

# 2020 Annual Report to The School Community



**School Name: Sebastopol Primary School (1167)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 15 April 2021 at 02:57 PM by Michelle Wilson (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 21 April 2021 at 01:13 PM by Jason Filcock (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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

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

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Sebastopol Primary School was originally established in 1873 and relocated to the current site in 1978. The suburb of Sebastopol has a large new housing developments to the south and west of the suburb. The new development attracts young families that are not within the Sebastopol PS School Zone. The suburb of Sebastopol has many long term stable older residents as well as emergency and public housing.

Sebastopol PS has a large number of learning spaces, including a Library, an Art room, a Music room, School Kitchen, an Indigenous Cultural Area, a Sensory Room and a Technology Hub. These open onto an indoor atrium that is used for learning programs, exhibitions, incursions, sports clinics and special events. A School Kitchen Garden is located within the large school grounds that features extensive fixed equipment, an oval, upgraded courts and a number of passive play areas.

In 2020, the school had an enrolment of 68 students. Enrolments have continued to decline recent years. In 2020, twenty-two Year 6 Students exited the school while 10 Prep students are enrolled in 2021. In 2020, the school's enrolment included 12% of Aboriginal and Torres Strait Islander (ATSI) students, 5% from an English as an Additional Language (EAL) background, 5% Students in Out of Home Care (OOHC) and 10% of students funded through the Program for Students with Disabilities (PSD).

In 2020, the school was organised into three class groupings: P/1/2/3, 3/4/5 and 5/6. It is important to note that in 2020 we undertook 18 weeks of remote learning due to COVID-19. During this time a number of staff member were unwell due to the challenges of COVID-19 and the complexity of teaching and supporting their own children at home while working at school to support the school community.

School staff consisted of Principal, 4 EFT Teaching staff and 2.5 EFT Education Support (ES) staff, including a full time Business Manager. The School Chaplaincy program was implemented to subsidise a Music Therapist (0.2) at the school. The school's curriculum program covers all domains of the Victorian Curriculum with a focus on English and Mathematics. Specialist programs include Indigenous Culture and Language (LOTE) Science, Visual Arts, Music and Physical Education. The school participated in the Ardoch Reading Partnership with Sovereign Hill as our partners. Other extra-curricular programs were unable to occur due to COVID-19 restrictions.

### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) aligned areas included:

1. Development and implementation of strategies and processes to effectively manage the behaviour of all students thus creating a positive climate for student learning, and providing a safe and supportive environment for all members of the school community; During the 2020 Year specific actions were added to support students undertaking flexible learning in the COVID-19 context. We worked closely with families to ensure 'School Wide Positive Behaviour' and 'Respectful Relationship' success criteria were followed at home and school. For 30% of our students this included 'Supervised Learning' on the school site.
2. Strengthening the capacity of the school's leaders to develop and implement effective processes to analyse data, use it to monitor progress towards the achievement of the school's goals and targets and to evaluate the effectiveness of key improvement strategies; During 2020 the agreed viable 'Assessment Schedule' was reviewed, updated and decreased to ensure student data was planned, meaningful and a true reflection of learning growth while students undertook flexible and remote learning off site.
3. Improving the strategic use of resources by developing, documenting and communicating role descriptions that clearly define the expectations and accountabilities of each staff member in relation to the achievement of school goals and priorities; the agreed 'Role Clarity' role and responsibilities document underpinned our approach and professional accountabilities in 2020.
4. Building practice excellence by documenting an agreed instructional model based on the use of evidence-based high impact teaching strategies, and by building instructional leadership capacity to support teachers to consistently implement all elements of the model;
5. Strengthening students' voice and agency in their learning by developing, documenting and consistently implementing processes for student goal setting, providing teacher feedback and building students' capacity to self-assess their progress.

6. Providing effective strategies to gain parents' feedback about student learning and behaviour and use it to shape future directions and improve parents' perceptions of the school. The improved results of the 2020 Parent Opinion Survey reflect the increased trust, respect and partnership with parents in our school community.

## Achievement

In 2020 Sebastopol Primary School continued the 2018-2021 Sebastopol Primary School Strategic Plan improvement journey.

The 2020 Teacher Judgement Prep - Year 6 indicated that 63%% of students were reading at or above expected level, with 37% below level.

There was no NAPLAN assessment in 2020 due to CVODI-19. In Year 3, the NAPLAN results were above 'similar schools' in Reading with 50% of students in the top two bands and 30% in the top two bands for Numeracy. In 2019 the school undertook NAPLAN online, this was a positive experience for students and they engaged strongly with the online format. Our school will continue with NAPLAN online when the program returns in 2021.

A key part of our school improvement journey in 2020 was to sustain and progress the learning from the 'Differentiated Support for School Improvement (DSSI)' program. This facilitated shared consultation, collaboration and accountability for improved student outcomes with a focus on reading and comprehension.

Student Learning Achievement in English and Numeracy is based on common assessment tasks set down in the agreed Assessment Schedule implemented by the Literacy and Numeracy Leaders based on our agreed 'Role Clarity' roles and responsibilities document. Students set individual literacy and numeracy achievement goals and these provide the basis for learning and future goal setting. Learning differentiation strategies are evident in Individual Student Learning Plans that cater for all levels of learning within classrooms.

The Sebastopol Primary School Instructional Models for Numeracy, Writing and Reading were completed in consultation with students, parents, staff and school council. The school now has a consistent model of teaching cross the multiage classes.

In 2020 Sebastopol Primary School adjusted the focus to Student wellbeing and engagement due to COVID-19 while continuing to set clear goals on improving student growth in learning. The school is dedicated to school improvement and the teachers are rigorous in their implementation of our improvement agenda.

## Engagement

School Attendance in 2020 was close to the state average. A small number of students were disengaged during the 'lockdown' period of flexible learning. This was due to complex family issues, housing issues and relocation. To support positive engagement with students and families at home we conducted several 'drive-through' family foodbox and school learning pack collections from the school car-park. Staff also drove family foodboxes and learning packs directly to homes for those without cars or transport. Over 300 food boxes were delivered to our 55 families between May and August in 2020.

In recent years our school has worked effectively with support services such as Orange Door, Child and Family Services, Uniting Care, BADAC and Child Protection to support our work with families. During 2020 case workers and agencies were hard to contact and slow to respond to requests for support. We understand that this was due to the increase in workload and COVID-19.

When students returned to school in Term 4 the Student Engagement data was high. We were proud of the improvement in student attendance and impressed with our School Wide Positive Behaviour Term 4 Data. The most positive data in 4 years. This reflected the positive conduct and participation by all students at the school both in the classroom and in the playground.

## Wellbeing

The school values they range of community support and networks from community organisations and Department of Education and Training (DET) services to improve student wellbeing indicators. The school is a member of a number of networks including: the Smith Family, Berry Street, Eureka Mums and Centacare. DET services provided include a Koorie Education Support Officer (KESO), the Visiting Teacher Service and Student Support Services.

Additional Wellbeing support for students and families was provided virtually and 'Face to Face' by the Music Therapist

and a Speech Pathologist. The National School Chaplaincy funding is used to subsidise a 0.2 Music Therapist. They work with students based on referrals and 'at point of need' for emotional and welfare support. Our School Choir with thirty Year 4-6 students had limited opportunity to perform and rehearse due to COVID-19 however the students valued and enjoyed their virtual music sessions. In 2020 two students gained secondary school music scholarships as a result of their engagement with music at Sebastopol Primary School.

The School House program provided a forum for increased school pride, students leadership and student cohesion. Students participated in House based physical education weekly and the House Leaders have increased roles within the school across the school year. In 2020 two students were awarded Sports Academy position at the local secondary school. This was a great achievement and a positive reflection of our focus in this area.

During COVID-19 'Salvos Tribe' foodboxes and Second Bite fresh food was delivered twice a week to the school. These were distributed to 'supervised students' during the 'Lockdown' period.

The 2020 Attitudes to School Survey indicates that 91.4% of Year 4-6 students were not experiencing bullying an improvement from 2019 when 67% of Year 4-6 students indicated that they were experiencing bullying.

### Financial performance and position

In 2020 Sebastopol Primary School recorded a budget surplus following a deficit in 2019. The school ended 2020 in a financially sound position. Our school has worked closely with the DET Finance Manager to ensure we have effective financial management. Looking ahead to 2022 we will have a stable student enrolment due to recently enrolled students in February-March 2021 and the high number of requests for 2022 Prep enrolment this early in the school year. During 2020 we had a workforce who were able to effectively plan for both remote and 'face to face' teaching and learning programs. The need for Casual Relief Teachers was decreased during 2020 due to flexible learning and the fact the professional learning by staff could be undertaken without employing additional replacement staff. We were also successful in receiving a DET Minor grant for \$89,000 and other funds to repair areas of the building indicated in the DET Building Audit.

**For more detailed information regarding our school please visit our website at**  
<https://www.sebasps.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 73 students were enrolled at this school in 2020, 30 female and 43 male.

NDP percent of students had English as an additional language and 7 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.

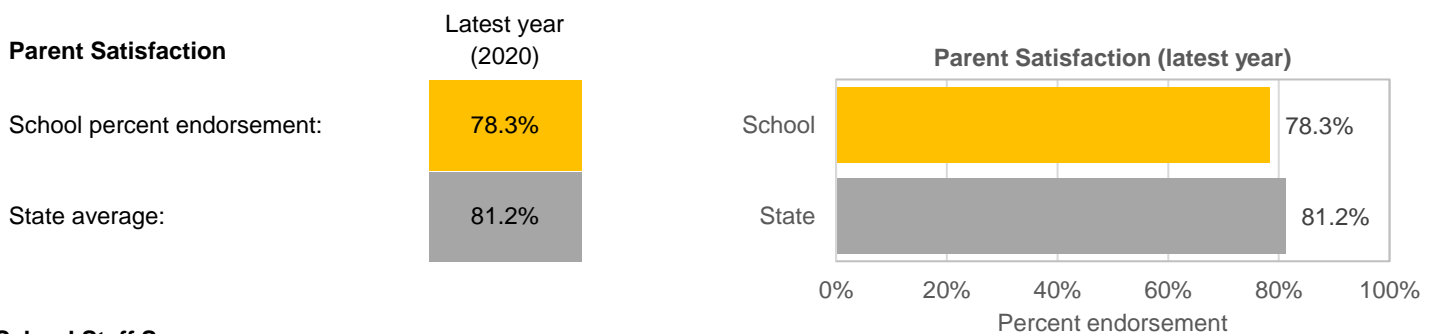
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

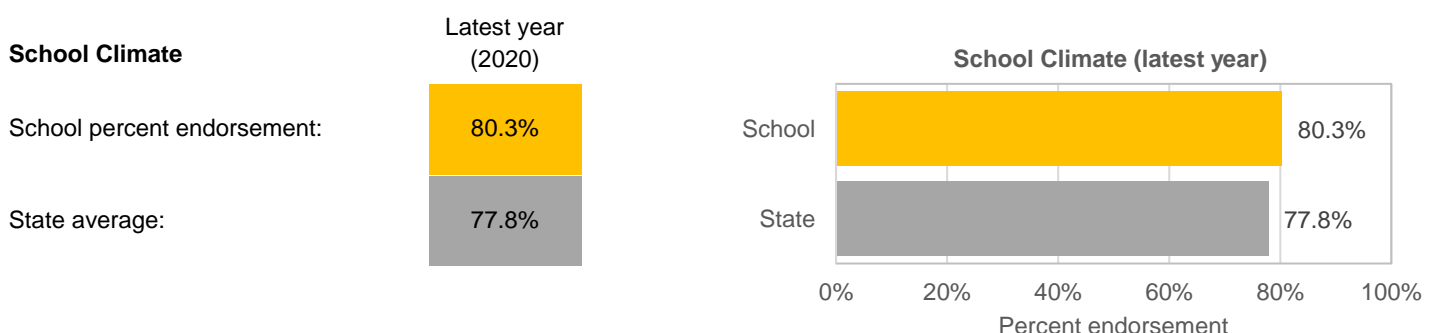


### School Staff Survey

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:

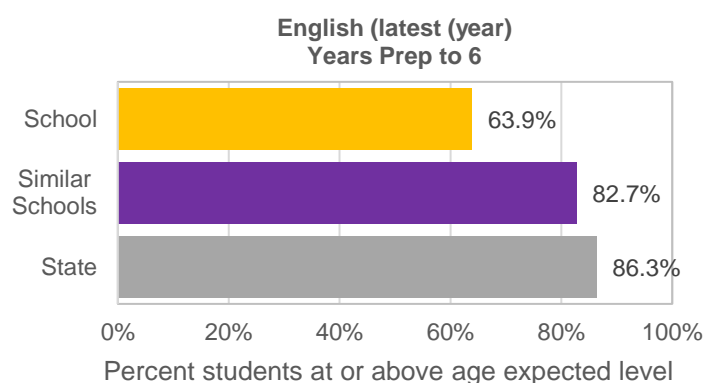
63.9%

Similar Schools average:

82.7%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

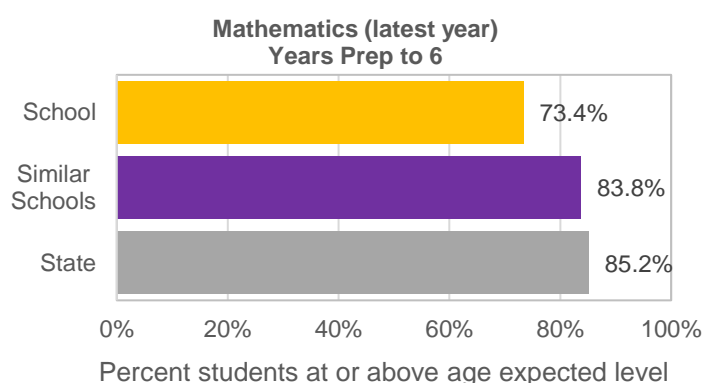
73.4%

Similar Schools average:

83.8%

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

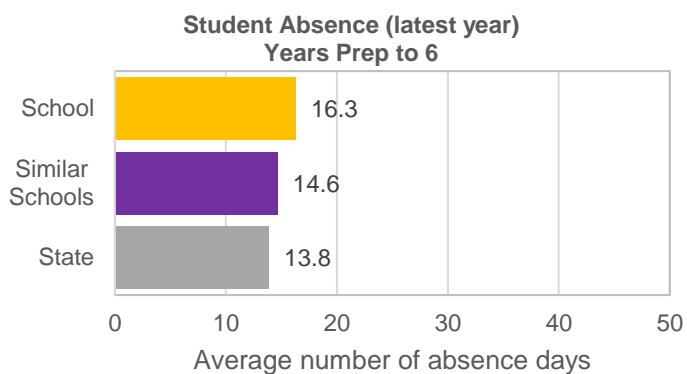
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.3	19.4
Similar Schools average:	14.6	16.6
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	91%	89%	94%	92%	86%	94%

## 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.

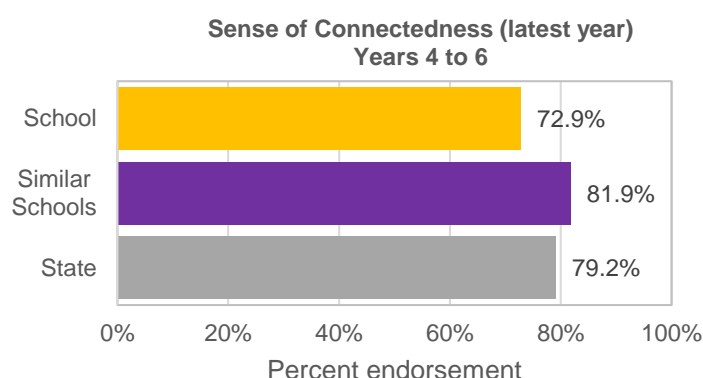
### Student Attitudes to School – Sense of Connectedness

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:	72.9%	67.9%
Similar Schools average:	81.9%	81.3%
State average:	79.2%	81.0%



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

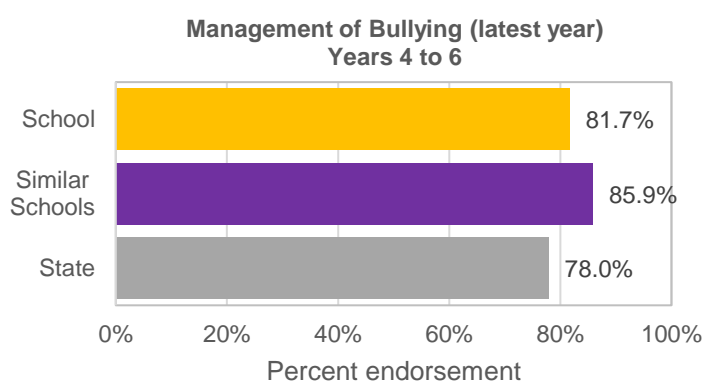
### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	81.7%	58.6%
Similar Schools average:	85.9%	82.9%
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	\$828,909
Government Provided DET Grants	\$338,582
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$5,550
Locally Raised Funds	\$17,368
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,190,408</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$214,947
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$214,947</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$776,254
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$1,477
Communication Costs	\$2,794
Consumables	\$27,362
Miscellaneous Expense <sup>3</sup>	\$85,327
Professional Development	\$2,206
Equipment/Maintenance/Hire	\$15,030
Property Services	\$89,708
Salaries & Allowances <sup>4</sup>	\$56,179
Support Services	\$32,528
Trading & Fundraising	\$8,117
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$19,814
<b>Total Operating Expenditure</b>	<b>\$1,116,797</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$73,612</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$99,816
Official Account	\$12,430
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$112,246</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$49,146
Other Recurrent Expenditure	\$1,279
Provision Accounts	NDA
Funds Received in Advance	NDA
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	\$40,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$90,425</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.*