

2019 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 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 2019 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 17 March 2020 at 03:08 PM by Jane Briffa (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 June 2020 at 12:56 PM by Rachael Dekker (School Council President)

About Our School

School context

Skye Primary School is located in the City of Frankston in the south-eastern suburbs of Melbourne, approximately 38 kilometers from the Melbourne CBD. The school was established in 1873. Originally a rural school serving the local market garden community, the present-day surrounds include both suburban and rural aspects that maintain a unique setting and ambiance. Skye PS's motto Dream-Learn-Achieve underpins our vision to build a connected community that inspires and empowers learners to be successful in an ever-changing world. The School Values - Respect, Responsibility, Resilience and Relationships – provide our community with a framework that supports them to make positive contributions to both our school and the wider community.

In 2019, the school's enrolment was 471 students from Prep to Year 6, comprising of 21 classes. Specialist subjects include Visual Arts, PE, Japanese (LOTE) and Kitchen Garden. Enrolments over the past few years have declined by around 80 students. The 2019 Student Family Occupation Education (SFOE) index is in the low-medium range at 0.4906 with a slight decline being the trend over the past 5 years. The staffing profile is made up of 45 staff including 1 Principal, 1 Assistant Principal, 1 Business Manager, 1 Wellbeing Coordinator, 1 Leading Teacher, 1 Learning Specialist, 33 teachers (28.6 EFT) and 12 Education Support staff (10.2 EFT).

Framework for Improving Student Outcomes (FISO)

In 2019, the school's AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Positive Climate for Learning. Strategies included:
Developing and embedding a whole school model for teaching reading by building teacher capacity and developing an agreed assessment schedule that triangulates data to assess and track progress of individual students and cohorts.

* Building the capacity of teachers to utilise HITS.

* Building teacher knowledge and skills to understand and cater for the wellbeing and engagement needs of all students.

In response to these Key Improvement Strategies, teaching teams all access Leading Teacher support to evaluate data for curriculum planning. Teachers targeted three students as part of their Professional Development Plan to track growth rates throughout the year. Lesson plans now show evidence of allocated time for individual student feedback with learning goals being closely aligned to data. Students are able to articulate their learning intention and identify their own learning goal.

A higher proportion of teachers engaged in external professional learning, demonstrating a change in growth mindset. More teachers than expected, trialed peer observations and coaching and accessed support from the Learning Specialist. Professional learning was streamlined to focus on two main areas being EDI and MSL. A common language is now evident when engaging in professional dialogue around pedagogy and agreed practice. The next step in this process will be to target feedback as a high impact teaching strategy. Professional Learning Communities will be introduced to refine focused areas for improvement and to inform targeted next steps in learning.

The allocation of resources to embed the Respectful Relationships program into our curriculum has led to the school becoming a lead school for the Northern Peninsula Network. A whole school focus on School Wide Positive Behaviours have led to the development and implementation of a whole school behaviour matrix that highlights expectations. This has resulted in Student Opinion Survey responses improving beyond expected targets.

Achievement

Targets to improve reading outcomes and maintain the percentage of students performing in the Top 2 Bands in Naplan were achieved for Grade 5. The Scaled Mean Score for Year 5 is the highest it has been in 5 years however it

is still slightly below State level. Matching State level will continue to be our aim. Our Grade 3 cohort maintained their Scaled Mean Score but did not meet our target to increase the number of students performing in the Top 2 bands. Similar findings for Grade 3 were evident for Numeracy however our Scaled Mean Score for both Grade 3 and Grade 5 declined. This will need to be reviewed and addressed in the next 12 month cycle. Student surveys indicated that responses in stimulating learning and learning confidence increased and the parent survey had a more positive response to the schools management of bullying.

The school's proposed future direction will incorporate embedding cycles of inquiry in our professional practice to develop a consistent approach to evaluating data, prioritising goals and planning, to assist in highlighting areas for professional development. Implementing PLCs and reflective inquiry processes will be a key improvement strategy in the next AIP. Further development of staff capacity in goal setting and feedback to ensure continual diagnosis of data to inform differentiated learning goals and targeted feedback will be a priority. Further support for teachers and students will entail the continued development of Tier 2 responses to behaviour using SWPB to underpin this work.

Engagement

Absence data for 2019 indicated that 28% of students from Skye Primary School had 20 or more days absent. This figure is in line with similar schools however is higher than the State figure of 25%. Improving attendance will be a priority in 2020. A member of the well-being team will be provided with extra release time to oversee initiatives to improve attendance. The school is putting the spotlight on student attendance with IEP's required for students with less than 80% attendance. The IEPs include an attendance goal and strategies to achieve the goal. Attendance stickers are also included on our data wall for students who attendance is less than 90%. Actual attendance data is recorded on these stickers to monitor the possible impact low attendance has on achievement. A future direction will include the implementation of Attendance Certificates at the end of each month for students whose attendance is 95% or greater, with an end of Semester award for students who have sustained 95% or more attendance throughout the year.

Wellbeing

Student Wellbeing continues to be a high priority at Skye Primary School. In 2019 the Attitudes to School Survey results showed that 75% of our students felt connected to the school, this is below the State (81%). Program initiatives including Kitchen Garden, Guitar, Tribes and Inspire, together with our community partnerships with Ardoch and the Art Centre, focus on building student engagement and connectedness to the school.

Students sense of safety and getting along with others are important factors that impact on student learning. In 2019 Skye Primary School became a lead school with the Respectful Relationships initiative, and a whole school focus is on continuing our work in developing School Wide Positive Behaviour Support (SWPB). SWPB is detailed in Skye Primary School's AIP.

Our Parent Opinion Survey showed an 8% growth from 2018 to 2019, indicating that 79% of our parents are satisfied with the school overall. Initiatives that include an increase in the number of parent education sessions offered each term have been planned to develop parent involvement in our school. This has resulted in a higher proportion of parents attending the programs offered.

The staff Opinion Survey also had a positive result showing a 4% growth to 71% of staff feeling positive towards the school climate.

Financial performance and position

Skye Primary School maintained a sound financial position throughout 2019. The Financial Performance and Position Report shows an end of year surplus of \$587,163. This surplus is partly due to fundraising supported by the PTF and a Bingo. There is an operating reserve of \$201,744 and committed funds for \$323,095. Funds have been allocated for building upgrade (air-conditioning) and future school works. Extraordinary revenue includes a Bingo donation of \$30,000.

The 2018-2022 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide a framework for school council allocation of funds to support our programs and priorities. Additional Government funding we received beyond the SRP was from Sporting School Grants. Equity funding is used to provide staffing resources to support intervention programs, particularly in the area of Reading.




For more detailed information regarding our school please visit our website at
<https://skypeps.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	
<p>Enrolment Profile</p> <p>A total of 471 students were enrolled at this school in 2019, 246 female and 225 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Below </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Below </p>		

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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>51%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>43%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>52%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>47%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	51%	21%	Numeracy	43%	43%	15%	Writing	32%	52%	17%	Spelling	31%	47%	22%	Grammar and Punctuation	29%	49%	22%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	92 %	92 %	91 %	90 %	89 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,003,652	High Yield Investment Account	\$530,040
Government Provided DET Grants	\$583,645	Official Account	\$57,124
Government Grants Commonwealth	\$8,325	Other Accounts	\$0
Revenue Other	\$43,857	Total Funds Available	\$587,164
Locally Raised Funds	\$841,084		
Total Operating Revenue	\$5,480,563		
Equity¹			
Equity (Social Disadvantage)	\$327,041		
Equity Total	\$327,041		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,779,259	Operating Reserve	\$201,744
Books & Publications	\$1,394	Funds Received in Advance	\$24,851
Communication Costs	\$5,390	School Based Programs	\$199,614
Consumables	\$121,148	Funds for Committees/Shared Arrangements	\$173
Miscellaneous Expense ³	\$371,625	Asset/Equipment Replacement < 12 months	\$50,000
Professional Development	\$17,102	Maintenance - Buildings/Grounds < 12 months	\$48,457
Property and Equipment Services	\$275,553	Total Financial Commitments	\$524,840
Salaries & Allowances ⁴	\$86,597		
Trading & Fundraising	\$416,171		
Utilities	\$41,566		
Total Operating Expenditure	\$5,115,805		
Net Operating Surplus/-Deficit	\$364,758		
Asset Acquisitions	\$39,330		

- (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 26 February 2020 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)

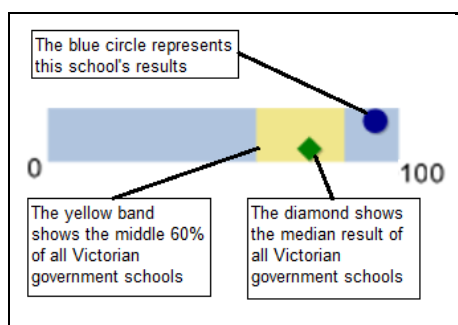
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').