2018 Annual Report to The School Community

School Name: Skipton Primary School (0582)

THE EDUCATION STATE

- 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 Regulation 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 2018 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 18 March 2019 at 10:47 AM by Calvin Tromp (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 27 March 2019 at 06:43 PM by Les Meek (School Council President)

VICTORIA State Government | Education and Training

About Our School

School context

Skipton Primary School is situated 50 km west of Ballarat on the Glenelg Highway. In 2018, Skipton Primary School had 100 student enrolments, drawn from the township and surrounding farming district.

Our vision is for our students to become successful learners, confident and creative individuals, and active and informed citizens. We do this by working and learning together, respecting and supporting each other in a productive and caring environment, and seeking to ensure that all students have an opportunity to reach their potential.

Skipton Primary School has four core values:
1.   Lead and Achieve,
2.   Be Responsible,
3.   Be respectful and caring, and
4.   Being healthy.

In 2018, Skipton Primary School operated with five classrooms, and a workforce of 10.4 staff, including nine teachers (some part time), three education support staff and the principal.
Skipton Primary School boasts extensive participation in extra-curricular activities, some examples as listed.
•   Many sporting activities, including participation in regional swimming, athletics, cross-country, golf and cricket.
•   Student camp programs. The Grade 5/6 class visited Canberra and Sydney over 5 days, the Grade 3/4 class visited Melbourne for 3 days, the Grade 2 class visited Mooramong, and the F/1 Grade had a late stay at school.
•   The Sovereign Hill Costumed School Program where students are immersed in the 1850s, learning about manners, costume, behaviour and re-living the discipline of school life on the goldfields.
•   Tree planting around the Skipton Township for nature preservation and reinvigoration.
•   Participation in an ANZAC day ceremony.
•   The 2018 year was completed with a Grade 6 graduation celebration and full-school concert, held in the Skipton Mechanics Hall.

The school's programs are generously supported with extra funding from the Mackinnon Trust, Stockyard Hill Wind Farm, Skipton Opportunity Shop, Skipton Lions Club and Skipton Primary School's Parents Club.

Framework for Improving Student Outcomes (FISO)

Skipton Primary School continues to produce excellent learning data. It was nominated as a 'School of Influence' by the Department of Education for consistently producing very high performance throughout 2016, 2017 and 2018, and thus acting as an influencer and system leader.

The Strategic Plan has identified two major goals:
1.   To achieve high learning growth in literacy and numeracy for every student, and
2.   Increase student voice, engagement and motivation.

In line with these goals, the Skipton Primary School has developed an instructional model to create coherence and consistency across the school which underpins our approach to teaching and learning. Skipton Primary School also began the process of auditing our current practices against the High Impact Teaching Strategies, which research has identified as having significant positive effect on student learning. This work will be ongoing, focussing on specific areas as they are identified.

The Skipton Primary School curriculum is designed to equip our students with all the fundamental skills and

knowledge for each year level, and to increase student initiative, responsibility, stamina and persistence, and the ability to monitor and set goals for their own learning.

Achievement

Skipton Primary School was very satisfied with the academic results and growth of all our students.

Both 'Teacher Judgement' and 'NAPLAN' data remain high, and above the median across all Australian schools. Learning Gain in NAPLAN (the learning gain between a student sitting the test in Grade 3, and then in Grade 5) reflects the excellence of our teachers and programs. Most students' gain is placed in the medium or high growth across the board. The four-year 'NAPLAN' average is also high, particularly for Grade 5 results. This is testament to the programs and excellent teaching at Skipton Primary School, as well as the significant parent involvement and support, both at home and at school.

NAPLAN writing (not shown in this summary) was low in high growth, and subsequently has been selected as an area to focus on in the 2019 year.

Skipton Primary School has invested in on-line assessments and data-tracking software to monitor student achievement and growth. In conjunction with this software, teachers are confident in placing students at their level, based on teachers working in 'Professional Learning Teams', moderating students' work, and using data generated by assessment systems that are in place. In a small school like Skipton Primary School, 'NAPLAN' data can alter significantly from year to year because of the small student numbers competing the test. Consequently, the school uses four-year averages to gain a more comprehensive, long term perspective on our student achievement outcomes.

Engagement

Student attendance rates at Skipton Primary School vary between 92% to 96%, well above the Victorian State average. The school encourages parents to schedule their holidays during vacation periods to ensure school attendance is maintained at a high level and teachers work closely with parents to ensure students make every effort to attend school.

The 'Students Attitudes to School' survey results remain at the top of the Victorian State levels. This indicates that students feel engaged and safe at Skipton Primary School, and results demonstrate that our students are very happy, working and playing well together.

The 'Parent Opinion Survey' result continues to be positive for the school. Parents are highly involved with their children's education at Skipton Primary School, helping in the classroom, in school working bees, on School Council (and subcommittees), Parents Club or Kids Matter committees, and attending various functions over the year. There are Parent Reps in every classroom to facilitate communication between teacher, families and the school, as well as inclusion of new parents.

Skipton Primary School engages with the Skipton Community regularly throughout the school year., being involved with tree planting in the local township, Clean Up Australia Day, participation in ANZAC and Remembrance Day services, visiting the Skipton Hostel, and using the many sporting facilities in the town (eg Skipton and District Memorial Pool, Skipton Recreation Reserve football oval and netball courts, Skipton Golf and Bowls Club's bowling green and golf course). In 2018, Grade 4 successfully applied for a grant and installed fishing line bins at the local reservoir. This was in response to their observations that there was a lot of fishing line left behind, endangering the wildlife.

Wellbeing

The 'Student Attitudes to School Survey' demonstrated an overall 'very-high' student morale, coupled with very low student distress. Again, the Skipton Primary School results were at the top of the State. Furthermore, there is a very

low incidence of issues with student relationships, both in the classroom and out in the yard.

Feedback from parents is very positive about their children's attitude to school, as attested to by the 'Parent Opinion Survey'.

Visitors, replacement teachers, and new students to Skipton Primary School often comment on the 'family atmosphere', where children care for each other and interact with each other like a large family. Skipton Primary School has a buddy system in place, coupling Grade 5/6 students with the students in the Foundation year. This helps the transition process for our Foundation students navigating school for the first time, alongside a thorough transition program for the kindergarten children prior to commencing their schooling. Likewise, the school has a comprehensive transition for our graduating Grade 6's to secondary school.

In a further effort to promote student and family mental health and well-being, the school has embedded in it a 'Kids Matter' committee consisting of both teachers and parents. In 2018, Skipton Primary School continued with a curriculum unit based on The Resilience Project. Notions of gratitude, empathy and mindfulness were explored, and this was recognised with fortnightly Resilience Awards for students.

Financial performance and position

Skipton Primary School maintained its sound financial position over 2018, due to good management and oversight by the School Council.

Skipton Primary School's Parent's Club continues to raise and contribute funds each year. Skipton Primary School holds the accounts for the Mobile Area Resource Centre (MARC) van, another source of revenue, which services four other local schools. In 2018, the MARC van was replaced with a new van and new shelving, along with new books, computer and other resources.

Each year, Skipton Primary School is successful in attracting funds for our programs, such as a Sporting Schools and Sustainability grants. During 2018, our Grade 5/6 Canberra/Sydney trip was heavily subsidised by the Scobie and Claire MacKinnon Trust. We also attracted significant funding from the Stockyard Hill Wind Farm to run a Sustainability program for the year.

Each year, Skipton Primary School endeavours to use its resources to improve the school's facilities and programs in order to provide the best learning environment and resources for the children. In 2018, there were two major facility upgrades: internal painting to the entire school building, and re-sowing grass on the school oval along with the installation of drainage and a sprinkler system. The school also received a generous grant from the local branch of the Bendigo Bank to install a giant rock-wall. This has been a fun and challenging addition to the playground, with the added benefit of building both gross and fine motor strength and confidence in our students.

For more detailed information regarding our school please visit our website at
http://www.skiptonps.vic.edu.au/

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 100 students were enrolled at this school in 2018, 51 female and 49 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▯
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬ 100	● Higher ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 20 % Low — 47 % Medium — 33 % High **Numeracy** 71 % Medium — 29 % High **Writing** 27 % Low — 60 % Medium — 13 % High **Spelling** 29 % Low — 50 % Medium — 21 % High **Grammar and Punctuation** 7 % Low — 57 % Medium — 36 % High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 — 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 — 50 Few absences <------> Many absences	🟢 Similar 🟢 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	93 %	94 %	94 %	94 %	95 %	96 %

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	Higher Higher
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 Results: 2017 - 2018 (2-year average)	Higher Higher

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$991,014
Government Provided DET Grants	$147,102
Government Grants Commonwealth	$4,400
Government Grants State	$4,400
Revenue Other	$28,729
Locally Raised Funds	$117,963
Total Operating Revenue	**$1,293,609**

Equity[1]	
Equity (Social Disadvantage)	$12,168
Equity Total	**$12,168**

Expenditure	
Student Resource Package[2]	$981,721
Books & Publications	$9,400
Communication Costs	$1,784
Consumables	$32,738
Miscellaneous Expense[3]	$62,060
Professional Development	$11,956
Property and Equipment Services	$72,050
Salaries & Allowances[4]	$44,553
Trading & Fundraising	$12,997
Travel & Subsistence	($6,235)
Utilities	$11,294

Total Operating Expenditure	**$1,234,318**
Net Operating Surplus/-Deficit	**$59,290**
Asset Acquisitions	**$87,731**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$85,775
Official Account	$4,605
Total Funds Available	**$90,380**

Financial Commitments	
Operating Reserve	$40,202
Other Recurrent Expenditure	$27
Funds Received in Advance	$2,699
School Based Programs	$42,572
Maintenance - Buildings/Grounds < 12 months	$6,000
Total Financial Commitments	**$91,500**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
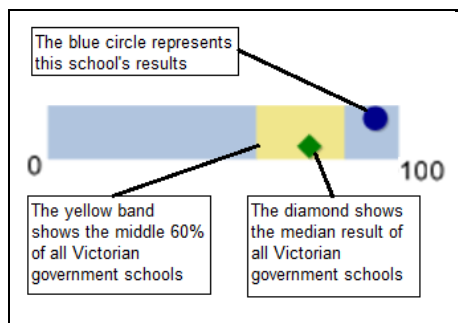
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
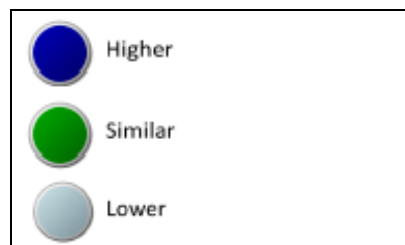
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').