

2022 Annual Report to the School Community

School Name: Ivanhoe Primary School (2436)



- 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 06 April 2023 at 03:13 PM by Pamela Wright (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 26 April 2023 at 07:24 PM by Nina Bosco (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

Ivanhoe Primary School encourages the development of the whole student. Our aim is to support learners in becoming curious, reflective, and critical in their thinking as global citizens. Ivanhoe Primary School's values are Confidence, Independence, Persistence, Resilience, Respect. These were developed with staff, students and community and are embedded in all school practices. Key directions for the term of the current School Strategic Plan are to maximise each student's learning growth in literacy and numeracy and develop students who are empowered, engaged, inquiring, creative, critical thinkers. We expect our students to display and uphold behaviours and attitudes that reflect the school's values.

Ivanhoe Primary School, located in a residential area in Melbourne's North Eastern suburbs, can trace its roots of providing education to the local community back to 1853. The current site contains the original building. Built in 1923, it houses an administration block and 10 classrooms. This wing is complemented by 12 relocatable classrooms. In 2018, the \$2-million-dollar Treehouse was completed and currently houses four Foundation classes. In 2021, a 4.5-million-dollar Capital Works program to deliver eight new classrooms in a permanent facility (The Beehive) was completed. These significant additions to the infrastructure of the school have served to reduce the number of relocatable buildings, free valuable space for programs such as: Strings, Read, Write Inc, the Tutor Learning Initiative, and increase outdoor play space.

The February 2022 enrolment census was 557 students (278 female and 279 male). The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Possible socio-economic band values are: Low, Low-Medium, Medium, and High. This school's socio-economic band value is: Low. The 2022 index figure of 0.1080 places the school in the low socio-economic disadvantaged group of schools. 26 percent of students had English as an Additional Language and two students identified as Aboriginal or Torres Strait Islander. We currently have no Aboriginal and Torres Strait Islander staff. We currently do not offer programs for overseas students. Enrolment patterns reflect a stable number of students although numbers dropped for reasons relating to COVID-19 resulting in movement away from the area. In 2022 there were 27 classes operating.

In 2022, the school teaching team comprised 28 classroom teachers (one class had 2 teachers in a shared capacity), a principal, an assistant principal and eight specialist teachers. Six full time effective (FTE) education support staff covered areas such as administration, library, integration and learning support. The Principal and Assistant Principal with one leading teacher and two Learning Specialists formed the Leadership Team. Specialist classes are offered in Music, Art, Physical Education, and Italian Language. There is an EAL teacher, a part time support teacher and two part time tutors (TLI).

The school has maintained a focus on differentiation and feedback to maximise teacher capacity to address the needs of all learners across the different levels. Differentiated learning and a variety of effective support programs catered for students at either end of the learning spectrum. We are a member of a Community of Practice with Network schools and we work together to maximise system outcomes.

The school has a firm commitment to providing opportunities for students to develop their artistic, physical, and technological talents. The Curriculum incorporates the teaching of thinking skills and the innovative use of Digital Learning Technologies.

Mission Statement: Ivanhoe Primary School provides a positive, vibrant, and inspiring environment where students are valued and encouraged to succeed in becoming life-long learners.

Vision Statement: Ivanhoe Primary School encourages the development of the whole student. Our aim is to support learners in becoming curious, reflective, and critical in their thinking as global citizens.

Values: Confidence, Independence, Persistence, Resilience, Respect.

The percentage endorsement by parents on the school satisfaction level as reported in the 2022 Parent Opinion Survey was 84% up from 72.4% in 2021.

The percentage endorsement by staff on School Climate as reported in the 2022 School Staff Survey was 74.8% up from 74.1% in 2021.

Progress towards strategic goals, student outcomes and student engagement

Learning

OVERALL ACHIEVEMENT

In 2022, the percentage of our students achieving at or above age expected standards in English and Mathematics across Foundation to Year 6 were comparable to the achievements in similar schools.

NAPLAN

In 2022 NAPLAN shifted to being administered online, having previously been a paper-based assessment.

NAPLAN: READING

In Year 3, 96% of our students who participated in NAPLAN achieved in the top three bands. This was 5% above the achievements of students in similar schools (91%) and was well above the state average (77%).

In Year 5, 95% of our students achieved in the top three bands. This was 8% above the achievements of students in similar schools (87%) and well above the state average (72%).

NAPLAN: NUMERACY

In Year 3, 85% of our students who participated in NAPLAN achieved in the top three bands. This was 2% above the achievements of students in similar schools (83%) and was well above the state average (64%).

In Year 5, 91% of our students achieved in the top three bands. This was 13% above the achievements of students in similar schools (78%) and well above the state average (54%).

Wellbeing

Wellbeing took a prominent role in 2022. The approach to wellbeing was two-pronged and was inclusive of staff as well as students. The Smiling Mind program continued to embed across the school. Smiling Mind is an evidence-based approach to support student and staff mental health and wellbeing. The wellbeing leader guided the school to incorporate Smiling mind into the existing Social and Emotional Learning program with the purpose of equipping students with the skills they need to thrive in life, by building healthy minds and engaged classrooms.

Unfortunately, our part time student counsellor was no longer able to continue in the role and this left a gap for supporting students with higher mental health needs who then had to be directed to private services.

The Wellbeing strategic team worked tirelessly to map the Personal and Social Capabilities of the Victorian Curriculum across the current work we do and support teachers to identify and report against these capabilities. This in turn has continued to support our focus on building student voice and agency.

The percentage endorsement on Sense of Connectedness factor, as reported in the 2022 Attitudes to School Survey was 79.6%.

The percentage endorsement on Management of Bullying factor, as reported in the 2022 Attitudes to School Survey was 72.5%.

Engagement

STUDENT ATTENDANCE

The average number of days of student absences in 2022 was 18.1 which is comparable to similar schools (18.5), but significantly below the state schools average (23.3). Attendance rate across year levels has been consistent with common reasons for non-attendance being illness and extended family holidays.

TEACHING AND LEARNING

Professional Learning Communities (PLCs) continued to work collaboratively through inquiry cycles to maximise student learning and continually improve teacher practice.

The Tutor Learning Initiative continued in 2022 and the school was able to re-employ both tutors from the previous year which provided consistency for our students. Students who did not make expected learning growth (6 months growth in 6 months) were identified to participate and a response to intervention approach was used to provide intensive support. This has proved to be highly successful in supporting students to build confidence and maximise their learning growth.

Mathematics

Teaching teams continued to work within their PLCs to plan and deliver Mathematics lessons using the IPS instructional model to include differentiating tasks into Consolidate, Build. Mathematics curriculum planning continued to include problem-solving activities

using the Launch, Explore and Summarise (LES) model. Number Talks were embedded in the daily Mathematics program. Essential Assessment was utilised to monitor and track student achievement.

In Semester 2, the Mathematics Learning specialist devised a Mathematics Mindset survey for staff and for students to collect data about their mathematical mindset.

To support consistency in teaching and assessment, Maths moderation tasks were devised for years, F-2 and years 3-6 along with targeted Numeracy professional learning with sessions on:

- Unpacking the 4 Mathematics proficiencies
- Maths lesson openers
- Maths exit tickets including student agency
- Number Talks and extending learners

Literacy

Our approaches to Reading, based on the Big 5 and The Science of Reading continued to be embedded and refined. Teachers have honed their expertise in teaching Reading, focussing on decoding using systematic synthetic phonics towards building a love of reading through independent reading, choice and comprehension strategies via the Reading Workshop structure. The Read Write Inc Spelling program continued to provide scaffolded learning in Years 3-6.

VCOP and the Big Write continues to form foundations of consistent writing practices at IPS in addition to the close links to workshop structures and the Read Write Inc program.

Writing moderation sessions across the school were run in Term 2 and Term 4 and targeted Literacy professional learning included:

- Literacy Pedagogy and The Science of Reading: Structured Literacy and intervention
- Refresher training in Read Write Inc and Reading Workshop

Other highlights from the school year

The most significant highlight of 2022 was the fact that it was our first full year back at school since COVID restrictions. This afforded many opportunities for learning, and for community engagement. Some of our most exciting highlights of the year were:

- The success of the Canberra Tour along with our year 4 and 5 camps
- Showcasing our Specialist programs at Battle of the bands and Night of Music, the Art Show and Italian Day
- The IPS Walkathon and Athletics Day as well as sporting achievements, in particular the achievements of our girls' basketball and AFL teams

Our community embraced opportunities to engage with the school through the various picnics and graduation ceremonies.

- Election Day student stalls were extremely popular
- Families were impressed with the work students put into their expos at Year 1, Year 3, Year 5 and Year 6 (Tiny Town, Animal Habitats, Community, Pioneers and Night of Democracy)
- PFA events raised the community spirits through; Trivia Night, Mother's Day Breakfast, Father's Day Breakfast and stalls

Financial performance

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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.

At the conclusion of 2022, the Student Resource Package recorded a deficit of \$38,460 (2023: expected surplus is \$219,201). The deficit allowed delivery of the highest quality of educational outcomes in an environment only just recovering from the lockdown and disruptions of the COVID era, the school invested heavily in student support teaching staff and extended the Tutor program beyond the funding received from the Department. Student wellbeing and engagement were also a focus of school spending.

During 2022 the school raised funds from its Walkathon in the amount of \$28,471 which helped fund new playground equipment. Parent contributions remained fairly strong and in line with Council estimations. Parent support for the library fund was significantly higher than previous years, this allowed investment in not only new library books but also long overdue display furniture. Investment in digital technology continues to be a key educational delivery component of the school, parent contributions to the DLT Co-Contribution of \$47,565 strongly support the program.

Funding for school based programs was allocated effectively. The Department of Education cash grant was paid quarterly at the beginning of each term (\$453,056 for the year). A program leader for each sub program was responsible for the expenditure of funds within the program's budget. The finance committee monitored sub program expenditure against budget.

Expenditure on school level salaries included payments to casual relief teachers (\$330,076), OSHC employees (\$263,314) and sessional music tutors (\$111,751), plus superannuation increased by \$138,195 on previous year. The school operated OSHC program started the year slowly but finished the year with a \$96,258 profit.

For more detailed information regarding our school please visit our website at
<http://www.ivanhoeps.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 557 students were enrolled at this school in 2022, 280 female and 277 male.

26 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).

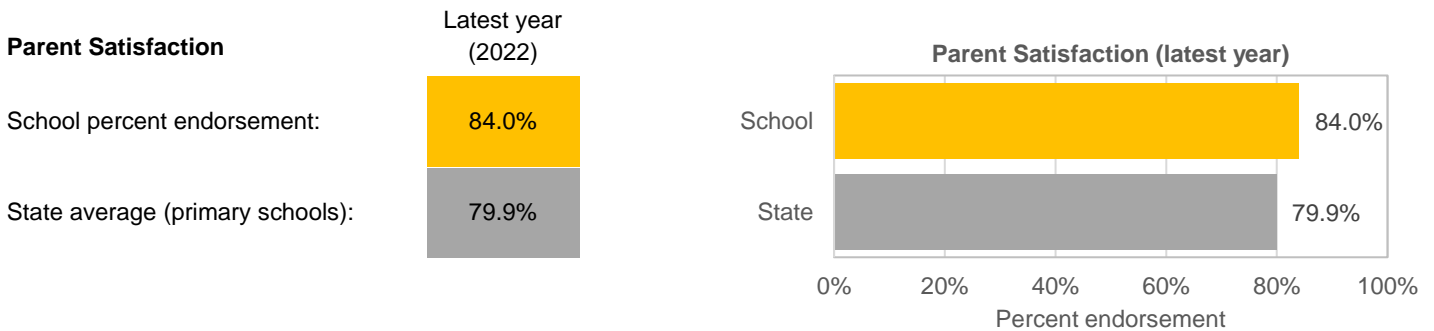
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

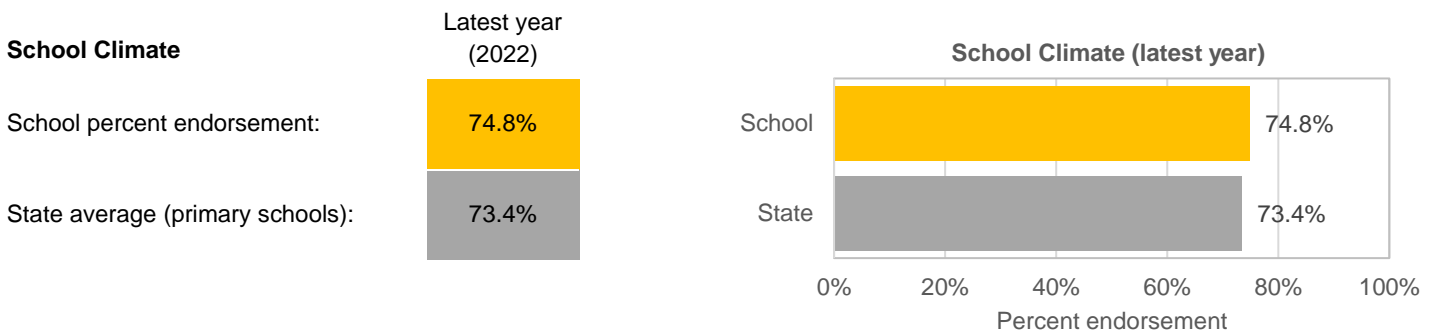


School Staff Survey

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:

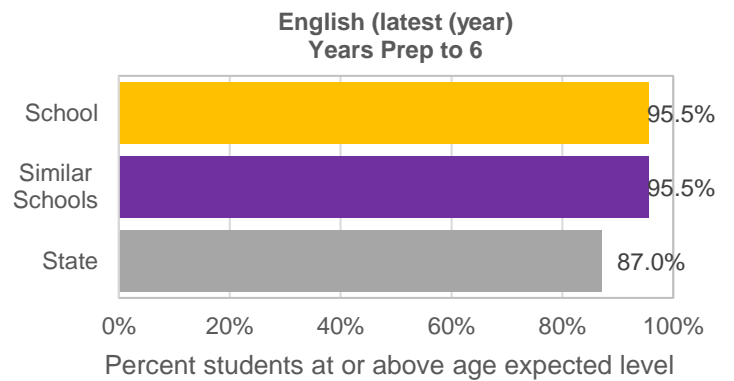
95.5%

Similar Schools average:

95.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

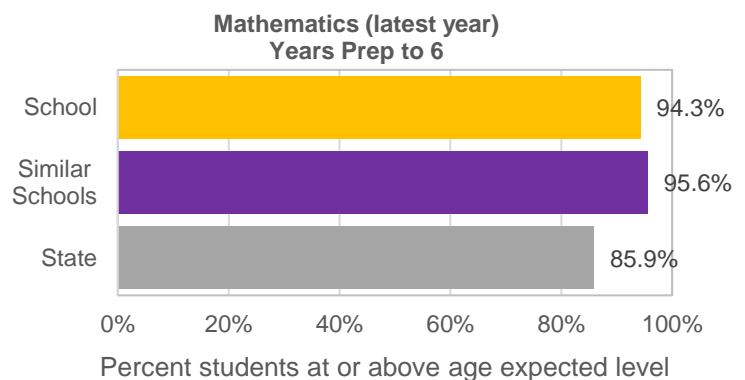
94.3%

Similar Schools average:

95.6%

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.

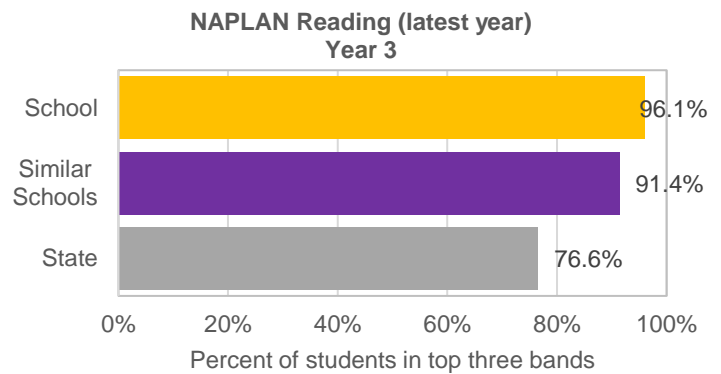
NAPLAN

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.

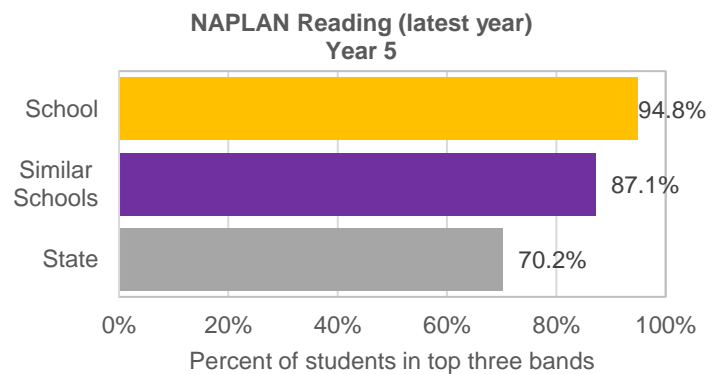
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.1%	91.7%
Similar Schools average:	91.4%	90.3%
State average:	76.6%	76.6%



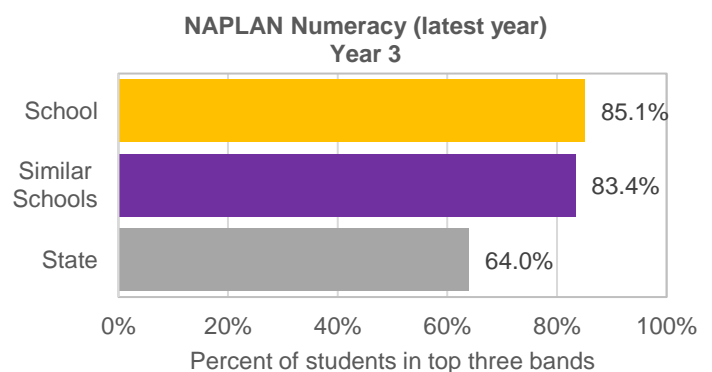
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.8%	92.0%
Similar Schools average:	87.1%	86.1%
State average:	70.2%	69.5%



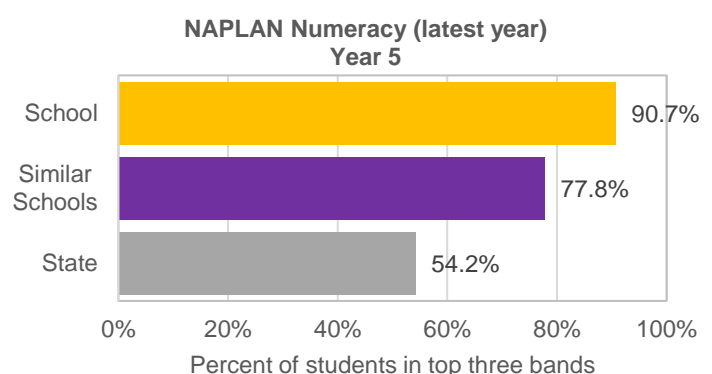
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.1%	83.8%
Similar Schools average:	83.4%	84.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.7%	87.1%
Similar Schools average:	77.8%	80.5%
State average:	54.2%	58.8%



WELLBEING

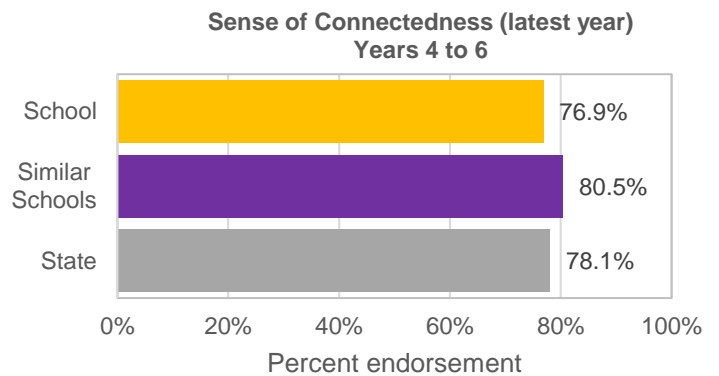
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	76.9%	80.3%
Similar Schools average:	80.5%	81.5%
State average:	78.1%	79.5%

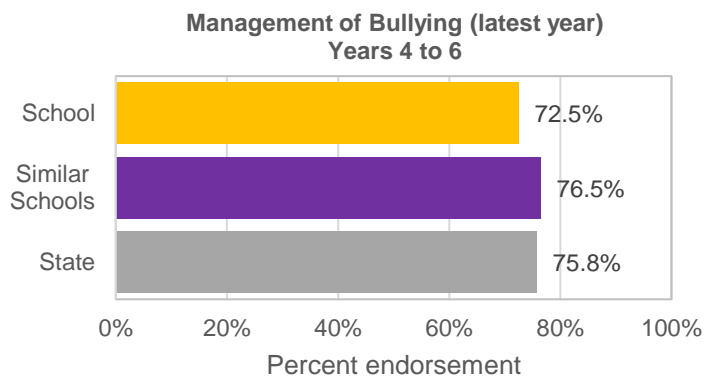


Student Attitudes to School – Management of Bullying

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:	72.5%	78.9%
Similar Schools average:	76.5%	78.8%
State average:	75.8%	78.3%



ENGAGEMENT

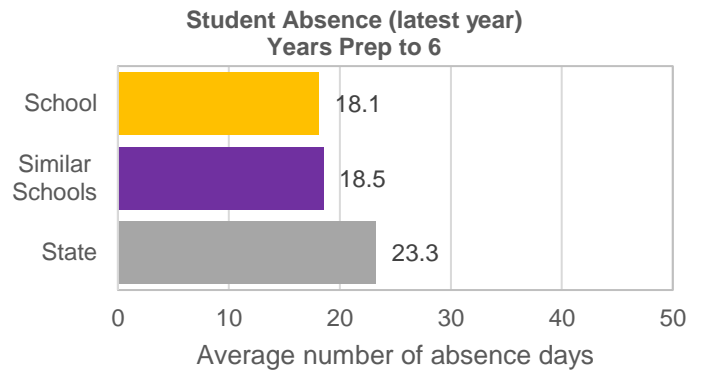
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.1	12.5
Similar Schools average:	18.5	12.8
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):	90%	91%	92%	89%	92%	92%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,784,533
Government Provided DET Grants	\$461,057
Government Grants Commonwealth	\$16,166
Government Grants State	\$17,194
Revenue Other	\$11,932
Locally Raised Funds	\$983,143
Capital Grants	\$0
Total Operating Revenue	\$6,274,025

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,896
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,896

Expenditure	Actual
Student Resource Package ²	\$4,822,993
Adjustments	\$0
Books & Publications	\$9,757
Camps/Excursions/Activities	\$152,933
Communication Costs	\$4,616
Consumables	\$105,024
Miscellaneous Expense ³	\$29,202
Professional Development	\$6,260
Equipment/Maintenance/Hire	\$108,548
Property Services	\$27,713
Salaries & Allowances ⁴	\$773,027
Support Services	\$99,417
Trading & Fundraising	\$45,365
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,761
Total Operating Expenditure	\$6,237,616
Net Operating Surplus/-Deficit	\$36,409
Asset Acquisitions	\$26,364

- (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	\$384,536
Official Account	\$66,094
Other Accounts	\$6,831
Total Funds Available	\$457,462

Financial Commitments	Actual
Operating Reserve	\$233,578
Other Recurrent Expenditure	\$6,005
Provision Accounts	\$6,620
Funds Received in Advance	\$3,637
School Based Programs	\$1,696,000
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	\$15,000
Maintenance - Buildings/Grounds < 12 months	\$6,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,967,340

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.