

2021 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 2021 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 05 May 2022 at 01:08 PM by Jane Briffa (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 10 May 2022 at 11:42 AM by Rachael Dekker (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 2021, the school's enrolment was 406 students from Prep to Year 6, comprising of 186 female and 220 male students. English was an additional language for 2% of students and 2% of students identified as Aboriginal or Torres Strait Islander. 211 students were counted in NCCD with 36 of those being identified as requiring extensive support and 52 requiring substantial support. The school structure saw single year levels divided into 19 classes. Specialist subjects included Visual Arts, PE, Japanese (LOTE) and Kitchen Garden. The 2021 Student Family Occupation Education (SFOE) index is in the medium band range and has lowered slightly from 0.4719 to 0.4539. The staffing profile consisted of 45 staff including 1 Principal, 1 Assistant Principal, 1 Business Manager, 1 Wellbeing Coordinator, 2 Learning Specialists, 1 Learning Tutor - 33 teachers (27.2 EFT) and 12 Education Support staff (9.3 EFT). No staff identify as Aboriginal or Torres Strait Islander however some members are of Aboriginal heritage.

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 2021, the school set priority goals as defined by the Framework for Improving Student Outcomes and included the following Key Improvement Strategies (KIS) in the Annual Implementation Plan:

- * Curriculum Planning and assessment - Learning, Catch-up and Extension priority
- * Health and Wellbeing – Happy Active and Healthy Kids priority
- * Building Communities – Connected Schools priority

Actions to support these Key Improvement Strategies included working collaboratively in our Professional Learning Communities (PLC) to review the impact our teaching practice was having on student outcomes. An intervention program was mirrored by teachers and support staff to ensure a cohesive and consistent implementation of the school's instructional model in Literacy while the tutor learning initiative focused explicitly on mathematics. Peer Observation and Feedback cycles were adopted by all staff in support of an increased focus on our coaching model.

Remote and Flexible Learning during 2021 continued to significantly impact on the key actions that were planned for school improvement initiatives however the school modified planned actions where possible. Targeted intervention continued via daily small group instruction using MS Teams as our platform for learning. Individual check-ins were completed daily by teachers and support staff to ensure the wellbeing of students deemed at risk of falling behind. Our wellbeing data for students in Years 4-6 indicated that 71% of students managed to retain a sense of connectedness. An area for improvement that the school will be focusing on is Student voice and Agency with only 57% of students indicating a positive endorsement in the 2021 survey data. Years 4 and 5 provided higher feedback in this area while Year students had significantly lower feedback with only 38% feeling that they had agency. This will provide the basis for an inquiry into teaching and learning and student engagement.

Achievement

Remote Learning during 2021 continued to cause concern for growth in student learning. Teachers indicated that some students continued to engage with Remote Learning platforms and appeared more autonomous in their learning while

other students were not as engaged as more parents were working from home or had returned to onsite work and other family members were having to support learning at home. Differentiation of tasks continued to be more difficult than when onsite. Teachers continued to provide explicit instruction during live lessons on MS teams and engaged all students in small group instruction in both English and Mathematics. 56% of parents who completed the parent opinion survey indicated that they felt that their children were less engaged or interested in their schoolwork while working remotely with only 16% stating that their child was more engaged. Only 13% of parents believed that their child could learn just as effectively at home as they could in the classroom.

The 2021 Naplan results highlighted that the school had the highest percentage of students performing in the Top 2 bands in Numeracy for the past 5 years. These results were markedly higher than the average results for similar schools, with 87% of our students achieving above the National Minimum Standard and no student performing below the National Minimum Standard. The students in Grade 3 also achieved the highest percentage recorded in the Top 2 bands for Reading. Year 5 data indicated that while the percentage of students in the Top 2 bands was 3 % lower than 2019, the percentage of students performing in the Bottom 2 bands has decreased significantly over the last 5 years. In 2017, 30% of Grade 5 students were placed in the bottom 2 bands while only 8% of students performed in the bottom 2 bands in 2021. In 2021, 92% of Year 5 students were performing above National Minimum Standard in Reading. Our student growth data in Naplan was significantly higher in Numeracy compared to similar schools however in Reading, our growth data was 7% lower than similar schools. Student growth in Reading will be priority for the English vertical team, with PLC inquiries analysing and identifying areas of concern in reading with a particular focus on reading comprehension in Grades 3-6.

Engagement

Student engagement and wellbeing continued to be a priority in 2021. The school's wellbeing data indicated that 71% of students who undertook the student survey felt a sense of connectedness to the school but only 57% endorsed a positive response to student voice and agency. The development of learner agency was a focus for Key Improvement Strategies in the AIP. School based surveys were planned and developed to monitor student feedback via small focus groups. Teachers introduced the co-construction of success criteria to determine the impact of this on both learning and engagement. There was a significant growth in student's ability to articulate what they are learning during a lesson and how they know when they are successful. Pre-test data for Year 5 indicated that only 5% could articulate how they would know that they were successful in their learning during a given topic. Post-test data highlighted that 80% of the same cohort were able to answer successfully after two weeks of explicit instruction and collaboration on constructing the success criteria for the given learning intention.

2021 had the most positive results in five years for the percentage rates of student absence days, with 50% of students having less than 9 days absence. It is deemed that this was possibly due to three lockdowns however it was also indicative of the attendance rates during remote learning and the processes developed to ensure that students were attending their online lessons. A teacher from the wellbeing team was resourced with extra time release each week to take on the role of attendance officer and specifically monitor absence rates. Weekly support via phone calls, emails and external agencies was provided to students who were suffering chronic absenteeism. As state-wide patterns indicate, absence rates are relatively low in the primary years but begin to increase in Year 8. The school's data indicates a positive decline for this trend with the lowest percentage of Year 6 students having chronic absence dates of 30+ days across 5 years, decreasing from 22% in 2017 to 3% in 2021.

The school continues to develop strategies and protocols as a School Wide Positive Behaviour school. 2021 saw a focus on increasing the communication with parents in recognition of their child's positive behaviours and/or academic performance. While this was deemed normal practice by most teachers, records of these interactions were not maintained in formalised manner. The documented reports on our Sentral database increased from 10 records in 2020 to 591 positive parent communication records in 2021. Anecdotal evidence suggests that this has had a direct impact on student engagement and connectedness in the classroom.

Wellbeing

The health and wellbeing of all members of the community was a major priority during 2021. Leadership initially met daily to monitor wellbeing and provide support to staff and families during the periods of remote learning. The leadership team sourced external wellbeing support via ongoing professional learning for staff around "pressure proofing" ourselves. Vulnerable students and families were identified and plans for regular support calls were actioned. Onsite support was offered during the periods of remote learning for those families requiring additional assistance. Staff met daily with their students via Microsoft teams and individual phone calls were made to families where students were deemed as requiring extra support. Education Support staff were allocated to PSD and Out of Home Care Students. Individual support was provided to these students during live online lessons and small group sessions during Remote Learning. Student Support Group meetings for these students continued to be scheduled during this time to ensure that specific wellbeing and academic goals were developed. Our growth data for students funded under the Program for Students with a Disability (PSD) indicates that 60% of students made 12 months growth in Reading, 20% made 6 months growth and 20% made no growth. In Numeracy, 53% made 12 months growth, 33% made 6 months growth and 13% made no growth.

The 2021 Attitudes to School surveys resulted in 71% of our students feeling connected to their school indicating that they feel accepted, respected, included and supported. 80% of the students indicated they had an advocate at school and 82% had not experienced bullying indicating that they feel safe at school. These results are all slightly below the State and similar schools average. They are also slightly lower than previous years' results. 37% of students indicated they had low resilience. This will be a focus area for student wellbeing in 2022. 75% of staff were positive about the school climate which is consistent with previous year's results and slightly above similar and network schools. Our parent survey results indicated that 81% of the parents surveyed believe that our school provides a safe environment and 88% indicated that promoting positive behaviours was a strength. We are a School Wide Positive Behaviour School and have achieved Bronze status. The school is a Lead school for Respectful Relationships and dedicates an hour each week for the delivery of wellbeing programs from P-6. 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 2022.

Finance performance and position

Skye Primary School maintained a sound financial position throughout 2021. The Financial Performance and Position Report shows an end of year surplus of \$705,655.00 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 \$309,412. \$90,000 of funds have been allocated for building upgrade (air-conditioning) and future school works which has been carried form 2020. The school saved money in CRT replacement costs during the lock down period. Extraordinary revenue includes a Bingo donation of \$40,000 for 2021.

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 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 406 students were enrolled at this school in 2021, 194 female and 212 male.

2 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).

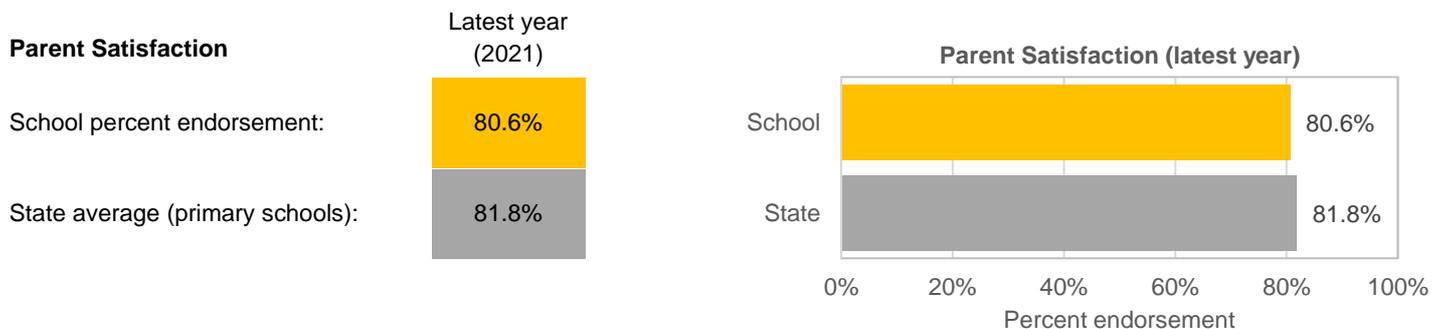
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

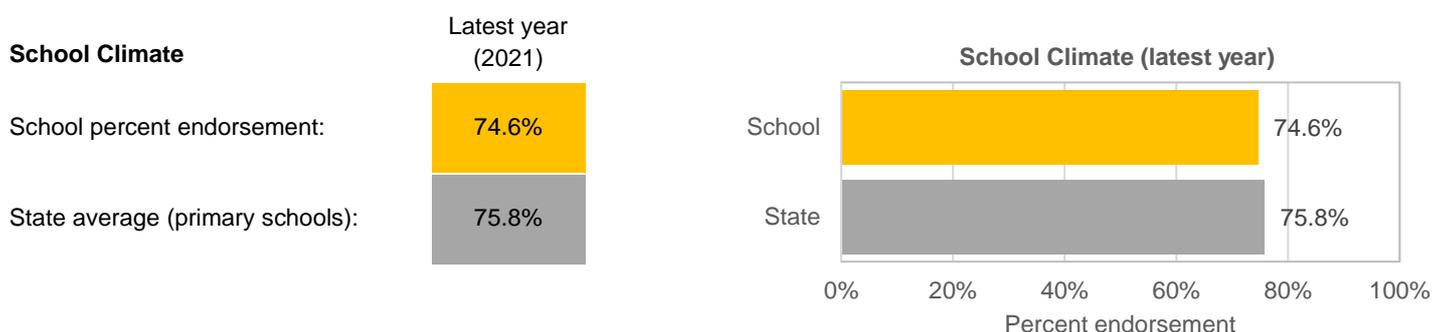


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

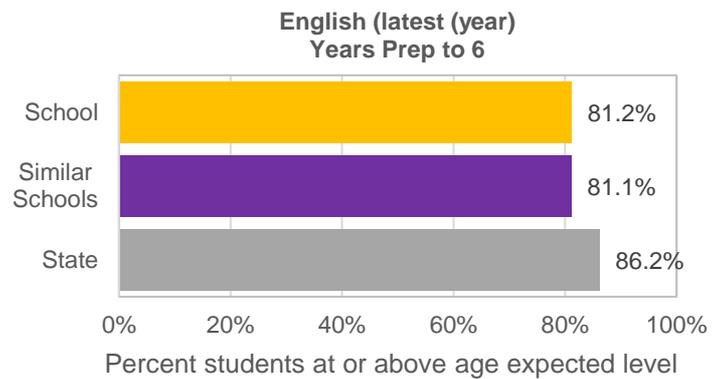
81.2%

Similar Schools average:

81.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

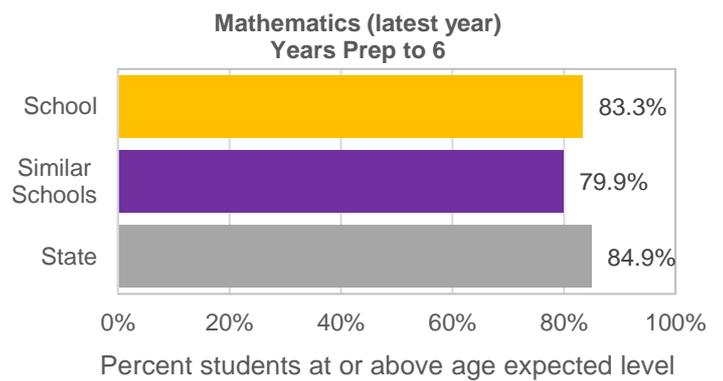
83.3%

Similar Schools average:

79.9%

State average:

84.9%



ACHIEVEMENT (continued)

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

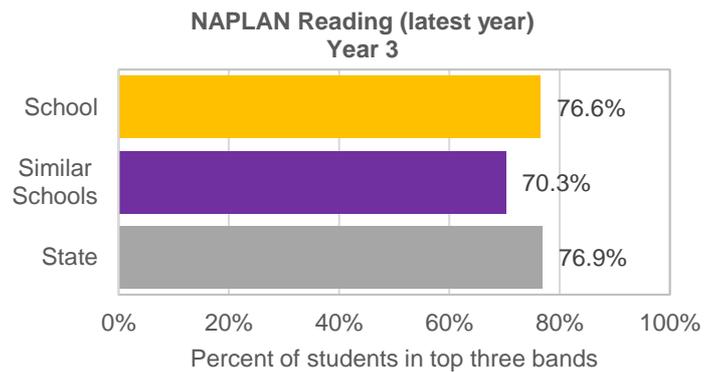
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

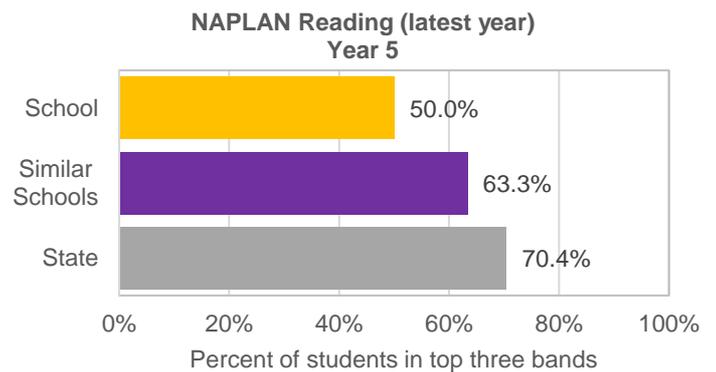
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.6%	72.4%
Similar Schools average:	70.3%	70.1%
State average:	76.9%	76.5%



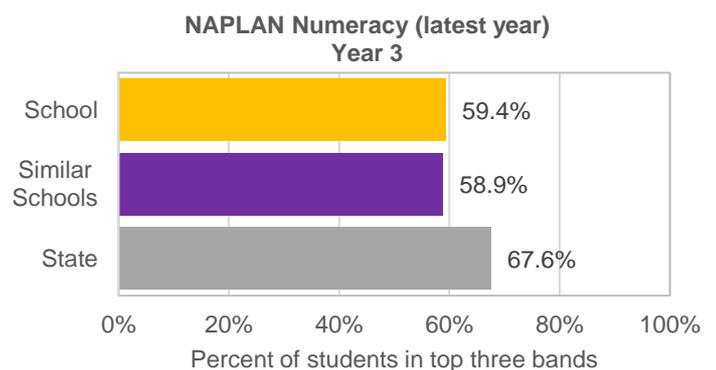
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	58.6%
Similar Schools average:	63.3%	61.8%
State average:	70.4%	67.7%



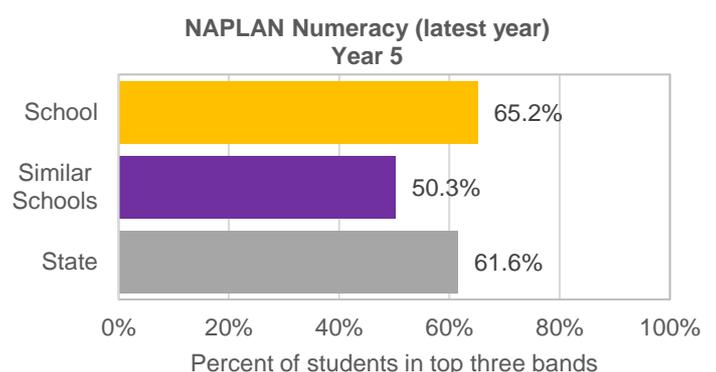
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.4%	57.6%
Similar Schools average:	58.9%	61.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.2%	47.1%
Similar Schools average:	50.3%	50.1%
State average:	61.6%	60.0%



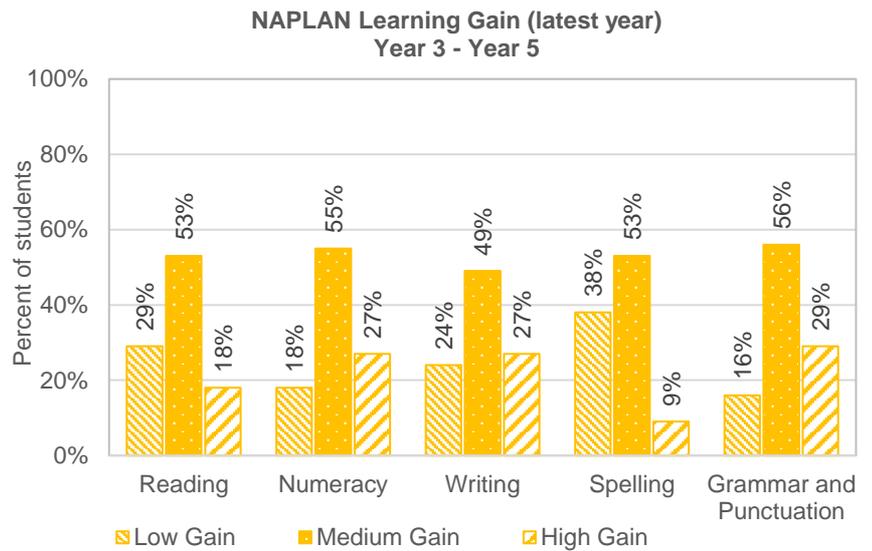
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	53%	18%	20%
Numeracy:	18%	55%	27%	19%
Writing:	24%	49%	27%	20%
Spelling:	38%	53%	9%	18%
Grammar and Punctuation:	16%	56%	29%	17%



ENGAGEMENT

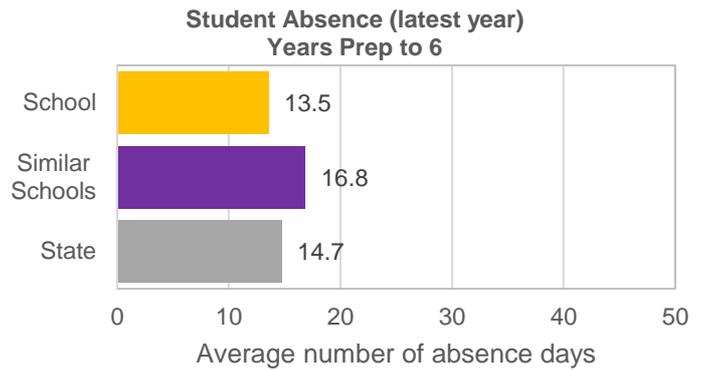
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.5	15.6
Similar Schools average:	16.8	16.1
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	93%	92%	94%	94%	93%	94%

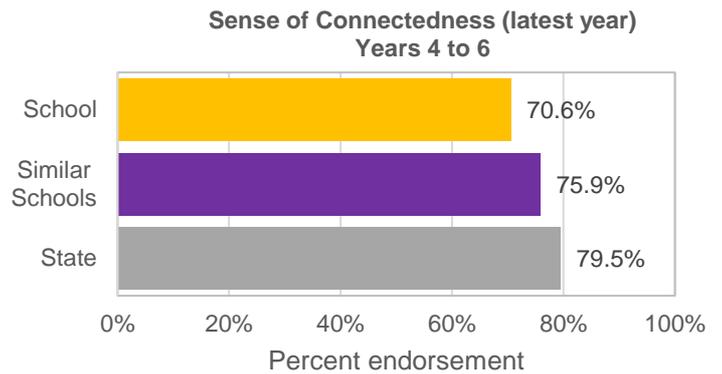
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	70.6%	74.0%
Similar Schools average:	75.9%	78.5%
State average:	79.5%	80.4%

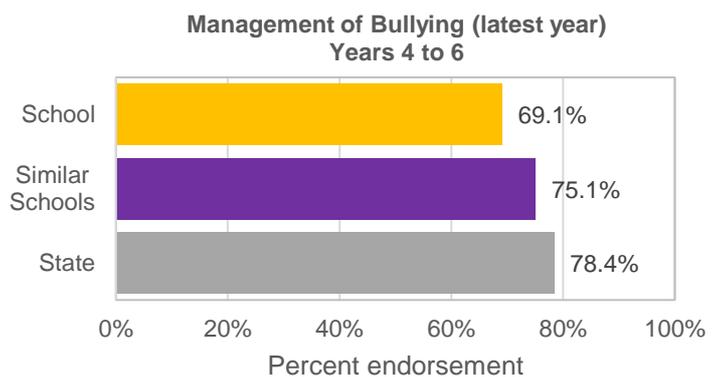


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	69.1%	73.3%
Similar Schools average:	75.1%	78.6%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,914,242
Government Provided DET Grants	\$537,454
Government Grants Commonwealth	\$10,661
Government Grants State	\$0
Revenue Other	\$39,359
Locally Raised Funds	\$419,820
Capital Grants	\$0
Total Operating Revenue	\$4,921,536

Equity ¹	Actual
Equity (Social Disadvantage)	\$250,783
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$250,783

Expenditure	Actual
Student Resource Package ²	\$3,884,394
Adjustments	\$0
Books & Publications	\$3,719
Camps/Excursions/Activities	\$113,977
Communication Costs	\$4,168
Consumables	\$93,684
Miscellaneous Expense ³	\$21,090
Professional Development	\$27,357
Equipment/Maintenance/Hire	\$30,519
Property Services	\$133,110
Salaries & Allowances ⁴	\$33,645
Support Services	\$115,299
Trading & Fundraising	\$116,076
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,440
Total Operating Expenditure	\$4,635,479
Net Operating Surplus/-Deficit	\$286,057
Asset Acquisitions	\$55,175

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$965,130
Official Account	\$43,744
Other Accounts	\$6,193
Total Funds Available	\$1,015,068

Financial Commitments	Actual
Operating Reserve	\$105,172
Other Recurrent Expenditure	\$6,147
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$309,413
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,748
Repayable to the Department	\$100,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$539,480

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.