

2020 Annual Report to The School Community



School Name: **Sassafras Primary School (3222)**



- 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 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 16 April 2021 at 02:26 PM by Stacey Goodger (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 19 July 2021 at 12:40 PM by Elizabeth Ring (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

School context

Sassafras Primary School is a small school of 55 students in the Dandenong Ranges in the outer eastern suburbs. The natural surroundings of the extensive school grounds allow opportunities for active and imaginative play. Respect, Responsibility, Persistence and Integrity are Sassafras Primary School's values, and these values are reflected in all we do and say across the school. We are very proud of 'nurturing excellence' in all of our students so they fulfill our vision of reaching their full potential. All staff assume collective responsibility for providing a safe and positive environment that supports students to participate in class and school activities. This includes developing resilience in students, actively fostering positive peer relationships and respect for the broader community, while at the same time maximising their academic potential. Our school is committed to continuous improvement and is implementing individualised learning within a positive learning environment. In 2020 there were three classes: Foundation/Grade1, Grade 2/3, and Grade 4/5/6. The Principal teaches in one day a week in each of the Foundation/Grade1 and the Grade 4/5/6 classrooms. The school has the following Full Time Equivalent Staff: 1 Principal Class Officers, 2.89 Classroom Teachers and 1.98 Education Support Officers. All children know and are known by every staff member. Sassafras Primary School fosters an inclusive environment for children with additional learning needs.

We are very proud of our home/school/community partnerships and our very strong welcoming environment that reflects these strong relationships. The school has served the Sassafras and the Hills communities for over 125 years. We have developed strong community links with: the Dandenong Ranges RSL and participate in their annual Anzac Day commemorations, the Lantern and Light International Children's Film Festival for which we made two short films, the Sassafras Kinder, the Anglican Parish of Mt Dandenong with a mentor from the Believe in Kids Mentoring Program and Story Dogs. The school defibrillator is shared with the local community and spends the weekend with Miss Marples Tea House. We have a wonderful parent body who generously volunteer their time and expertise in programs such as: garden class, library club. In 2020, there were two periods of lockdowns in which our school provided remote learning to our school community. Our active parent and friends association organised various events across the year. Our sporting program included coaching clinics by Cricket Victoria and Judo Victoria.

Framework for Improving Student Outcomes (FISO)

Sassafras Primary School is committed to building teaching and learning expertise. Our goal is to facilitate teacher learning, in order to support a rich, relevant, challenging learning program that meets the needs of all students at their point of need. All members of the school community have high expectations for our students and are committed to continuously improving the teaching and learning programs at our school. In 2020 our professional learning focused on implementing our Literacy - Writing programs while maintaining our Numeracy, Reading and Speaking and Listening programs from previous years. We continued to develop consistency of curriculum implementation across the school in all areas with a focus on assessment practices and student learning goals.

Due to the COVID-19 pandemic in 2020 some of our professional learning focused on building teacher capacity for remote learning.

We learned to use Seesaw as our whole school communication tool for students with parents having access to their learning tasks. This included designing a suitable curriculum for online learning for each key learning areas of English, Mathematics, Integrated Unit and Wellbeing.

Specialists continued to provide activities for students on Wednesdays. Programs were planned that allowed students to access at their own time as many of our parent group were working from home and internet access in the hills is variable this allowed students to complete the work and watch the teacher videos when it suited families. Also a hard copy pack of materials was sent out by teachers to ensure students had the required materials to complete planned lessons. Some tasks were self directed, and this enabled teachers to connect with all students and families via phone once a fortnight. The focus was on supporting students already identified as at risk or needing extra support.

Disengaged students were both called and teachers visited the house to assist with dropping of ICT and hard copies of work. Some families were emailed work as their internet struggled with the number of people online or having students working on screens. Staff also developed capacity in using Webex meetings to allow students to connect with school and classmates and to conduct small learning groups.

Achievement

In 2020, Sassafras Primary School initially continued to pursue improved student learning outcomes through a focus on purposeful teaching and improved assessment practices. In the area of writing, the majority of our students are performing at or above the expected level. Our aim is to increase the proportion of students that consistently make high learning gain through our teachers utilising the evidence of learning they collect to monitor learning growth and identify opportunities for further development and extension. At the end of term one, our focus changed with initiation of remote learning. Online programs were planned that allowed students to access at their own time as many of our parent group were working from home and internet access in the hills is variable this allowed students to complete the work and watch the teacher videos when it suited families. We used Seesaw as our whole school communication tool for students with parents having access to their learning tasks. This included designing a suitable differentiated curriculum of online learning for each key learning areas of English, Mathematics, Integrated Unit and Wellbeing for each student. Many tasks were self directed allowing teachers to connect with all students and families via phone once a fortnight.

Engagement

Sassafras Primary School students are engaged and connected to their school and we are proud of the programs we have in place which support the students to build resilience, persistence and social capacity. In 2020, we were fortunate that in term 1 the grade 4/5/6 camp was able to go ahead before lockdown and term 4 we were able to make two films with Rainsford Towner. During remote learning, Seesaw enabled teachers to make videos and post learning activities. Children were able to post photos or videos of their work, attach documents, write comments or record voice comments. This facilitated individual contact and engagement between teachers, students and families. Each week a whole school STEM activity was set which children could complete individually, with their siblings or with their families. Whilst the overall activity was the same, different challenge elements and different reflective questions were included to differentiate the activity. Webex video conferencing was used to maintain engagement with the curriculum. Some families had medical considerations and chose to keep their children home before and after periods of remote learning. As these were classified as vulnerable children work was provided for them to complete at home. Staff maintained contact with children and families during this time. To facilitate engagement during remote learning the school loaned out iPads to enable families to access the digital platforms for learning.

Wellbeing

During 2020, we prioritised the health and wellbeing supports for all our students and their families especially during lockdown for COVID-19. We modified the delivery of health and wellbeing supports to students and their families, by providing ICT and internet access and support to enable students and families to connect to learning platforms. Due to COVID-19, we could not have community groups onsite however, we assisted some families in access to food packs from The Philanthropic Collective. In Term 4 we prioritised re-establishing relationships with our students. Our student leaders took part in The Dandenong Ranges Student Leadership program and lead a model village building program aimed at reconnecting the senior class. Other classes participated in building their own villages with students to enable the entire class to work together for a common outcome. Wellbeing classes were run each afternoon in all classes, this included the Respectful Relationships topics of Emotional Literacy and Personal Strengths.

Financial performance and position

Sassafras Primary School maintained a sound financial position throughout 2020. The 2017-2020 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$34,969, this amount includes grants for bushfire prevention works and maintenance works conducted over the Christmas break. This surplus occurred

through generous community grants and decrease in the number of replacement teachers required due to COVID-19 in 2020. The School received a small amount of Equity Funding, which contributed towards the literacy withdrawal program.

The school received a commonwealth government grant to assist in the renovation of our school library this has enabled us to create a welcoming space and new books for all classes to use.

For more detailed information regarding our school please visit our website at
<http://www.sassafrasps.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 58 students were enrolled at this school in 2020, 23 female and 35 male.

7 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) which takes into account parents' occupations and education.

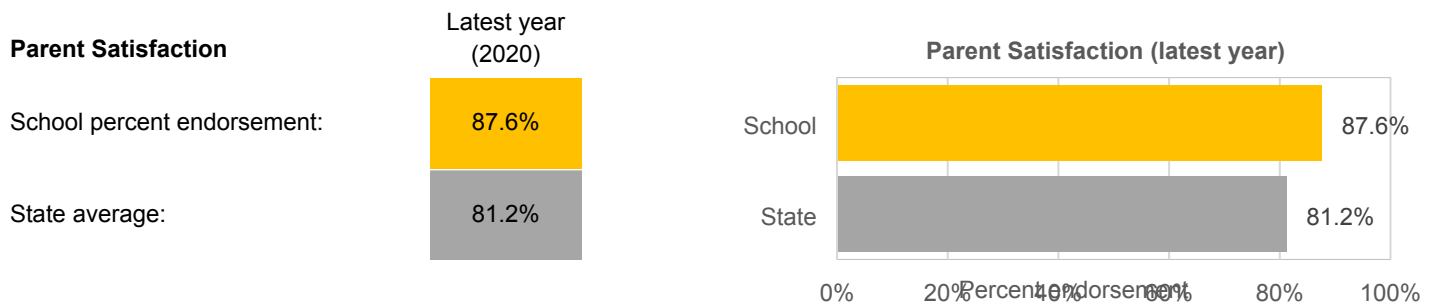
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

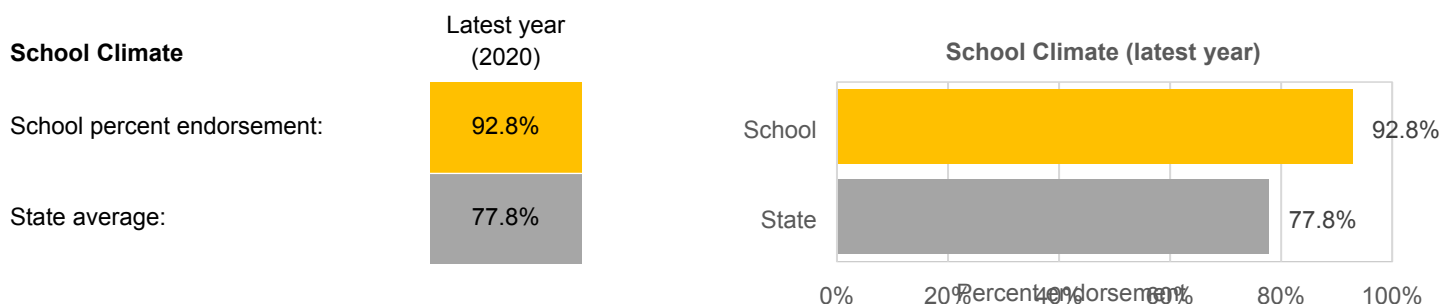


School Staff Survey

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:

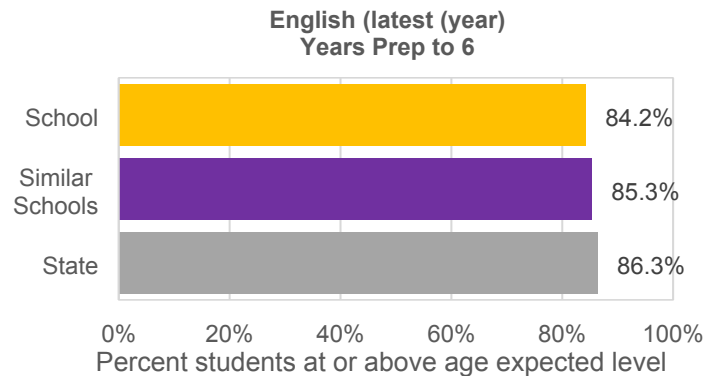
84.2%

Similar Schools average:

85.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

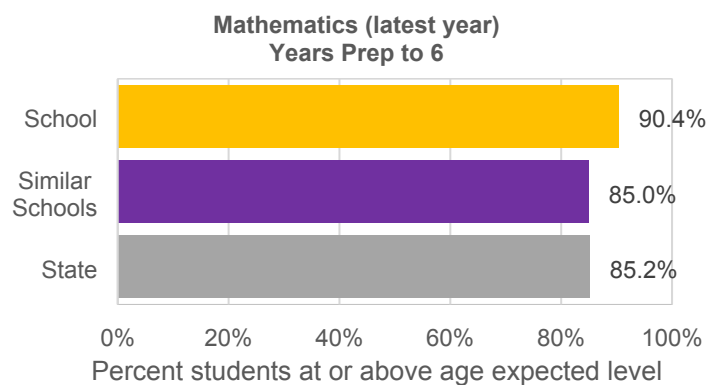
90.4%

Similar Schools average:

85.0%

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

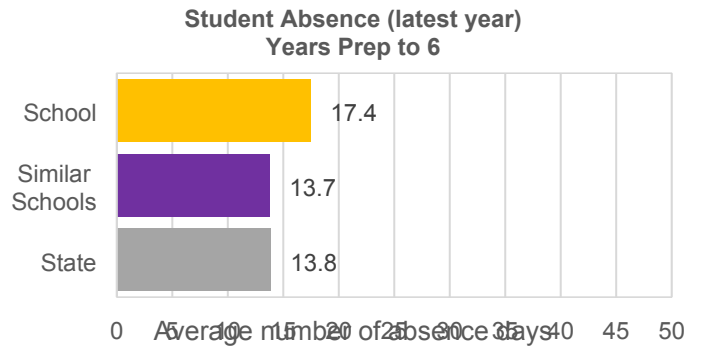
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.4	18.0
Similar Schools average:	13.7	16.1
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):	93%	89%	93%	92%	91%	92%	88%

WELLBEING

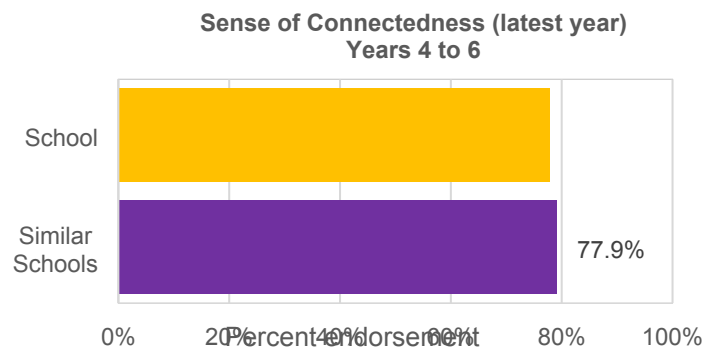
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

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:	NDA	65.6%
Similar Schools average:	77.9%	80.5%
State average:	79.2%	81.0%



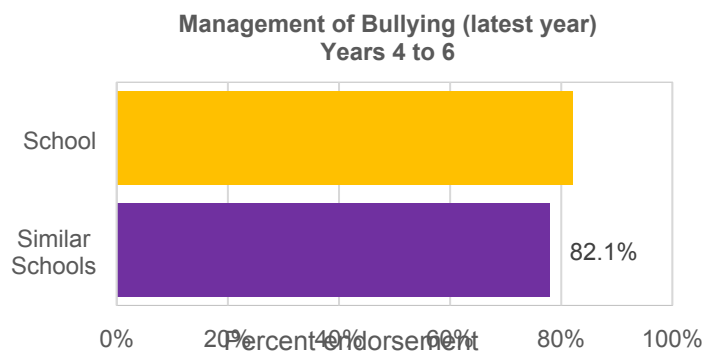
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	73.2%
Similar Schools average:	82.1%	82.2%
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	\$585,789
Government Provided DET Grants	\$159,447
Government Grants Commonwealth	\$6,300
Government Grants State	\$682
Revenue Other	\$595
Locally Raised Funds	\$28,935
Capital Grants	NDA
Total Operating Revenue	\$781,748

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$576,566
Adjustments	NDA
Books & Publications	\$1,510
Camps/Excursions/Activities	\$12,262
Communication Costs	\$1,990
Consumables	\$13,068
Miscellaneous Expense ³	\$4,397
Professional Development	\$4,090
Equipment/Maintenance/Hire	\$22,226
Property Services	\$70,663
Salaries & Allowances ⁴	\$13,479
Support Services	\$9,022
Trading & Fundraising	\$6,431
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$11,075
Total Operating Expenditure	\$746,779
Net Operating Surplus/-Deficit	\$34,969
Asset Acquisitions	NDA

- (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	\$69,905
Official Account	\$4,278
Other Accounts	NDA
Total Funds Available	\$74,183

Financial Commitments	Actual
Operating Reserve	\$20,264
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$53,919
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$74,183

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.