

2020 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 04 May 2021 at 04:46 PM by Jane Briffa (Principal)

The 2020 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 05 May 2021 at 11:20 AM by Rachael Dekker (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

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 2020, the school's enrolment was 450 students from Prep to Year 6, comprising of 219 female and 231 male students. English was an additional language for 3% of students and 1% of students identified as Aboriginal or Torres Strait Islander. Single year levels were divided into 19 classes, including one 4/5 composite class. Specialist subjects included Visual Arts, PE, Japanese (LOTE) and Kitchen Garden. The 2020 Student Family Occupation Education (SFOE) index is in the medium band range. 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 (26.73 EFT) and 12 Education Support staff (9.13 EFT).

Framework for Improving Student Outcomes (FISO)

The core purpose of the school as outlined in the School Strategic Plan, is to ensure that all students will be literate, numerate, creative and socially responsible members of the community. In 2020, 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 protocols and embedding practices to review data and plan learning opportunities that are differentiated and challenging for all students.
- * Building the capacity of teachers to utilise High Impact Teaching Strategies.
- * Building an aspirational and high achieving learning community.

Actions to support these Key Improvement Strategies included embedding Professional Learning Community (PLC) inquiry cycles into the meeting schedule to focus on consistent practice in goal setting and feedback that is precise, timely, specific, accurate and actionable. An external consultant was engaged to further support professional learning for teachers in the School Wide Positive Behaviour framework.

Remote and Flexible Learning during 2020 significantly impacted on the actions that were planned for school improvement initiatives however a number of areas were identified as having a positive impact on the school's goals. A higher proportion of parents engaged with their child's learning and communicated directly with teachers than demonstrated in previous years. Some students with additional needs were more engaged during remote learning than when onsite. Staff operated in a collaborative PLC manner to develop and deliver consistent curriculum. Professional learning masterclasses continued for teachers remotely and all staff continued to engage in external Professional Development opportunities that were offered. 96% of staff reported that they had access to adequate resources to support remote learning and that they had the necessary capabilities to deliver remote instruction.

The move to Remote Learning resulted in positive outcomes for the development of our professional learning community. Staff met frequently to collaborate on new learning, provide collegiate support, problem solve obstacles as they arose and build capacity in ICT.

Achievement

Remote Learning during 2020 impacted on the momentum of the PLC inquiries and slowed progress on the investigations into best practice and embedding the school's pedagogical model. The AIP focus on reading and numeracy continued during Remote Learning however formative assessment proved challenging as the levels of support provided to students at home was not always clear. Literacy intervention was maintained and additional Individual Learning Plans were developed for students to differentiate goals in learning. Differentiation of tasks proved to be more difficult than when onsite. Backward by design planning approaches continued and the school was highly responsive to feedback gathered from all stakeholders, altering learning programs as required.

Once onsite learning resumed, the school continued to implement PAT as per the normed dates and Essential Assessment for the summative end of year data. These data sources were triangulated to inform and align teacher judgements. Teacher Judgements rated students working above level considerably lower than previous years however this was consistent with similar school data.

- * Reading and Viewing – 25 % above level; 60% at level; 15% below level

- * Numeracy - 14% above level, 69% at level; 16% below level

An evaluation of Mathematics data has identified a trend in gender based results with girls underperforming in the area of Numeracy. An inquiry into this diagnosis will be prioritised by the Mathematics team in 2021. Staff noted that the use of Rubrics and feedback resulted in a number of students wanting to resubmit work to make improvements. Co-constructed Success Criteria and feedback will be a priority in 2021.

The needs of students with learning difficulties were supported by video lessons and one-to-one live sessions to maintain the Literacy Intervention Program. Instructional videos were produced and shared across teams to assist with consistency in the delivery of the programs.

Engagement

Student engagement during remote learning was regularly monitored and follow up was provided directly with families where necessary. Staff observed a general improvement in student resilience and independence and noted that a mix of live, recorded video and follow up tasks worked most effectively. Students who typically struggled during onsite learning appeared to actively engage in learning remotely. The results of survey data noted that less distractions (sensory overload) and choice in learning routines was preferred. Improved engagement with the parent community was also observed during this time was also noted.

An analysis of attendance data, anecdotal evidence according to student output (submitted tasks) and student surveys will be used to identify those students for whom remote learning has resulted in a more positive engagement with learning. Some year levels conducted surveys around student engagement and motivation during remote learning to obtain feedback for program delivery and successful strategies. An evaluation of data suggests that attendance has traditionally been used to measure student engagement. While unapproved absences are a marker of low engagement we are keen to identify the level of participation in learning opportunities and output for individual students. A PLC inquiry into student motivation and engagement (agency) will be a focus in 2021. The escalation of peer and student feedback as a priority for High Impact Teaching Strategies will be applied at classroom level. Formative assessment will also be a priority in working towards a culture that values learner agency and student voice, again using student feedback for the analysis and evaluation of student engagement.

Attendance data for 2020 saw an improvement in student's attendance rates however students with a high/chronic absence rate 20+ days was 29%, which is considerably higher than similar schools and schools within the Northern Peninsula Network. This has been a trend for this school. In 2021, priority will be given to the Wellbeing teams with fortnightly meetings timetabled on the meeting schedule, where a working party will focus specifically on attendance. A teacher has been assigned to review attendance data and coordinate strategies to address non-attendance each week. Initiatives include individual follow up with families, student support group meetings, individual learning plans with explicit attendance goals and positive acknowledgment systems for students with high attendance.

Wellbeing

The health and wellbeing of all members of the community was a major priority during 2020. Vulnerable students and families were identified and plans for regular support calls were actioned and onsite support was offered during remote learning. Staff met daily with their families via phone and Microsoft teams. Leadership initially met daily and then moved to weekly meetings to monitor wellbeing and provide support to staff during this challenging time. The Wellbeing Coordinator planned a wellbeing focus for school wide delivery using the Resilience Project as a resource. Education Support staff were allocated to PSD and Out of Home Care Students to provide individual support during live lessons and small group sessions. A number of staff videoed explicit instructions to assist colleagues with new learning and the consistent deliver of new initiatives.

The 2020 Attitudes to School surveys resulted in 71% of our students feeling connected to their school indicating that they feel accepted, respected, included and supported. This is lower than the state average of 79%. 77% of staff were positive about the school climate which is an improvement on previous years and slightly above state average. 86% of staff indicated that they believed school leaders cared about their health and safety (State result - 78%) and 93% of staff indicated that the school provided a safe and supportive work environment (State result – 80%). The school is a Lead school for Respectful Relationships and dedicates an hour each week for the school wide delivery of program. The school's continued partnership with Ardoch was compromised due to remote learning and lockdown, with many initiatives having to be cancelled for the year. This partnership will be reinvigorated in 2020.

Financial performance and position

Skye Primary School maintained a sound financial position throughout 2020. The Financial Performance and Position Report shows an end of year surplus of \$793,000. 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 \$201,023. \$90,000 of 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 2020 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. \$170,000 of funds has been allocated to initiatives that directly support student wellbeing programs.

For more detailed information regarding our school please visit our website at
<https://skypeps.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.

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 450 students were enrolled at this school in 2020, 219 female and 231 male.

3 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

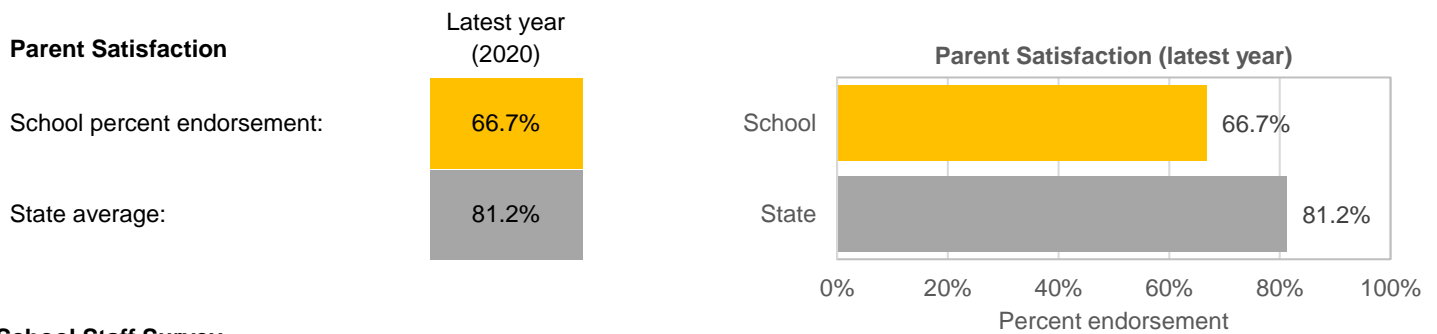
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

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.

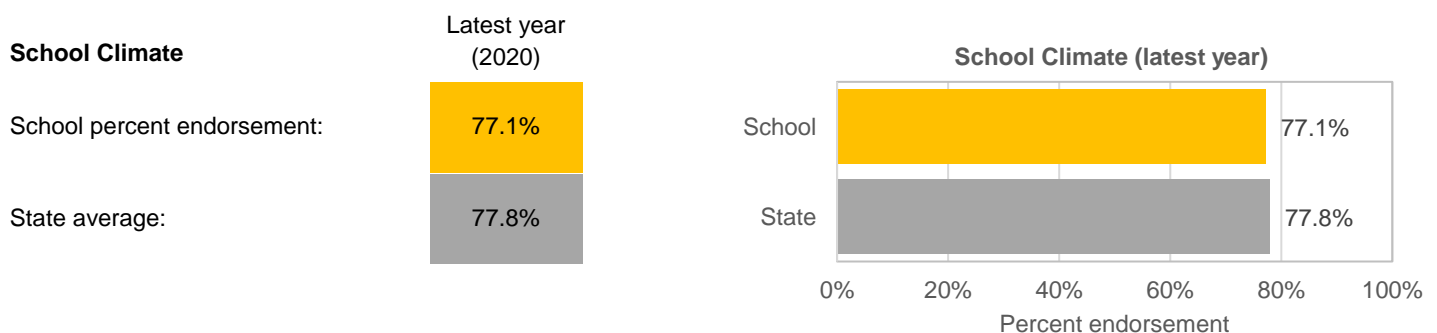


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

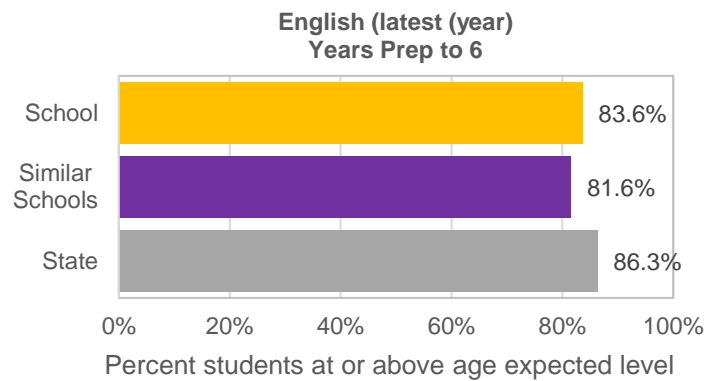
83.6%

Similar Schools average:

81.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

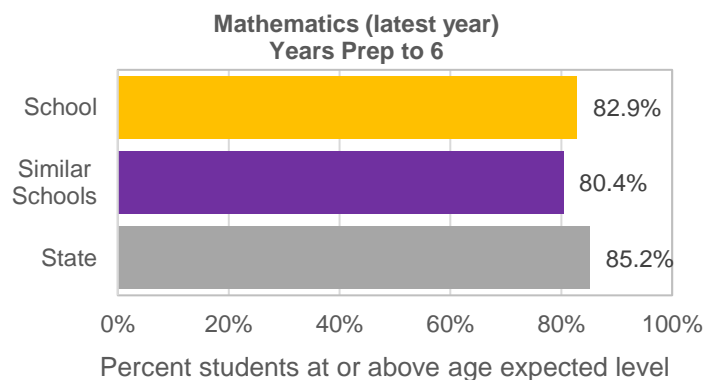
82.9%

Similar Schools average:

80.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

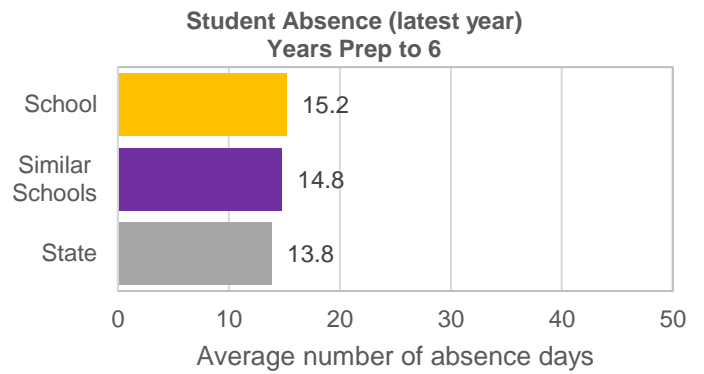
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.2	16.8
Similar Schools average:	14.8	16.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	92%	93%	93%	93%	92%	90%

WELLBEING

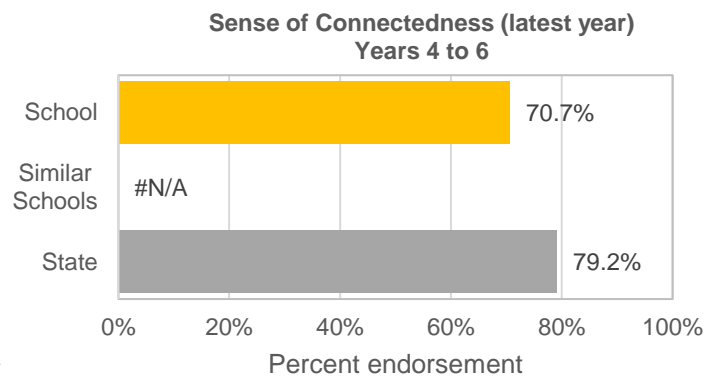
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	70.7%	74.7%
Similar Schools average:	NDP	79.8%
State average:	79.2%	81.0%



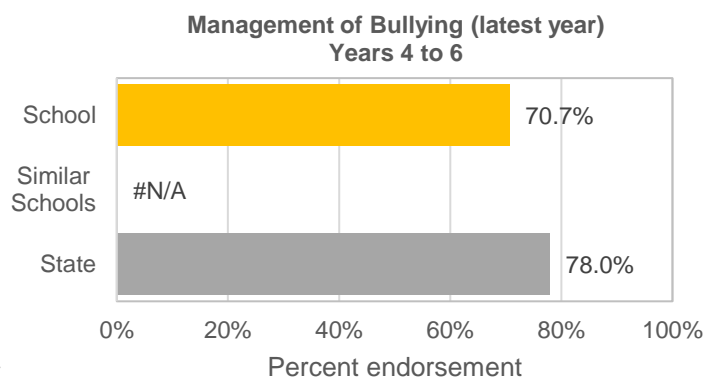
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	70.7%	74.2%
Similar Schools average:	NDP	80.3%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,956,451
Government Provided DET Grants	\$564,747
Government Grants Commonwealth	\$8,430
Government Grants State	NDA
Revenue Other	\$26,403
Locally Raised Funds	\$292,194
Capital Grants	NDA
Total Operating Revenue	\$4,848,225

Equity ¹	Actual
Equity (Social Disadvantage)	\$278,376
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$278,376

Expenditure	Actual
Student Resource Package ²	\$3,800,945
Adjustments	NDA
Books & Publications	\$690
Camps/Excursions/Activities	\$39,996
Communication Costs	\$5,338
Consumables	\$107,481
Miscellaneous Expense ³	\$15,664
Professional Development	\$16,525
Equipment/Maintenance/Hire	\$58,796
Property Services	\$88,495
Salaries & Allowances ⁴	\$60,729
Support Services	\$79,611
Trading & Fundraising	\$118,253
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$40,449
Total Operating Expenditure	\$4,431,972
Net Operating Surplus/-Deficit	\$416,253
Asset Acquisitions	\$18,840

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$788,142
Official Account	\$43,840
Other Accounts	NDA
Total Funds Available	\$831,982

Financial Commitments	Actual
Operating Reserve	\$93,220
Other Recurrent Expenditure	\$7,862
Provision Accounts	NDA
Funds Received in Advance	\$54,234
School Based Programs	\$228,452
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$173
Repayable to the Department	\$170,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$99,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$652,941

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.