

2017 Annual Report to the School Community



School Name: Sebastopol Primary School

School Number: 1167

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Sebastopol Primary School was originally established in 1873 and relocated to the current site in 1978. It is located on the southern outskirts of Ballarat. The school has a large number of learning spaces, including a library, an art room, a music room, a school kitchen, a computer laboratory and a canteen. These open onto an indoor atrium, which is used for the teaching and learning program and special events. A kitchen garden is located in the school grounds. The school has a current enrolment of 87 students. Enrolments have declined in the last 2 years with just 6 Prep Students enrolled in 2017. In 2017, the school's enrolment included 11% of Aboriginal and Torres Strait Islander (ATSI) students and 10% from an English as an Additional Language (EAL) background, students in out of home care and students funded through the Program for Students with Disabilities (PSD). The school's leadership consists of Principal and a 1.0 Estimated Full-Time Equivalent (EFT) Leading Teacher. In 2017, there are 6.8 EFT Teaching staff and 3.8 EFT Education Support (ES) staff, including a full time Business Manager, Student Support staff and a Music Therapist. A part time School Chaplain is also employed at the school. The school's curriculum program covers all domains of the Victorian Curriculum with a focus on English and Mathematics. Specialist programs are provided in Science, Visual Arts, Music and Physical Education. Literacy and Numeracy intervention programs are provided to support students achieving below the expected level. Students are grouped into four classes: Prep-Year 1, Year 2-3 and two Year 4-6 classes.

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;
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;
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;
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 and
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.

Achievement

In 2017 Sebastopol Primary School undertook a Priority School Review. This involved extensive review of school data and consultation with staff, students, School Council, parents, Senior Education Improvement Leader and the School Reviewer.

The NAPLAN 2017 results reflected lower than expected Learning Gain between Year 3 and Year 5, with only a small number of students making medium to high learning gain in Reading and Numeracy.

In Year 3, the NAPLAN results were closer to the state average indicating higher achievement and engagement in learning at this level. Student Learning Achievement in English and Numeracy is based on common assessment tasks set down in the agreed Assessment Schedule. Students set individual literacy and numeracy achievement goals and this provides 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.

In 2017 Sebastopol Primary School continued a focus on improving student growth in learning. The school is dedicated to school improvement and the teachers are rigorous in their implementation of the improvement agenda. As part of the school improvement journey the teachers are involved in a regular peer observations and feedback. Teachers also present a log of learning on a child or group of children in their class at Professional Learning Team meetings. This facilitates shared accountability for all student outcomes.

Engagement



School Attendance data was below the state average in 2017. This was largely due to the limited attendance of six students in the school. Consultation with support services including Child First, the Ballarat and District Aboriginal Cooperative (BADAC), Child Protection and DET Student Inclusion Support was sought to improve School Attendance by supporting families to decrease the barriers to non-attendance and increasing proactive school attendance strategies.

Regular Student Support Group meetings to improve School Engagement were held once a term and excellent attendance is celebrated in class and whole school forums.

School Wide Positive Behaviour program is implemented across the school with consultation from students, staff and parents. In 2017, all staff undertook further professional development together to ensure our school engagement focus and student behaviour support are strategic and responsive.

Wellbeing

The school has established a range of effective links and networks with 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 South West Early Years Network and several Communities of Practice (CoP). Community links include the Smith Family, Berry Street, Centacare, Child and Family Services and the Ballarat and District Aboriginal Cooperative (BADAC). 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 is also provided by the School Chaplain, the Music Therapist and a Speech Pathologist.

In 2017 Sebastopol Primary School became a partner school in the Respectful Relationships initiative and four teachers at the school have undertaken training in this valuable program. The Respectful Relationships curriculum is embedded across the school. We meet regularly with our Leading School, Blackhill Primary School to update and share further professional learning in this area.

For more detailed information regarding our school please visit our website at
www.sebasps.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 87 students were enrolled at this school in 2017, 38 female and 49 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 11 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> Lower</p> <p> Lower</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> Similar</p> <p> Similar</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> Similar</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 Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>57%</td> <td>29%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>79%</td> <td>14%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>57%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>57%</td> <td>7%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>57%</td> <td>36%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	57%	29%	14%	Numeracy	79%	14%	7%	Writing	36%	57%	7%	Spelling	36%	57%	7%	Grammar and Punctuation	57%	36%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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="553 913 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>93 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>87 %</td> <td>87 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	91 %	91 %	87 %	87 %	90 %	<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										
93 %	93 %	91 %	91 %	87 %	87 %	90 %										



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>	<p> Lower</p>
<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>	<p> Lower</p>

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).

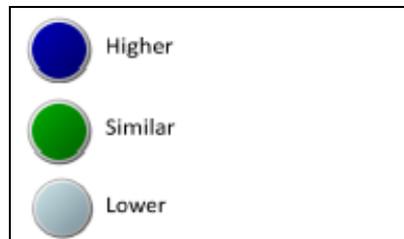


What does *School Comparison* refer to?

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

Sebastopol Primary School received Equity Funding in 2017. Equity Funds were directed to the appointment of a Leading Teacher, Music Therapist, Speech Pathologist and Wellbeing staff. The school undertook significant building maintenance to address Occupational Health and Safety concerns.

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	\$1,156,064	High Yield Investment Account	\$110,683
Government Provided DET Grants	\$307,849	Official Account	\$17,040
Government Grants Commonwealth	\$20,000	Total Funds Available	\$127,723
Revenue Other	\$40,729		
Locally Raised Funds	\$40,251		
Total Operating Revenue	\$1,564,893		
Equity¹			
Equity (Social Disadvantage)	\$308,884		
Equity Total	\$308,884		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,158,462	Operating Reserve	\$65,327
Books & Publications	\$693	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$3,359	Capital - Buildings/Grounds incl SMS<12 months	\$40,000
Consumables	\$41,290	School Based Programs	\$2,396
Miscellaneous Expense ³	\$96,422	Total Financial Commitments	\$127,723
Professional Development	\$11,192		
Property and Equipment Services	\$202,997		
Salaries & Allowances ⁴	\$138,654		
Trading & Fundraising	\$11,812		
Travel & Subsistence	\$621		
Utilities	\$25,358		
Total Operating Expenditure	\$1,690,862		
Net Operating Surplus/-Deficit	(\$125,969)		
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.