

# 2022 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 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 08 March 2023 at 12:13 PM by Nicholas Keating (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 20 March 2023 at 08:13 PM by Lisa Wills (School Council President)

## How to read the Annual Report

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### 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.

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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

#### 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)

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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.

'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 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

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## School context

Skipton Primary School strived to educate successful leaders, confident and creative individuals, and active and informed citizens in 2022. The school provided a teaching and learning program for students in Grades Prep to 6. It served the township and surrounding farm areas of Skipton. In 2022, the school operated four learning classrooms and provided curriculum enrichment in Sustainability, Science, Auslan, Library, Arts and Digital Technologies. The school employed twelve staff - one Principal, 4 classroom teachers, 3 specialist teachers/tutors and 4 Education Support Officers. In 2022, the school had 76 enrolments for a majority of the year. The school's level of disadvantage is reducing, with very few students identified as disadvantaged. There are no students with an EAL background and no students in Out of Home Care.

The 2022 school year was interrupted by a number of illnesses, including covid, the winter flu and other seasonal conditions. These waves of absences led to reduced attendance by staff and students for a number of periods during the school year.

In 2022, the School Council established an OSHC service, supporting working and farming families across the district. This service was initiated with the support of the OSHC Grants program.

The school continues to maintain strong relationships with families and the community. The school hosted concert, a swimming program, a number of sports days, a Volunteers Afternoon Tea and a Parent Readers program in 2022. Partnerships with local groups, such as Landcare and the Stewart Park Committee continue to be strong.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The school has been categorised as a Recharge school for 2022. In Reading, and Numeracy, the benchmark growth level continues to be either High or Very High. However, the percentage of students in the top 2 bands for both Reading and Numeracy has decreased.

The school prioritized a number of actions related to teaching and learning in 2022, including:

- professional learning in writing, including the Seven Steps program
- the implementation of an instructional model for reading and writing
- the development and use of a consistent assessment schedule
- professional learning related to PLCs

The school's focus for 2023 will be around its assessment tools and mathematics instruction.

### Wellbeing

The school continues its focus on student wellbeing in 2022. The Resilience Project provides a whole-school approach and a teaching and learning curriculum. Students share Resilience Project nominations each week at assembly and teachers deliver the Resilience Project curriculum, from Grades P-6. Ongoing surveys (both by TRP and the ATOSS) indicate that this program continues to support the positive wellbeing of our students.

In the ATOSS, students at the school report high levels of endorsement for Advocate at School (92%), Sense of connectedness (89%) and Managing bullying (82%).

Staff received professional learning on the Respectful Relationships program and the school regularly partners with external providers to support student learning and wellbeing, such as speech pathologists, behavioural therapists, youth counsellors, occupational therapists and psychologists.

### Engagement

The school has made significant improvements in its attendance processes across 2022, despite the waves of covid and other seasonal illnesses. The percentage of students that had 20 or more absent days in 2022 was 29%, compared with like schools (42%) and the state (44%). Unpacking this further, the school has seen a noticeable pattern in 2022, with larger amounts of students absent in Grades Prep & 1 than in the upper years. The school implements a 'no unexplained' approach, ensuring every single absence is followed up and accounted for.

The school has maintained strong results in the Attitudes to School Survey, in domains such as Stimulated Learning, Student Voice and Agency and Motivation. The older students take active ownership of a number of aspects of school life, such as the Grade Prep transition, the community events, sports activities and recess and lunch break activities. Extra-curricular activities continued to be a part of life at Skipton Primary School in 2022, with Young Leaders Day and the Plastic Oceans trip as some examples.

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## Other highlights from the school year

The school enjoyed another successful sporting year. Skipton Primary School had a relay team represent it at the state championships in Melbourne. Alongside this, the school was crowned state champions in the Girls Primary Cricket for the fourth time in a row in December.

The school delivered a full camps program for the first time in three years, with 5/6s enjoying Canberra, the 3/4s exploring Melbourne and the Grade 2s experiencing an overnight at Banongil Station. The concert returned to its traditional venue and sporting days were well attended by families and friends. A full program of Western Plains events also took place in 2022.

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## Financial performance

The school is in a relatively strong financial position. It recorded a net operating surplus of \$23,090 for 2022.

Skipton Primary School continues to maintain a strong financial position, with funds carried over worth \$208,972 available to support programs and resources in 2023.

There were very few significant expenditure items in 2022, with the VSBA building works beginning at the school that are worth \$4.2 million. The school staff continue to work with architecture and building companies to finalize the school renovation. The school is planning to invest heavily in school infrastructure (such as the basketball court) in the coming two years.

# 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 76 students were enrolled at this school in 2022, 36 female and 40 male.

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

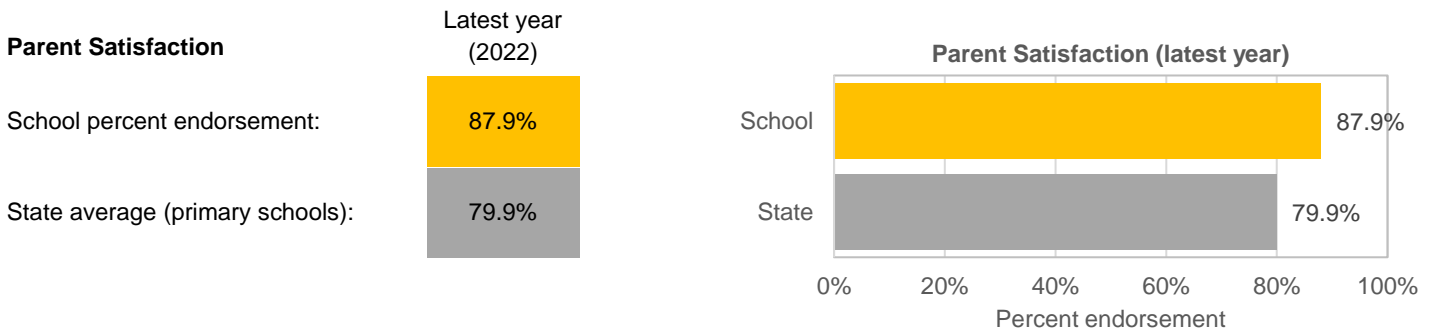
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

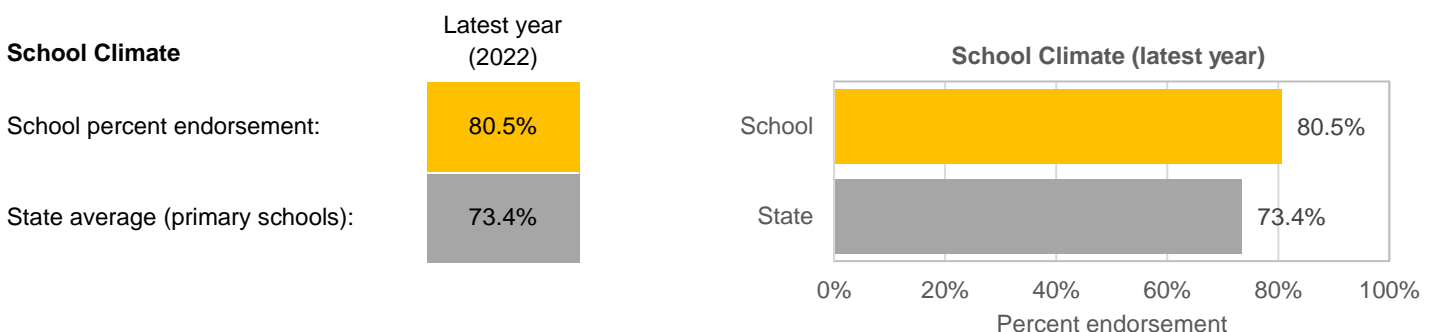


### School Staff Survey

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.



## 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:

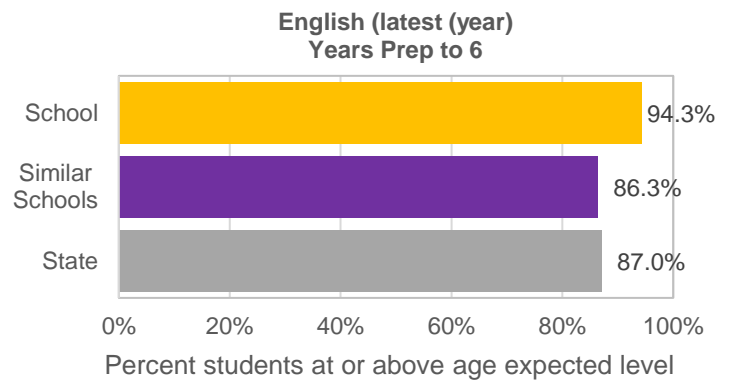
94.3%

Similar Schools average:

86.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

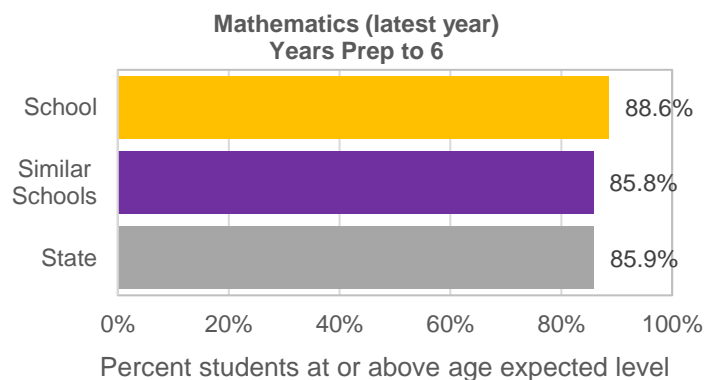
88.6%

Similar Schools average:

85.8%

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.

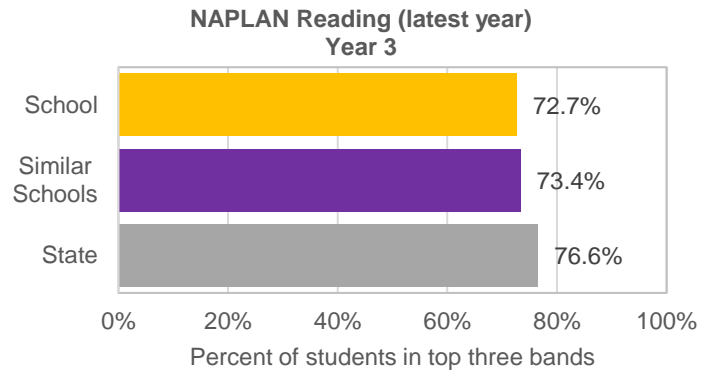
### NAPLAN

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.

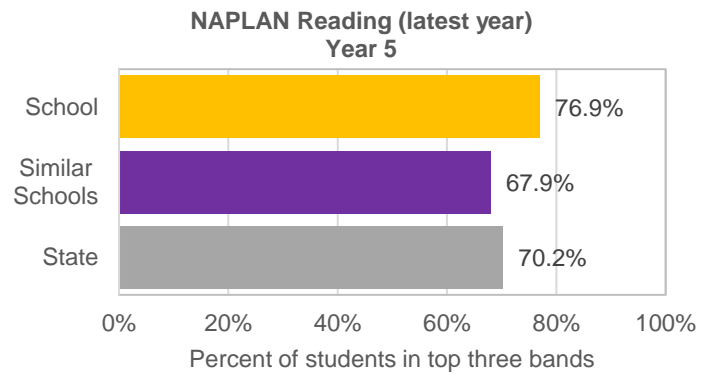
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.7%	67.6%
Similar Schools average:	73.4%	74.3%
State average:	76.6%	76.6%



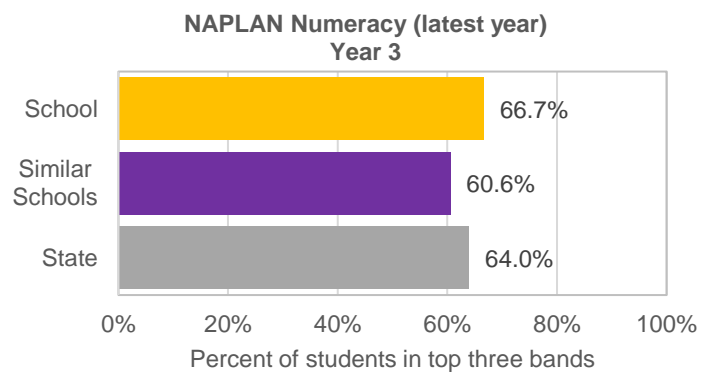
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	72.5%
Similar Schools average:	67.9%	67.8%
State average:	70.2%	69.5%



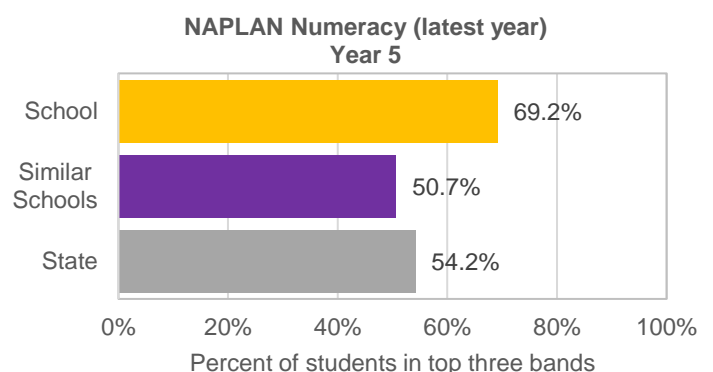
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	61.1%
Similar Schools average:	60.6%	65.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.2%	65.0%
Similar Schools average:	50.7%	55.2%
State average:	54.2%	58.8%





## WELLBEING

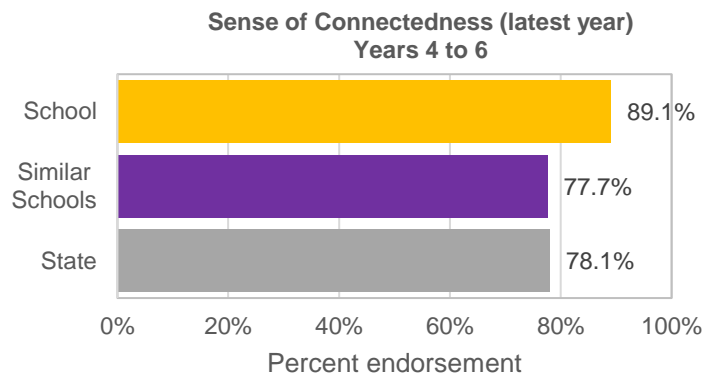
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	89.1%	94.5%
Similar Schools average:	77.7%	79.4%
State average:	78.1%	79.5%

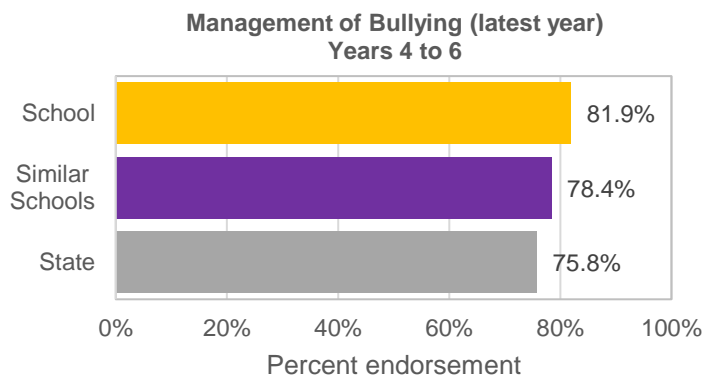


### Student Attitudes to School – Management of Bullying

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:	81.9%	92.1%
Similar Schools average:	78.4%	80.6%
State average:	75.8%	78.3%



## ENGAGEMENT

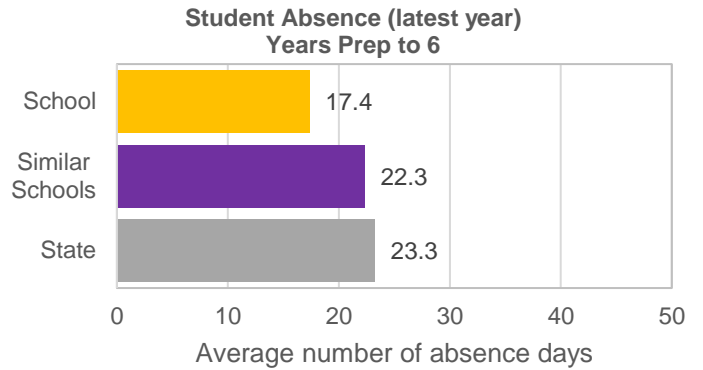
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.4	13.2
Similar Schools average:	22.3	17.1
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%	89%	91%	91%	92%	91%	93%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,032,161
Government Provided DET Grants	\$270,864
Government Grants Commonwealth	\$4,400
Government Grants State	\$0
Revenue Other	\$8,158
Locally Raised Funds	\$139,265
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,454,849</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$10,739
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$10,739</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,054,519
Adjustments	\$0
Books & Publications	\$5,968
Camps/Excursions/Activities	\$70,707
Communication Costs	\$1,489
Consumables	\$35,477
Miscellaneous Expense <sup>3</sup>	\$8,707
Professional Development	\$18,599
Equipment/Maintenance/Hire	\$57,561
Property Services	\$11,440
Salaries & Allowances <sup>4</sup>	\$122,949
Support Services	\$11,388
Trading & Fundraising	\$21,663
Motor Vehicle Expenses	\$4,051
Travel & Subsistence	\$0
Utilities	\$7,241
<b>Total Operating Expenditure</b>	<b>\$1,431,759</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$23,090</b>
<b>Asset Acquisitions</b>	<b>\$0</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$190,078
Official Account	\$18,894
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$208,972</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$62,051
Other Recurrent Expenditure	\$3,063
Provision Accounts	\$0
Funds Received in Advance	\$9,085
School Based Programs	\$40,104
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$30,000
Repayable to the Department	\$0
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
<b>Total Financial Commitments</b>	<b>\$144,304</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.*