

# 2020 Annual Report to The School Community



School Name: Skipton Primary School (0582)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 19 March 2021 at 05:03 PM by Nicholas Keating (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 26 March 2021 at 08:51 AM by Les Meek (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

<p><b>School context</b></p>
<p>Skipton Primary strives to "educate successful leaders, confident and creative individuals, and active and informed citizens." The school provides an educational program to students from Grades Prep to 6 and serves the township and surrounding farm areas of Skipton. In 2020, the school operated four classrooms and provided curriculum enrichment in Sustainability, Science, Auslan, Library and The Arts. The school employed 12 staff - one Principal, 4 Education Support Officers, 4 classroom teachers and 3 specialist teachers. In 2020, Skipton Primary School had 88 enrolments.</p> <p>Skipton Primary was closed for normal school hours for sixteen weeks, due to the Covid-19 pandemic. This forced staff to re-evaluate the teaching and learning program, its delivery, its content and how to provide feedback on student learning.</p>
<p><b>Framework for Improving Student Outcomes (FISO)</b></p>
<p>Many schools found themselves with a highly unachievable target within their Annual Implementation Plan in 2020 and Skipton was no exception. The school's AIP stated that embedding a consistent instructional model was the goal, outlining potential improvements in FISO areas such as 'the school has a holistic approach to pedagogy, assessment and curriculum.'</p> <p>Ironically, staff at all schools found themselves re-inventing the instructional model to work for the period of remote learning. Staff initially planned individually and attempted to utilise a range of tools and technologies to deliver a learning program. As the weeks progressed, the learning program became one clearer, more consistent and more engaging learning program. The home-school relationship certainly became strengthened during this time. The remote learning program featured a whole-class introductory session, small group focussed teaching, individual feedback and informal 'lunch breaks' towards the end of the year. Staff continually took onboard feedback from all stakeholders in the pursuit of improved outcomes for students.</p>
<p><b>Achievement</b></p>
<p>Despite the challenges of remote learning, students continued to remain engaged in learning. The school had a high level of submission throughout the remote learning period. During the unaffected school terms, students remained engaged and focused on their learning. Teacher judgements indicate that a vast majority grew at the expected level in 2020, in spite of the interruptions. 68% of students made expected growth or above in reading and numeracy, with 73% making expected growth in writing. The challenge of remote learning presented some opportunities for our teachers, such as the recording of teaching for student use (via Youtube) and the implementation of self-guided tasks and projects. Both of these learning tools have been embedded in classroom practice in 2021.</p>
<p><b>Engagement</b></p>
<p>Whilst some students found the remote learning program a challenge, many students thrived with the flexibility and increased farm time that was now available. Submission rates for the learning packs hovered around the 80% mark for most of the periods of remote learning. The school's Attitudes to School Survey data did not deviate from its normal high standards. Students responded positively to statements around Differentiated Learning Challenge (97%), Effective Teaching Time (99%) and Stimulated Learning (99%). Students continued to remained connected to school (97% endorsement) and felt as though they had some voice and agency in their learning (95%).</p> <p>Student attendance data was stable in 2020. 22% of students were absent for more than 20 days, which was the case in 2019. The school has moved to the Compass school manager, which provides families more transparency and ownership over student attendance and the school would hope for improvements in this area in 2021.</p>
<p><b>Wellbeing</b></p>

The school had no specific Wellbeing goals stated in its AIP for 2020.

Skipton Primary School has utilised the Resilience Project curriculum extensively in classrooms. This program was valued highly, particularly due to the nature of the disruptions in 2020. Teachers embedded a variety of wellbeing activities in both remote and face-to-face teaching time and implemented a program of activities including camp, late stays, theme days, lunch days and footy colours celebrations. The school valued sports highly, providing winter sports, summer sports and athletics celebrations that had previously been postponed or cancelled. The school continues to operate a strong leadership program with the older students.

### **Financial performance and position**

The school finished 2020 in a strong financial position, posting a \$95,000 surplus. The reasons for this include a significant carry forward balance in 2019, a reduced need to spend on consumable items during periods of remote learning and a deliberate strategy to save for the implementation of a new School Strategic Plan in 2021. The school continues to receive a grant from the local wind farm to administer a sustainability program. Parents Club continues to be an active supporter of the school, raising funds through a variety of means in 2020.

The school was provided with a significant grant (\$4.197 million) as part of the Victorian State Budget in October to upgrade and modernise facilities. Works will begin prior to March 2022.

**For more detailed information regarding our school please visit our website at**  
<http://www.skiptonps.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 88 students were enrolled at this school in 2020, 44 female and 44 male.

0 percent of students had English as an additional language and 0 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.

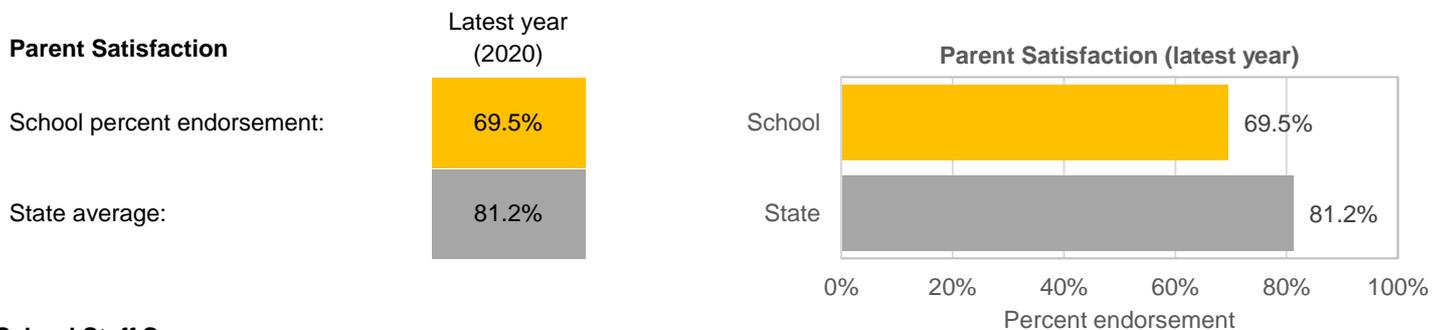
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

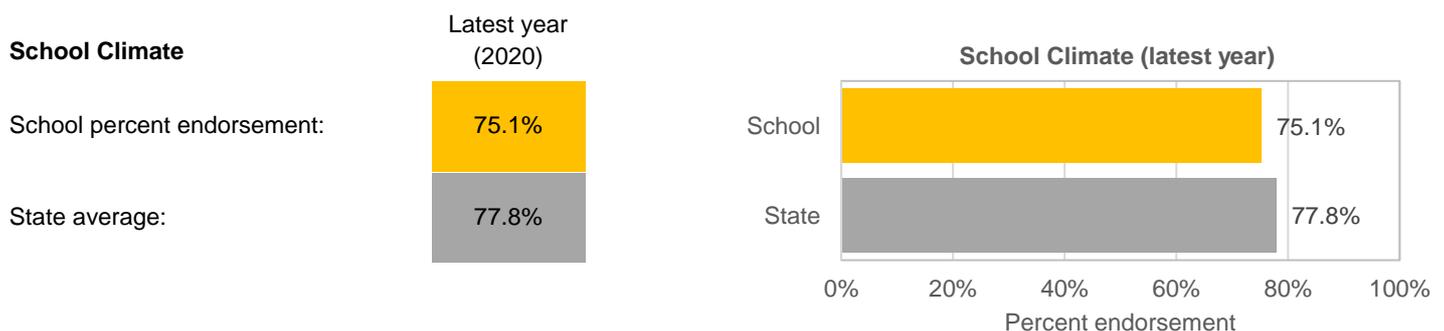


### School Staff Survey

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:

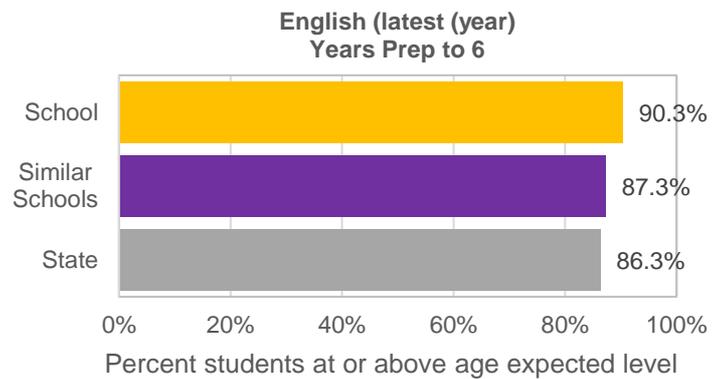
90.3%

Similar Schools average:

87.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

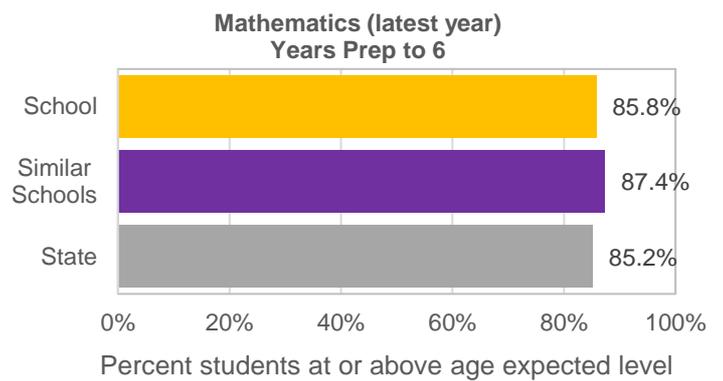
85.8%

Similar Schools average:

87.4%

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

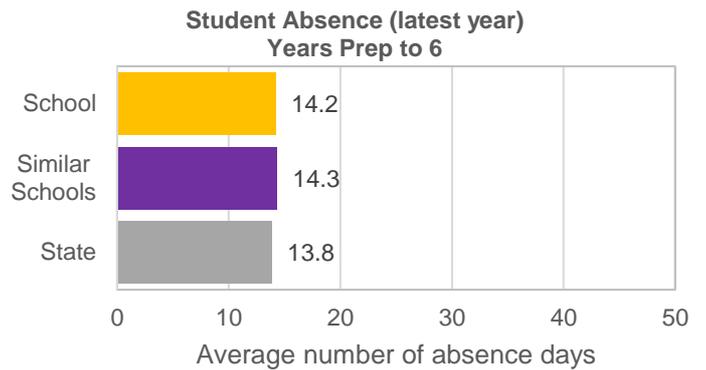
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	14.2	13.1
Similar Schools average:	14.3	14.8
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):	90%	93%	91%	90%	94%	95%	94%

## WELLBEING

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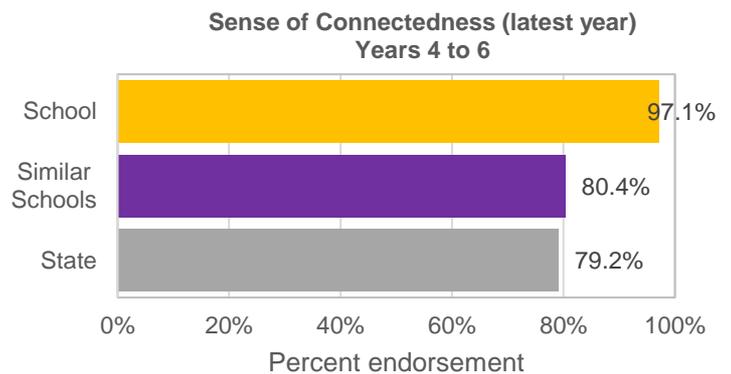
### Student Attitudes to School – Sense of Connectedness

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:	97.1%	94.1%
Similar Schools average:	80.4%	81.3%
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.*

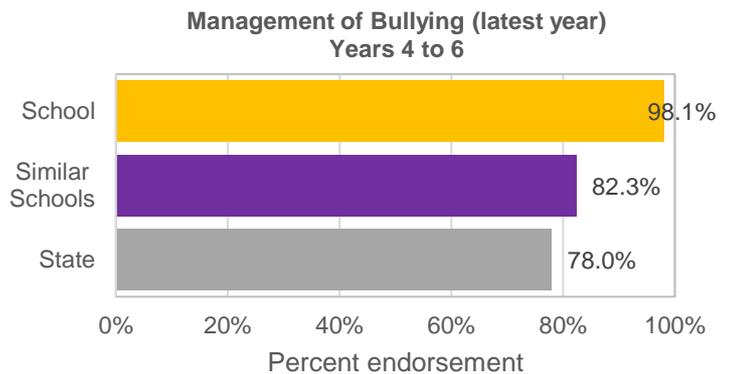
### Student Attitudes to School – Management of Bullying

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:	98.1%	95.9%
Similar Schools average:	82.3%	82.4%
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	\$935,074
Government Provided DET Grants	\$165,036
Government Grants Commonwealth	\$2,200
Government Grants State	NDA
Revenue Other	\$4,180
Locally Raised Funds	\$88,319
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,194,809</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,077
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$13,077</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$915,275
Adjustments	NDA
Books & Publications	\$4,828
Camps/Excursions/Activities	\$11,750
Communication Costs	\$1,138
Consumables	\$27,440
Miscellaneous Expense <sup>3</sup>	\$6,931
Professional Development	\$5,013
Equipment/Maintenance/Hire	\$16,569
Property Services	\$23,676
Salaries & Allowances <sup>4</sup>	\$49,520
Support Services	\$7,339
Trading & Fundraising	\$19,532
Motor Vehicle Expenses	\$2,241
Travel & Subsistence	NDA
Utilities	\$8,437
<b>Total Operating Expenditure</b>	<b>\$1,099,688</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$95,121</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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	\$157,909
Official Account	\$13,960
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$171,869</b>

Financial Commitments	Actual
Operating Reserve	\$28,074
Other Recurrent Expenditure	\$921
Provision Accounts	NDA
Funds Received in Advance	\$8,347
School Based Programs	\$30,747
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$20,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$9,000
Maintenance - Buildings/Grounds < 12 months	\$8,111
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$105,199</b>

*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.*