2017 Annual Report to the School Community

School Name: Skye Primary School

School Number: 1222

- 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 Regulation 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 2017 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 30 April 2018 at 06:18 PM by Jane Briffa (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 Regulation 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 2017 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 02 May 2018 at 10:10 AM by Aaron Gionis (School Council President)

About Our School

School Context

Skye Primary School was established in 1873 and is situated in the Northern Peninsula. The school was originally a rural school that served a local market garden community. Today the immediate school environment continues to have a unique semi-rural character however while open paddocks still surround the school, a number of housing developments have expanded in the area.

Skye PS has a current enrolment of 477 students, consisting of 22 P-6 grades. Each year level is comprised of three straight grades plus one composite 3/4 grade. Specialist subjects include PE, Art and Japanese (LOTE). A specialist Science subject is also offered to students from years 3-6.

The school is committed to fostering students who are literate, numerate, creative and socially responsible community members. The staff are focused on delivering evidence based, explicit and systematic approaches to teaching fundamental skills and concepts, ensuring students have the foundations required to be thoughtful, inquiring learners. The school prides itself on the use of restorative practices to ensure student wellbeing with a strong emphasis on developing our school values that include positive relationships, resilience, responsibility and respect. Strong parent and family partnerships area highly valued in creating a network for each individual student's learning, wellbeing and engagement.

Framework for Improving Student Outcomes (FISO)

During 2017, school improvement initiatives focused on Excellence in Teaching and Learning, with particular emphasis on building practice excellence in curriculum planning and assessment in Numeracy. Strategic goals were set to improve Numeracy outcomes by developing whole school planning, assessment and lesson structure to provide a consistent curriculum delivery across the school.

Priority was also given to Building A Positive Climate for Learning through developing a whole school Inquiry vision that focusses on the skills of learning. A focus on restorative practices continued to support the development of a whole school culture that fosters a positive and productive learning environment in both the classroom and school yard. The 'Tribes' program continued to be implemented in support of building positive relationships and leadership opportunities through multi-age experiences each fortnight.

Achievement

An AIP target for 2017 was to maintain a 35% average of students achieving an A or B according to teacher judgement was met. The goal for students to make 12 months academic growth with the school year according to teacher judgement was only partially met.

To improve student outcomes in Literacy and Numeracy, NAPLAN targets were outlined in the AIP to aim for a 35 % average of Year 3 and Yr 5 students achieving in the top two bands across Reading, Writing and Number. This target was achieved in Reading (Yr 3 – 53%; Yr 5 – 25%); partially met in Writing (Yr 3 – 39%; Yr 5 – 14%) but was not met for Numeracy (Yr 3 - 26%; Yr 5 - 20%). The target for matched cohort data to reflect a 2 year growth from Year 3 to Year 5 was partially met. Results in Writing indicated 20% high growth. High Growth in Number (12%) and Reading (13%) was significantly lower.

Standardised assessments (PAT) were introduced and completed later in the year for Reading Comprehension, Grammar & Punctuation and Numeracy. The normed results will assist with the triangulation of data to inform teacher judgement and the planning of a differentiated curriculum.

Engagement

Student engagement continues to be a high priority with student attendance remaining a focus. School attendance data indicates that the attendance rate for students across the school has maintained consistent results with a 91% average, which is currently on par with similar schools. It is deemed that this will require renewed effort to ensure that these results improve in the future. A member of the wellbeing team monitors attendance using our Sentral database and follows up repeated and/or longer absences by keeping in regular contact with families. Whole school rewards initiatives were implemented as a strategy to raise the student awareness of the importance of attendance.

The *Tell It From Me Survey* continued to be conducted in 2017 with students from Grades 3-6. 82% of students indicated that they felt a high sense of belonging, feeling valued and accepted by their peers. 93% of students felt that they had positive relationships and friends at school that they could trust and who encourage them to make positive choices. 99% of students indicated that they believe education will benefit them personally and economically, and will have a strong bearing on their future.

Wellbeing

The *Tell It From Me Survey* indicated that 71% of students felt safe at school, however 18% voiced that they had been subjected to bullying behaviour. The data also indicated that a greater percentage of girls at Skye PS had higher levels of anxiety than those in similar schools. A chaplaincy program was introduced mid-year to support the social development of students, with particular support for those at risk. A Wellbeing Coordinator position has been created for the future focus and development of strong student voice. There will also be a continued focus on the development of a whole school approach to wellbeing with the introduction of initiatives such as becoming a partner school in resilience, rights and respectful relationships.

A new tracking system was implemented with the introduction of Sentral as a formal means of recording incidents and student information relating to behaviour. The consistent approach to the recording and tracking of incidents has indicated a reduction in negative behaviour in the playground. The establishment of a well-being team with teacher representatives from each year level enabled the team to track data and provide feedback to level teams. The introduction of a behaviour matrix provided students and teacher with an opportunity to establish agreed expectations and consequences for behaviour both positive and negative.

For more detailed information regarding our school please visit our website at
www.skyeps.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 503 students were enrolled at this school in 2017, 250 female and 253 male.

3 percent were EAL (English as an Additional Language) students and 2 percent 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.

| low | low-mid | mid | high |

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).

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: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ──────────────── 100 Results: Mathematics 0 ──────────────── 100	● Higher ● Higher

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🟢 Similar 🟢 Similar 🟢 Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	⚪ Lower ⚪ Lower 🟢 Similar 🟢 Similar

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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 36 % / 53 % / 12 % Low / Medium / High **Numeracy** 43 % / 45 % / 12 % Low / Medium / High **Writing** 26 % / 52 % / 22 % Low / Medium / High **Spelling** 33 % / 52 % / 15 % Low / Medium / High **Grammar and Punctuation** 35 % / 45 % / 20 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2017 attendance rate by year level:	Results: 2017 0 ⸻⸻⸻ 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ⸻⸻⸻ 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	90 %	92 %	91 %	91 %	89 %

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	No Data Available	No Data Available
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	No Data Available	No Data Available

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).
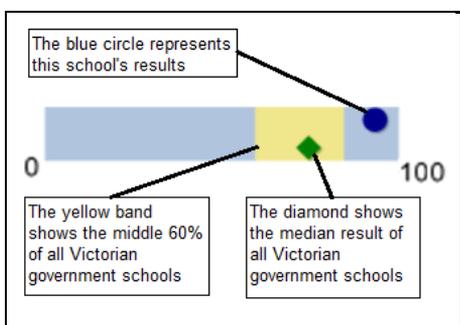

What does *School Comparison* refer to?

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.
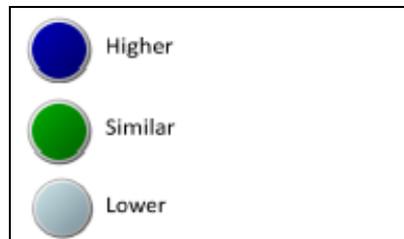
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* 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').

Financial Performance and Position

Financial performance and position commentary

Skye PS is in a sound financial position. The annual result is a surplus partly due to the receipt of school pride funding for the school Soccer Pitch and an increase in equity funding. In part, a surplus was also due to being the banker school for the Assistant Principal Network. Fundraising initiatives included funds raised by the Parents, Teachers and Friends Association.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$3,857,275
Government Provided DET Grants	$630,889
Government Grants Commonwealth	$11,675
Revenue Other	$26,837
Locally Raised Funds	$569,812
Total Operating Revenue	**$5,096,488**

Equity[1]	
Equity (Social Disadvantage)	$416,829
Equity Total	**$416,829**

Expenditure	
Student Resource Package[2]	$3,676,212
Books & Publications	$1,866
Communication Costs	$11,256
Consumables	$113,086
Miscellaneous Expense[3]	$286,019
Professional Development	$25,439
Property and Equipment Services	$312,749
Salaries & Allowances[4]	$72,958
Trading & Fundraising	$263,865
Utilities	$34,065

Total Operating Expenditure	**$4,797,516**
Net Operating Surplus/-Deficit	**$298,972**
Asset Acquisitions	**$30,455**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$236,668
Official Account	$89,579
Other Accounts	$171,824
Total Funds Available	**$498,071**

Financial Commitments	
Operating Reserve	$165,872
Asset/Equipment Replacement < 12 months	$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	$47,430
Revenue Receipted in Advance	$111,690
School Based Programs	$136,099
School/Network/Cluster Coordination	$20,294
Other recurrent expenditure	$6,686
Total Financial Commitments	**$498,071**

(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 05 March 2018 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.