

2022 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 of the previous calendar year 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 20 March 2023 at 01:40 PM by Jane Briffa (Principal)

- This 2022 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 08 May 2023 at 09:37 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

The School has undergone major capital works including the recent opening of a brand new basketball stadium including a music room, stage and commercial kitchen. Refurbishment of existing buildings have included the opening of the new Administration building and Library. A STEAM centre has replaced the old library space. The extensive grounds include a football oval, soccer pitch, two basketball / netball courts and three separate playground spaces including the 'Prep Backyard'. The school consists of five main buildings and four portable classrooms. The classrooms include flexible learning spaces with central open plan areas. An Out Of School Care program operates from the portable classrooms.

399 students were enrolled at Skye PS from Prep to Year 6. The school's socio-economic profile is valued at Medium. The current Student Family Occupation Education (SFOE) index is 0.4460, indicating a downward trend.

The staffing profile of Skye Primary School includes a Principal, Assistant Principal, Disability Inclusions Coordinator (LT) and 3 Learning Specialists. There are 24.8 teachers and 9.2 Education Support (ES) staff including 3 office administration staff and a qualified school nurse. There are 18 single-age grades and 2 composite grades – a 2/3 grade and a 4/5 grade. Specialist subjects include Visual Arts, PE, Music, STEAM and Japanese (LOTE). All classrooms are fitted with Interactive TVs and a student device ratio of 1:2. I-pads are provided for P-2 students and laptops are available for Grades 2-6.

Our Vision ensures that we are: ***Inspiring successful learners through a connected community, empowering students for the future.***

Skye PS has an enthusiastic and motivated staff with an extensive range of teaching experience. Teachers work collaboratively in Professional Learning Teams to analyse student data in order to plan highly effective learning opportunities, using explicit direct instruction to improve student outcomes. A priority for learning and teaching is identify and understand the entry point of learning for every student, and to plan differentiated tasks that ensure individual success and learning growth for all students. The provision of clear learning intentions and matched co-constructed success criteria supports students to set personalised learning goals and enables teachers to provide targeted feedback.

Skye PS promotes Schoolwide Positive Behaviour and prides itself on the use of restorative approaches to student wellbeing, with a strong emphasis on developing positive relationships, resilience, responsibility and respect. The wellbeing curriculum is focused on embedding the school values, and is supported by initiatives including Ripple of Kindness, Respectful Relationships and Kids Matter. All staff and students participate in our fortnightly 'Tribes' afternoon, which is designed to build relationships vertically throughout the school. The 'Inspire' program runs on alternate fortnights and offers teachers and students the opportunity to engage in passion inspired activities outside of their normal year levels. Programs include Drama, Journalism, AWFL & Cricket, Skye Sports, Yoga, Karate, Edison Bots (Coding), and Gymnastics... to name a few.

Skye PS values relationships and partnerships with the wider community. The school has an active PTF Association and a supportive School Council. Skye PS school is developing strong relationships with neighbouring schools and Pre-schools through various initiatives that include an Oral Language Program for families with pre-school children, collaboration with the local secondary college to develop excellence in numeracy practice in the Middle School (Yrs 5-8) and Communities of Practice (CoP) groups that enable teachers to come together to work on initiatives from Foundation to Year 12. Skye PS is an Ardoch partner school and through programs such as the Literacy and Numeracy Buddies, involvement with corporate partnerships ensure that students are exposed to opportunities outside of the school setting.

Progress towards strategic goals, student outcomes and student engagement

Learning

The core purpose of the school as outlined in the new School Strategic Plan is to ensure that metacognition and learning challenge is inherent for all students. Developing Learner Agency and building a culture of collective efficacy will further enhance the

development of an aspirational and high achieving learning community. Clear goals have been set to empower students to be engaged, independent and self-regulating learners. Targets to improve student outcomes in both Reading and Numeracy were set to maximise the learning growth of every student. Professional Learning for staff is focused on evidence-based research and best practice that fosters the development of consistent approaches to whole school planning, assessment and delivery of lessons across the school. A whole school approach to formative assessment whereby teachers analyse data and target effective ways to differentiate learning will be a key priority. During 2022, teachers met in Professional Learning Communities to engage in inquiry cycles that centred on areas for improvement in both literacy and numeracy by reflecting on the High Impact Teaching Strategies. Coaching and peer observations were designed to align with inquiries and develop staff capabilities in providing Student Feedback, Goal Setting and differentiated learning. Teachers worked in triads to engage in peer observation and coaching sessions. The mathematics curriculum coordinator worked with the local secondary college leaders to develop a consistent scope and sequence of learning for the Middle Years 5-8 that centred on the Big Ideas in mathematics. Naplan results indicate that the number of students meeting or above benchmark growth in Numeracy in Year 5 increased significantly in 2022, the highest result for more than 5 years. The school has not gained the same traction in reading. While there is also the highest percentage of students now meeting or above benchmark growth in more than 5 years, there has not been an improvement in students achieving above benchmark growth compared to state percentages. This will continue to be a focus for professional inquiry by the English curriculum team moving forward.

Wellbeing

An improvement strategy that focusses on embedding a positive climate for learning that enhances student wellbeing is evident in the new Strategic Plan. A whole school approach to social and emotional wellbeing which involved embedding School Wide Positive Behaviour practices into all areas of the school, has resulted in a calm and orderly environment at Skye Primary School. The school continues to be a lead school for Respectful Relationships and ensures that at least one hour per week is dedicated to the program. The student survey indicated that only 59% of students in Year 4-6 positively endorsed in Emotional awareness and regulation compared to 66% for similar schools. To support students to self-regulate and monitor their own emotions, the Zones of Regulation have been a focus for learning in every year level. A new Leading Teacher role was established to support Disability Inclusion with a focus on Tier 2 targeted intervention, the tutor learning initiative and the high-ability extension program.

Engagement

The School Strategic Plan for the next four year cycle will also focus on empowering students to be engaged, independent and self-regulating learners. A priority moving forward will be on developing staff capabilities to activate learner agency in classroom learning experiences. Evidence based teaching practices will also focus on strengthening students' ability to be actively engaged in their learning. The Attitudes to School Student Survey data has indicated a decline in Learner Agency and Student Voice over the previous three years with a low positive endorsement of 37% compared to similar schools data of 66% endorsement. An improvement in Student Engagement was evident with a significant increase in attendance data with only 1% chronic absences being recorded. A number of staff members from the Wellbeing and Engagement team formed a working party to frequently reviewed attendance data. They developed processes to follow up with families who had a higher number of absence days or were consistently late arrivals.

Other highlights from the school year

A major highlight for the school in 2022 was the completion of the capital works project including a competition grade basketball stadium which also houses a music room, stage and commercial kitchen. An external basketball court and visitor carpark were included in the project. Refurbishment of existing buildings involved the relocation of the Administration offices and Library. A new STEAM centre will replace the old library space. New garden spaces have been created including an indigenous garden with an outdoor musical chime, a meeting circle, vegetable gardens and composting areas and a tree-lined pathway to the rear entry point.

Financial performance

Skye Primary School maintained a sound financial position throughout 2022. The Financial Performance and Position Report shows an end of year surplus of \$959,130.00 This surplus is partly due to fundraising supported by the PTF and Carrum Gardens Social

Club donations. There is an operating reserve of \$153,885.00 and committed funds for \$525,644.00. \$90,000 of funds have been allocated for building upgrade (air-conditioning) and \$168,000.00 future school works which has been carried from 2020. Extraordinary revenue includes donations of \$90,000 for 2022. 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.

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 2.0 (FISO 2.0).

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 399 students were enrolled at this school in 2022, 196 female and 203 male.

2 percent of students had English as an additional language and 2 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).

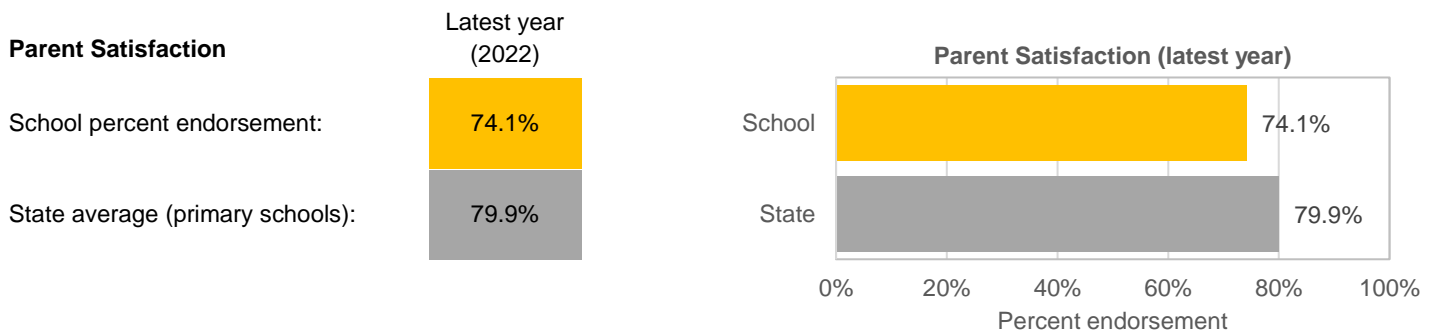
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

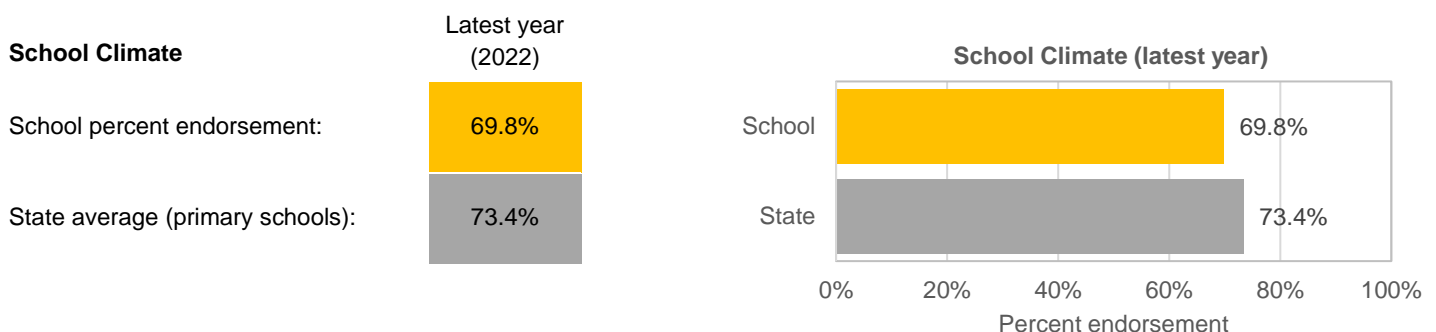


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

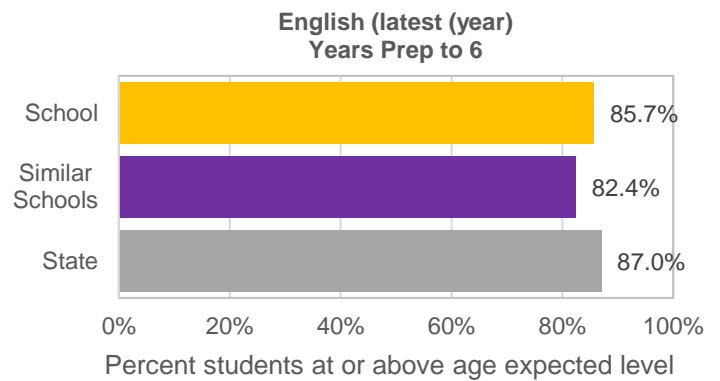
85.7%

Similar Schools average:

82.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

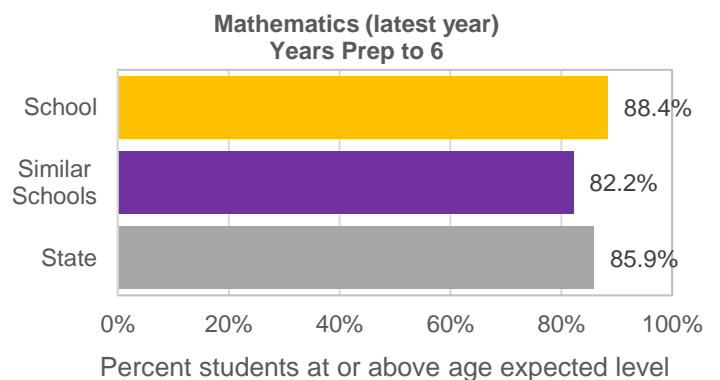
88.4%

Similar Schools average:

82.2%

State average:

85.9%



LEARNING (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.

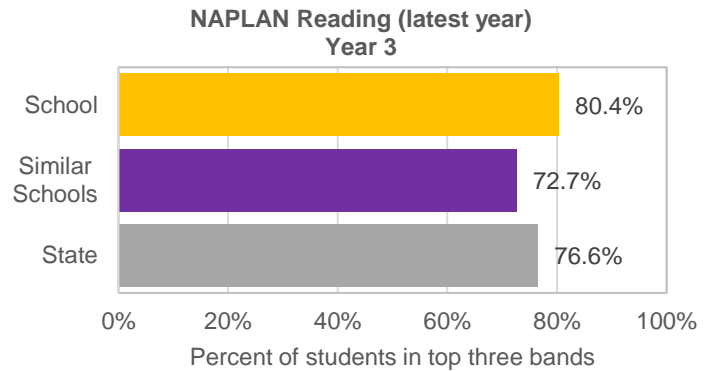
NAPLAN

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 2019, 2021 and 2022 data.

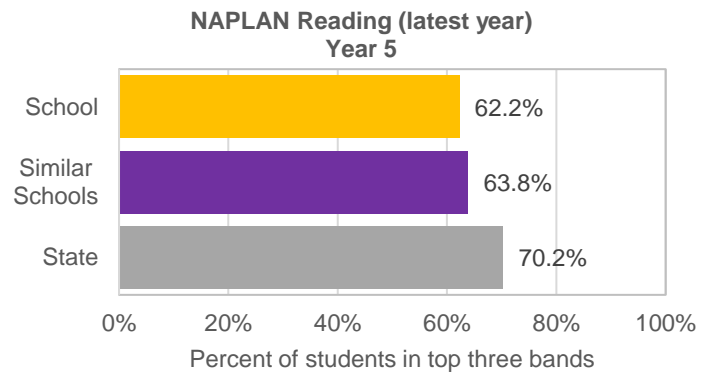
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.4%	75.6%
Similar Schools average:	72.7%	70.6%
State average:	76.6%	76.6%



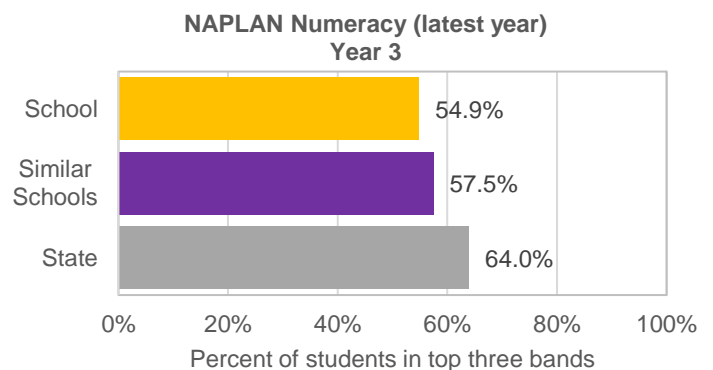
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.2%	61.3%
Similar Schools average:	63.8%	62.4%
State average:	70.2%	69.5%



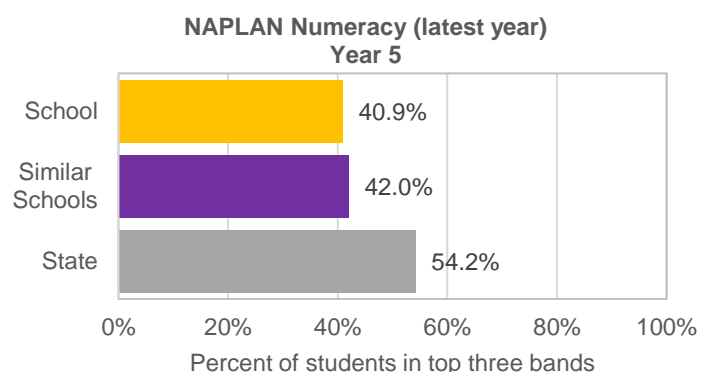
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.9%	55.0%
Similar Schools average:	57.5%	58.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.9%	47.0%
Similar Schools average:	42.0%	47.1%
State average:	54.2%	58.8%



WELLBEING

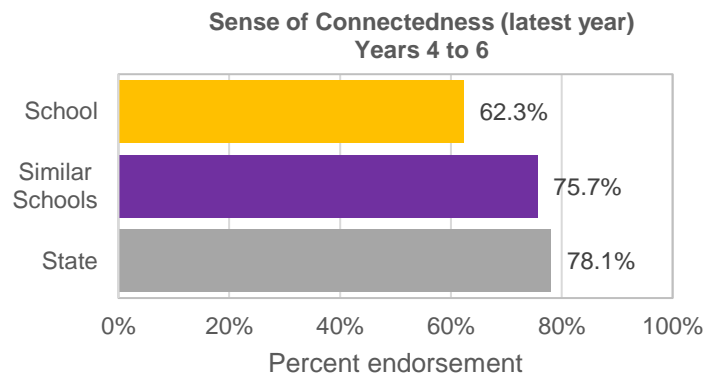
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	62.3%	70.1%
Similar Schools average:	75.7%	77.2%
State average:	78.1%	79.5%

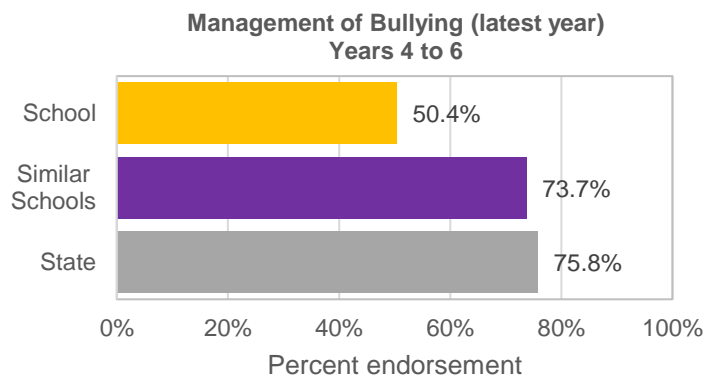


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	50.4%	67.1%
Similar Schools average:	73.7%	76.8%
State average:	75.8%	78.3%



ENGAGEMENT

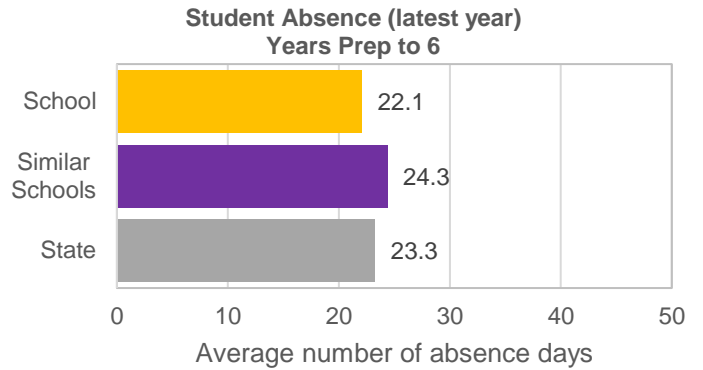
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.1	17.0
Similar Schools average:	24.3	18.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	88%	90%	88%	91%	87%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,906,385
Government Provided DET Grants	\$550,942
Government Grants Commonwealth	\$16,800
Government Grants State	\$0
Revenue Other	\$41,115
Locally Raised Funds	\$441,334
Capital Grants	\$66,980
Total Operating Revenue	\$5,023,556

Equity ¹	Actual
Equity (Social Disadvantage)	\$193,006
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$193,006

Expenditure	Actual
Student Resource Package ²	\$3,893,392
Adjustments	\$0
Books & Publications	\$5,767
Camps/Excursions/Activities	\$119,354
Communication Costs	\$3,971
Consumables	\$104,813
Miscellaneous Expense ³	\$20,821
Professional Development	\$34,767
Equipment/Maintenance/Hire	\$191,404
Property Services	\$110,253
Salaries & Allowances ⁴	\$108,097
Support Services	\$130,540
Trading & Fundraising	\$120,765
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,910
Total Operating Expenditure	\$4,893,853
Net Operating Surplus/-Deficit	\$62,723
Asset Acquisitions	\$22,125

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,066,745
Official Account	\$27,285
Other Accounts	\$18,987
Total Funds Available	\$1,113,016

Financial Commitments	Actual
Operating Reserve	\$153,885
Other Recurrent Expenditure	\$5,353
Provision Accounts	\$0
Funds Received in Advance	\$19,933
School Based Programs	\$304,654
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$27,704
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$168,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$679,530

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.