

2017 Annual Report to the School Community



School Name: Sassafra Primary School

School Number: 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 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 2017 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 29 March 2018 at 04:34 PM by Catherine Jones (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 2017 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 15 May 2018 at 02:58 PM by Elizabeth Ring (School Council President)



About Our School

School Context

Sassafras Primary School is a small school in the Dandenong Ranges in the outer eastern suburbs. The natural surroundings of the extensive school grounds allow opportunities for active, imaginative play and enhanced school environmental programs. We are very proud of 'nurturing excellence' in all of our students so they fulfil our vision of reaching their full potential. The school philosophy is to nurture and develop resilient students, who have high self-esteem, positive peer relationships and respect for the broader community, while at the same time maximising their academic potential. We are very proud of our home/school/community partnerships and our very strong welcoming environment that reflect these strong relationships. Over the last four years, the enrolments at Sassafras have steadily increased to 63 students, we wish to increase this growth. The school has served the Sassafras and the Hills communities for more than 120 years. We continually strive to enhance our teaching and learning expertise. Two Key Improvement Strategies in our Strategic Plan will focus on continuing to build teacher capacity to develop assessment to guide teaching and learning and to build practice excellence through continuing to build a consistent, whole school approach to curriculum and teaching practices.

We will continue to 'Nurture Excellence' in every child.

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.

We see students as critical partners in the learning process and are committed to building their capacity to be active partners in this process. We want students to become life-long learners that have the confidence, skills and knowledge to be effective global citizens.

We continue to engage parents and the wider community in student learning. Opportunities are developed for students and the school to promote and celebrate the achievements of students in their learning. Linking student learning to the wider community also develops in students a fuller awareness of the community in which they live.

Our priorities encompass goals to build the learning program to meet all students' point of need, enhance students' ability to collaborate in their learning and support students to become happy, effective, resilient and productive members of our global society

Achievement

In 2017, teacher assessments against the Victorian Curriculum and the results from the National Assessment Program (NAPLAN) Standards in Year 3 and Year 5 have been above or at the state mean in all subject areas.

In 2016 Sassafras Primary School participated in the DET's School Peer Review Process. The review acknowledged the school's endeavours to promote whole school teaching and learning strategies in the key areas of Literacy and Numeracy, which will continue to be the focus in every classroom every day in our current Strategic Plan. Teacher professional learning will continue to build teachers' capacity and passion to differentiate their teaching in these key learning areas. In 2018 the focus areas will be Writing and Spelling.

In 2017, the school catered for two students who were eligible for inclusion in the program for students with disabilities. This student received support from the school's integration aides.

Data shows that the staff, parents and students believe we have a strong learning environment. We are always working towards building upon our strong partnership between parents, students, staff and the local community.

Engagement

At Sassafras, staff implement engaging learning programs that develop the whole child. Students are provided with opportunities to investigate the world around them through carefully planned integrated units each term. The development of research, communication, critical and creative thinking and interpersonal skills are all essential components of these programs, ensuring that our students are developing the broad range of skills they will require for their future.

Our Junior School Council provides further opportunities for students to be part of the decision making processes in our school and to provide another avenue for their voices to be heard.

We are continually building upon our strong links within the community. We are very appreciative of the educational support we receive from the Sassafras/Ferny Creek CFA, The Sassafras RSL, The Friends of Sassafras Creek, the Story Dogs Program, the Belgrave Platypus Education Program, the Dandenong Ranges Network of Schools and the Education Centre at the Dandenong Ranges National Park.

Integrated Computer Technologies (ICT) are an integral part of all learning programs at Sassafras Primary School. The learning technologies used at school reflect the role that ICT plays in our world today and students are taught to use technology appropriately to suit the intended learning purpose.



Wellbeing

Student Wellbeing and Connectedness are a major focus at Sassafras. Sassafras Primary School is proud of its safe, caring and inclusive community; it is a strength of the school.

At Sassafras, we provide programs that will teach our students skills and values to assist them to reach their full potential. These include the Social and Emotional Learning Program and the eSmart Resources. Our core values respect, persistence, responsibility and integrity; are incorporated into our student wellbeing programs and in our daily school programs.

At Sassafras Primary School, there is a well-planned approach to supporting our students through the transitional phases of their school life. We have strong links with our local preschool and secondary colleges. An excellent Fly into Foundation student transition program is conducted in terms three and four. We have a buddy system with year five and six students to assist in the development of the social confidence of the Foundation students, which is treasured by all our students. The year 5 and 6 transition program with Monbulk College has been very successful in preparing our students for the next phase of their education. Strong communication and data sharing between staff ensures sound transition processes between all grade levels each year.

In 2017 we had a situation which impacted on our Students Sense of Connectedness and Management of Bullying results, when the Attitudes to School Survey was conducted. As with all school situations we consulted and worked with the students, teachers and parents to ensure the students' safety and wellbeing was immediately re-established. We always monitor and address any situations that arise in our school. In 2018 we will be introducing additional wellbeing programs across the school to complement and extend our current programs.

The whole team approach to expected student behaviours clarifies expectations for parents and students and provides consistent foundations for children to access every learning opportunity possible in a supportive school environment.

For more detailed information regarding our school please visit our website at sassafrasps.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	
<p>Enrolment Profile</p> <p>A total of 63 students were enrolled at this school in 2017, 27 female and 36 male.</p> <p>12 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



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
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



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
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Higher</p> <p>● Similar</p>



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																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>-</td> <td>82%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>42%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>58%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>33%</td> <td>42%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	42%	42%	Numeracy	18%	-	82%	Writing	50%	42%	8%	Spelling	25%	58%	17%	Grammar and Punctuation	25%	33%	42%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>89 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>87 %</td> <td>83 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	89 %	91 %	93 %	90 %	87 %	83 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	89 %	91 %	93 %	90 %	87 %	83 %										



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
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Lower

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*' 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').



Financial Performance and Position

Financial performance and position commentary

In 2017 we continued to fund professional learning, resources and staffing to continue to promote differentiated learning for our students in literacy and numeracy. Additional funds were also used in 2017 to maintain our third class and to supplement our maintenance and utilities budget.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$543,480	High Yield Investment Account	\$1,639
Government Provided DET Grants	\$76,393	Official Account	\$3,223
Government Grants Commonwealth	\$750	Total Funds Available	\$4,862
Revenue Other	\$10,768		
Locally Raised Funds	\$77,402		
Total Operating Revenue	\$708,793		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$548,401	Operating Reserve	\$4,862
Books & Publications	\$2,693	Total Financial Commitments	\$4,862
Communication Costs	\$3,116		
Consumables	\$14,288		
Miscellaneous Expense ³	\$24,727		
Professional Development	\$3,716		
Property and Equipment Services	\$42,544		
Salaries & Allowances ⁴	\$42,805		
Trading & Fundraising	\$17,324		
Utilities	\$10,586		
Total Operating Expenditure	\$710,199		
Net Operating Surplus/-Deficit	(\$1,406)		
Asset Acquisitions	\$0		

(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 05 March 2018 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.