2018 Annual Report to The School Community

School Name: Skye Primary School (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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 21 March 2019 at 05:41 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 April 2019 at 09:02 PM by Janelle Forster Wilson (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 472 students, consisting of 21 F-6 grades, comprising of 4 Foundation classes, 2 Grade 2 classes and 3 classes in each of the remaining year levels. Specialist teachers deliver curriculum in PE, Art and Japanese (LOTE). A specialist Science subject and the new Kitchen Garden program are also offered to students in Year 3-6. The Tribes program is a multi-age, whole school well-being program that occurs for an hour every fortnight. On alternate weeks, the Inspire program delivers a broad range of activities from across the curriculum to facilitate learner agency and student engagement.
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. The school is committed to being recognised as a School Wide Positive Behaviour School. Strong parent and family partnerships are highly valued and respected, with an emphasis on creating a network that supports each individual student's learning, wellbeing and engagement.

Framework for Improving Student Outcomes (FISO)

During 2018, school improvement initiatives focused on Excellence in Teaching and Learning, with particular emphasis building practice excellence to improve student outcomes in Literacy and Numeracy. Strategic targets involved the development of a whole school explicit and direct instructional model. A priority was to enhance teacher capacity to deliver best practice in reading. An assessment schedule was developed to include standardised assessment in reading comprehension and numeracy from F-6. By the end of 2018 a consistent approach to teaching using the Explicit Direction Instruction model was evident in every teacher's planning documents and triangulated data was used to inform teacher judgements against the Victorian Curriculum.
Key improvement strategies in curriculum planning and assessment also focussed on the development of a program of Inquiry that aligned to the Victorian Curriculum and incorporated all key learning areas. A vertical planning team was created to continue work on this document over the next 12 months.

Achievement

An SSP goal for 2018 was for to improve student outcomes in Literacy and Numeracy with NAPLAN targets aiming for a 35 % average of Year 3 and Year 5 students achieving in the top two bands across Reading, Writing and Number, with Grade 5 maintaining 35% performing in the top 2 bands.
This target was achieved in Reading for Grade 3 with 44% achieving in the top 2 bands. The target for students achieving in the top 2 bands was not met for the remaining areas with 22% of Grade 5 students achieving in reading; 32% of Gr 3 students and 20% of Gr 5 students achieving in Numeracy.
The target for matched cohort data to reflect a 2 year growth in Naplan from Year 3 to Year 5 was partially met. There was improvement in the Reading data with 18% of students achieving high gain compared to 11% in 2017. Data has remained the same for Numeracy with 11% of Grade 5 for both 2017 and 2018. An explicit direct instruction program was delivered in Spelling at the beginning of 2018. An improved high gain in spelling from 15% in 2017 to 23.7% in 2018 may be attributed to the change in the school's instructional model. This will continue to be evaluated in the next strategic plan cycle.

Engagement

Student attendance continues to be a focus for the school. Attendance data improved by 1-3% from 2017 to 2018 across most year levels however according to the overall data, it is deemed that the school has maintained a consistent average for the student attendance rate. These results are on par with similar schools in the network. The well-being team will continue to monitor attendance using our Sentral database and follow up on repeated and/or longer absences by keeping in regular contact with families and setting attendance goals for those students. Whole school recognition of high attendance and arriving on time will be a renewed initiative to highlight the importance of attendance.
The Tell It From Me Survey continued to be conducted in 2018 with students from Grades 4-6.The Tell Them From me data indicates that only 24 % of Grade 4 students have access to extracurricular activities.
The Tribes and Inspire programs will continue to be reviewed and refined to support initiatives that facilitate student engagement and learner agency. 97% of students indicated that they value their schooling, 92% try hard to succeed and 86% felt that they have positive teacher/student relationships.

Wellbeing

The school completed the Attitudes to School for the first time in 2018 and therefore have no comparison data as yet. The survey indicated however that 77.9% of students felt a Sense of Connectedness. These results were similiar to like schools and slightly below the state median of 81%. The Tell It From Me Survey indicated that 66% of students felt safe at school, however 17% voiced that they had been subjected to bullying behaviour. The Chaplaincy program continued in 2018 to support individual students who are at risk. The Wellbeing Coordinator had a strong focus on the development of community partnerships who have provided a number of engaging programs for our students. Developing student voice and agency continues to be a focus. We are a partner school in the Resilience, Rights and Respectful relationships initiative. We have also become a School Wide Positive Behaviour school with a focus on whole school consistency with our expectations for students.
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 for classroom and yard areas provided students and teachers with an opportunity to establish agreed expectations ,acknowledgments and consequences for student choices.

Financial performance and position

Skye PS is in a sound financial position.
The annual result is a surplus partly due to fundraising from the Parent Teachers and Friends Association and Bingo. In part, a surplus was also due to being the banker school for the Frankston and District Sports. Funds have been allocated to upgrade the outdoor basketball court and surrounding grounds.

For more detailed information regarding our school please visit our website at https://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 476 students were enrolled at this school in 2018, 240 female and 236 male.

3 percent were EAL (English as an Additional Language) students and 1 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.

Parent Satisfaction Summary

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

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

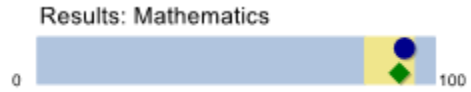
School Staff Survey

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

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

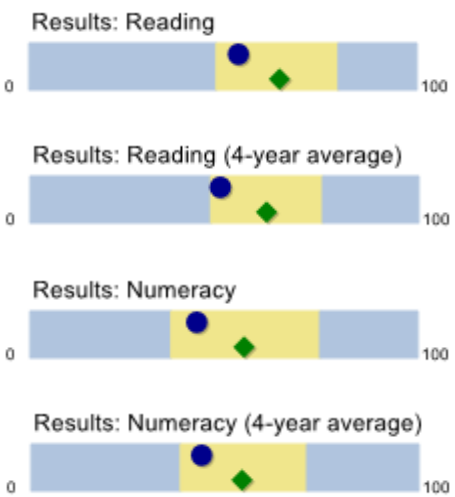
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

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.*	 	

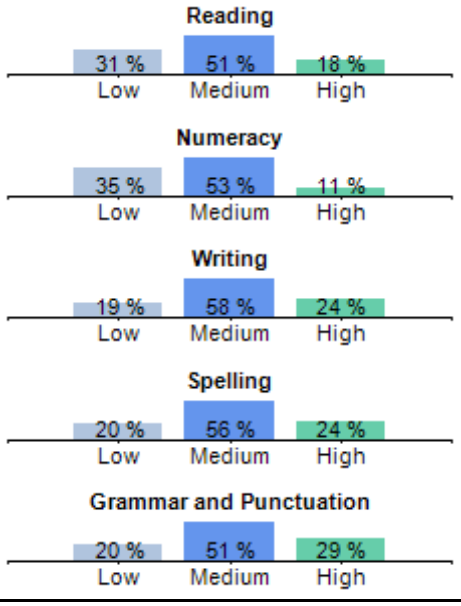
Performance Summary

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.		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.		Similar 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'.		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

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 2018 attendance rate by year level:

Student Outcomes

Few absences <------> Many absences

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	93 %	92 %	93 %	91 %	90 %	91 %

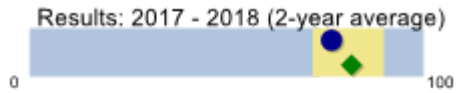
School Comparison

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:

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).	 	Similar Similar
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).	 	Similar Similar

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	$3,987,960
Government Provided DET Grants	$709,714
Government Grants Commonwealth	$7,875
Revenue Other	$40,282
Locally Raised Funds	$576,351
Total Operating Revenue	**$5,322,181**

Equity[1]	
Equity (Social Disadvantage)	$408,790
Equity Total	**$408,790**

Expenditure	
Student Resource Package[2]	$3,719,054
Books & Publications	$2,946
Communication Costs	$4,706
Consumables	$113,984
Miscellaneous Expense[3]	$350,802
Professional Development	$40,328
Property and Equipment Services	$376,726
Salaries & Allowances[4]	$83,069
Trading & Fundraising	$248,974
Utilities	$36,804
Total Operating Expenditure	**$4,977,392**
Net Operating Surplus/-Deficit	**$344,789**
Asset Acquisitions	**$70,020**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	$266,975
Official Account	$63,561
Other Accounts	$175,656
Total Funds Available	**$506,191**

Financial Commitments	
Operating Reserve	$183,096
Other Recurrent Expenditure	$3,562
Funds Received in Advance	$41,647
School Based Programs	$226,335
Funds for Committees/Shared Arrangements	$1,551
Maintenance - Buildings/Grounds < 12 months	$50,000
Total Financial Commitments	**$506,191**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

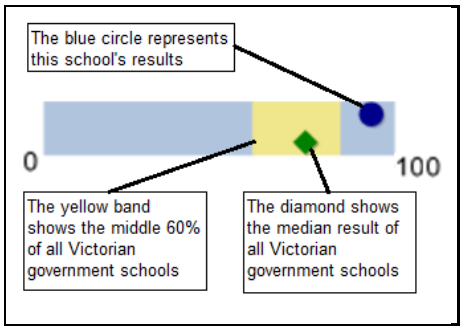
The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

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

What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').