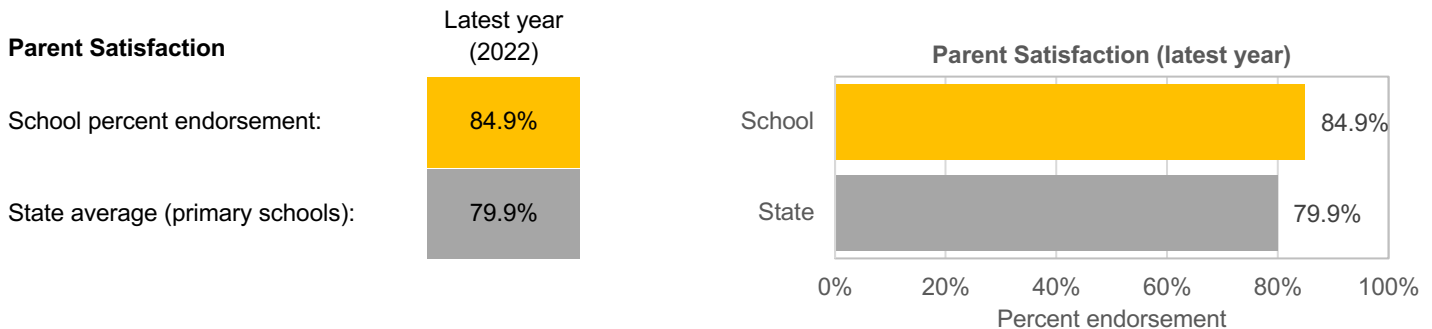
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

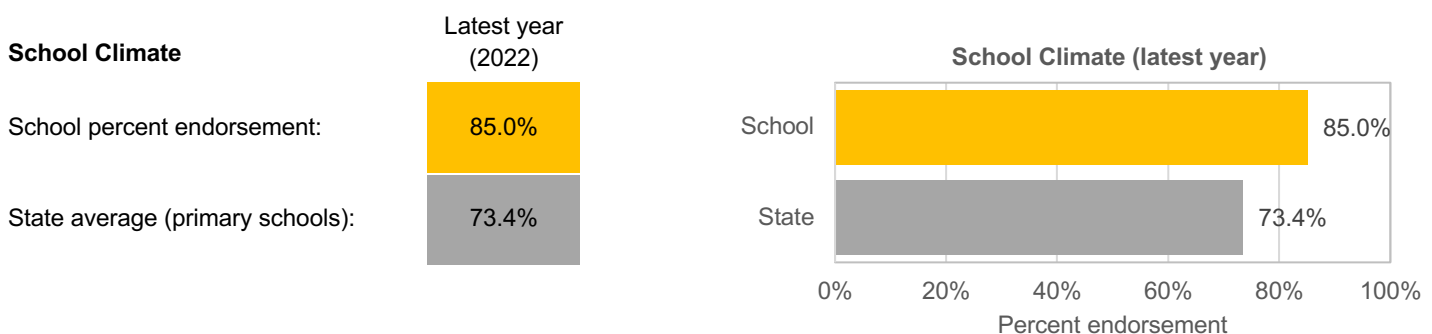


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## LEARNING

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

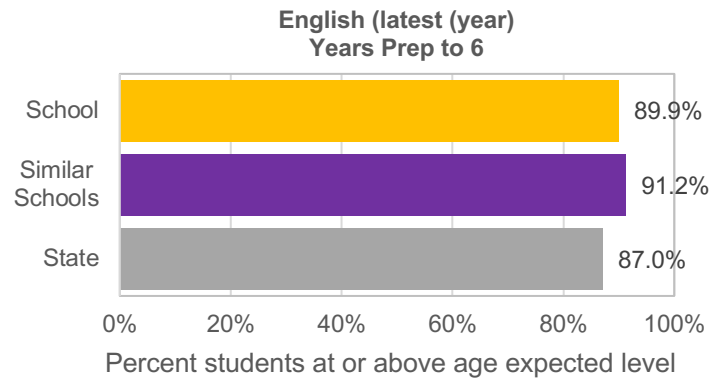
89.9%

Similar Schools average:

91.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

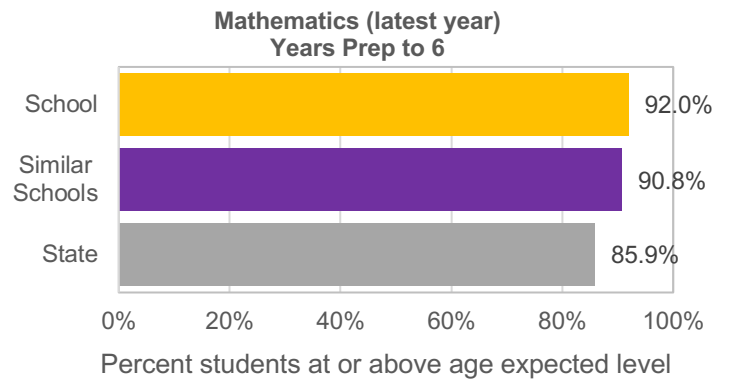
92.0%

Similar Schools average:

90.8%

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.

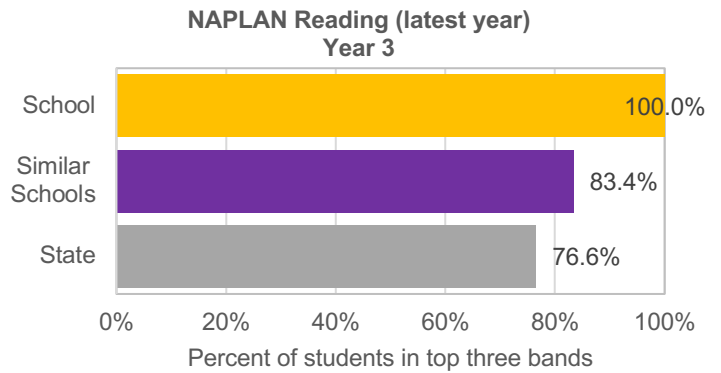
### NAPLAN

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.

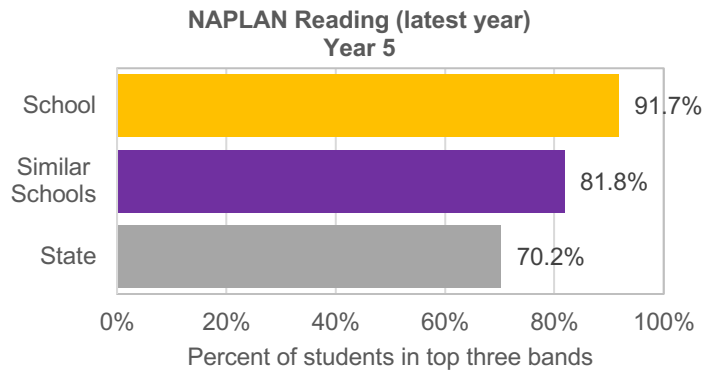
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	88.6%
Similar Schools average:	83.4%	85.1%
State average:	76.6%	76.6%



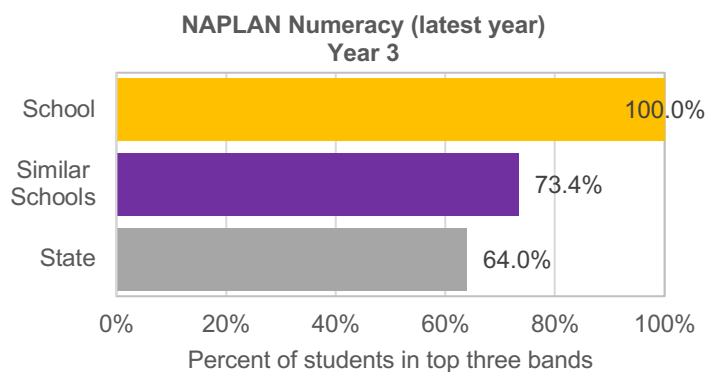
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.7%	97.5%
Similar Schools average:	81.8%	79.8%
State average:	70.2%	69.5%



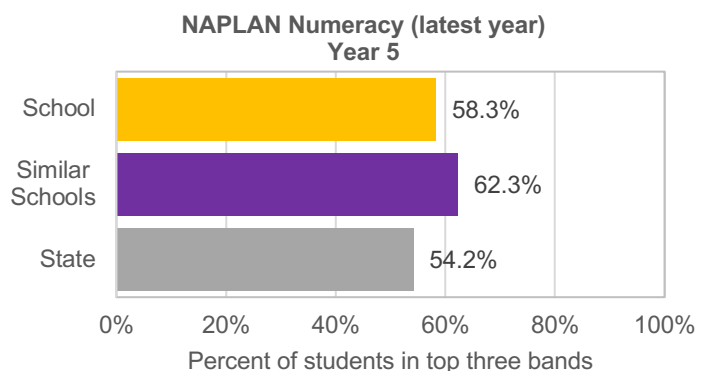
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	72.2%
Similar Schools average:	73.4%	75.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.3%	77.5%
Similar Schools average:	62.3%	68.4%
State average:	54.2%	58.8%



## WELLBEING

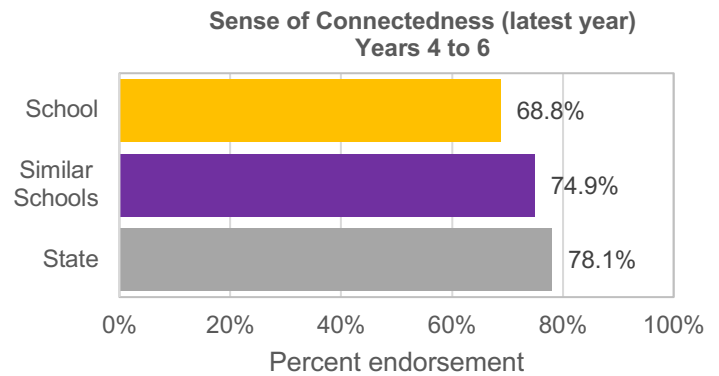
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	68.8%	77.9%
Similar Schools average:	74.9%	78.0%
State average:	78.1%	79.5%

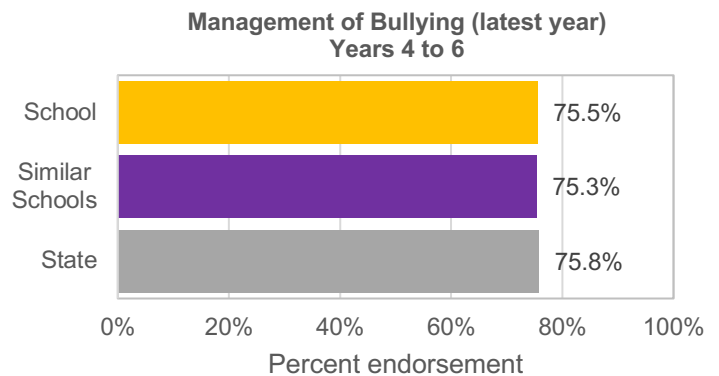


### Student Attitudes to School – Management of Bullying

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:	75.5%	77.6%
Similar Schools average:	75.3%	79.3%
State average:	75.8%	78.3%



## ENGAGEMENT

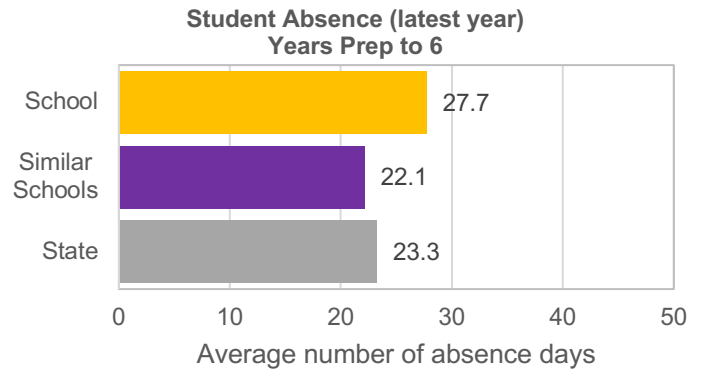
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.7	21.7
Similar Schools average:	22.1	15.8
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):	88%	82%	89%	89%	86%	87%	82%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$860,855
Government Provided DET Grants	\$186,316
Government Grants Commonwealth	\$6,100
Government Grants State	\$19,743
Revenue Other	\$22,890
Locally Raised Funds	\$120,512
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,216,417</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$852,037
Adjustments	\$0
Books & Publications	\$548
Camps/Excursions/Activities	\$56,023
Communication Costs	\$2,030
Consumables	\$22,894
Miscellaneous Expense <sup>3</sup>	\$5,699
Professional Development	\$5,998
Equipment/Maintenance/Hire	\$5,529
Property Services	\$10,102
Salaries & Allowances <sup>4</sup>	\$41,916
Support Services	\$21,816
Trading & Fundraising	\$32,053
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,635
<b>Total Operating Expenditure</b>	<b>\$1,064,279</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$152,137</b>
<b>Asset Acquisitions</b>	<b>\$108,893</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$189,124
Official Account	\$33,174
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$222,298</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$41,969
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,900
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$80,625
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$78,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$212,494</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*