# 2024 Annual Report to the School Community

## School Name: Seaford Park Primary School (5191)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- 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 Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 22 March 2025 at 10:28 AM by Stephania Johnson-Turner (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 22 March 2025 at 10:29 AM by Stephania Johnson-Turner (Principal)

# HOW TO READ THE ANNUAL REPORT

## What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

### School Profile

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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

### The Victorian Curriculum

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

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

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

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

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

## Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

# About Our School

## School context

At Seaford Park Primary School, our vision is to cultivate a nurturing and vibrant community where every child feels valued, safe and inspired to achieve their personal best. By putting the ***learner at the centre***, we are committed to creating an inclusive environment that celebrates ***diversity*** and fosters respect, ensuring that every student has the opportunity to thrive academically, socially and emotionally. Through encouraging curiosity, empathy and resilience, our focus on the ***social nature of learning*** prepares students for meaningful and compassionate participation in a diverse world beyond the school gates.

In 2024, Seaford Park Primary School had an enrolment of 171 students (75 female, 102 male) in year levels from Prep through Year 6 (1 x Prep, 2 x composite Year 1 and 2, 3 x composite Year 3 and 4, 2 x composite Year 5 and 6). The staffing profile consisted of 23 individuals made up of 15 teachers (11.98FTE), including a full time principal, part time assistant principal (0.8FTE), 6 integration aides (3.62FTE), 4 admin personnel (2.03FTE), including a full time business manager, a part time administration officer (0.8FTE) and a library technician (0.15FTE), and a maintenance manager (0.08FTE). Our school is located in the Northern Peninsula network of schools, which is part of the Bayside Pensinsula Area in the South Eastern Victoria Region. Our Student Family Occupation and Education index (SFOE) is ‘high' (0.4979), indicating a high level of socio-educational disadvantage. Our students and families value education and are engaged and interested in the opportunities a strong education can offer.

The students engage in four specialist subjects: Visual Arts (50 minutes per week), Performing Arts (50 minutes per week), Physical Education (100 minutes per week) and Auslan (50 minutes per week). Seaford Park Primary School staff are trained in a variety of evidence-based approaches to ensure positive relationships and engagement strategies are in place: School-Wide Positive Behaviour Support, Respectful Relationships, School Breakfast Club and Zones of Regulation. We have an embedded Multi-Tiered System of Supports framework to cater for the individual needs of our students – social, emotional and academic. We aim to make decisions that are evidence and reseach-based best practice in education in order to maximise the success of every student.

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

### Learning

Seaford Park Primary School follows a Professional Learning Communities (PLC) approach to our work. In 2024, each PLC identified clear goals that were directly linked to the school's Annual Implementation Plan (AIP) goals and priorities. The main emphasis of our work was on building school-wide consistent approaches to the teaching of:

- Mathematics (Big Ideas in Number);



The Educati State

- Systematic, synthetic phonics (Multisensory Structured Language);
- Morphology (Orton-Gillingham Institute); and,
- Writing (The Writing Revolution.

We engaged in this work through weekly sub-school and whole-school PLC meetings with a focus on engaging with the research and findings of Di Siemon (Big Ideas in Number). Teachers gathered pre-assessment data at the beginning of the units of work, formative assessment data throughout to monitor progress, and post-assessment data to measure the impact of our teaching, following the Framework for Student Improvement (FISO) improvement cycle. Our reflections indicated that the capacity of our teachers is continuously growing and the reflections at the end of term have led to changes in our teaching programs to meet the needs of every student. Alongside this work, each PLC identified a 'Mastery Goal,' building our culture of professional learning.

In addition, all staff participated in ongoing, fortnightly professional learning, led by our Literacy Learning Specialist, to implement The Writing Revolution. This work is based on data analysis highlighting strengths in the authorial aspect of writing but gaps in students' ability in the secretarial aspects of writing. The Writing Revolution was implemented to complement and strengthen our students writing based on the Seven Steps to Writing Success approach. Additionally, we reviewed our assessment tools and implemented No More Marking to complete a comparative analysis of student writing samples and provide staff with an additional data set to triangulate when identifying student progression points. We have also explored the use of DIBELS assessments which will provide teachers with greater information to track early literacy skills, with the aim of full implementation in 2025.

The 2024 NAPLAN data highlighted strengths in our Mathematics and Writing. Through five-weekly cycles, the School Improvement Team (SIT) have analysed our data sets to ensure that we are continuing to refine and improve our teaching and learning approaches to support all learners.

## Wellbeing

The Wellbeing and Engagement Sub-committee focussed on the embedding of Schoolwide Positive Behaviour Supports in 2024, with a greater focus on Tier 2 and Tier 3 adjustments. Our Wellbeing and Engagement Learning Specialist, with the support of the Wellbeing and Engagement Sub-committee, coached and mentored teachers through observations of students and the development of goals and strategies, when required. We have ensured the ongoing use by staff of the positive behaviour flow chart and further developed our behaviour matrix through the creation of Rights and Responsibilities. Our Behaviour Matrix now clearly outlines the Rights and Responsibilities for all students throughout the school. This document is referred to regularly throughout the week within classrooms as well as at assemblies.

To ensure a consistent, whole-school approach to Wellbeing, our Integration Aides meet weekly in an Inclusion Professional Learning Community. Their role is pivotal in supporting student engagement and wellbeing. We have continued to embed our fortnightly Fascination Friday rotations in which students attend one of four activities in their House groupings (gardening, mindfulness, sport and collaborative construction). We also continually monitored our lunchtime clubs - we had arts and crafts, mindfulness, gardening, dance, choir, band, Auslan, culture clubs and Play Leader games. We also ran weekly 'Shake and Wake' sessions before school on Wednesday mornings which is quickly becoming a favoured tradition. These opportunities provide students with a safe space to engage in something they enjoy and are motivated by. In 2024, we also introduced the



The Educati State

Wellbeing Wagon which runs every lunchtime as a quieter play environment that is supervised by staff to encourage social skill development.

As a result of our strong Tier 1 approaches, our extra-curricular opportunities (including incursions, excursions and camps) and the additional Tier 2 and Tier 3 adjustments, the Wellbeing and Engagement Sub-committee reported significantly increased levels of engagement during class time and in the yard. As can be seen in the Performance Summary, our students report very positively in relation to their 'Sense of Connectedness' and our school's approach to manage bullying. For the fourth consecutive year, our student endorsement in the Attitudes to School Survey has significantly outperformed similar schools, network schools and the state average.

## Engagement

The School Improvement Team placed a strong emphasis on attendance in 2024. This work was led by the Assistant Principal who highlighted the importance of regular attendance and punctuality to the parent community in our newsletters and other parent communication. The school promoted high attendance rates among the students and rewarded students who arrived at school on time and attended school regularly through fortnightly awards at assemblies. Through a focused approach on improving lateness and attendance, we experienced a reduction in the number of students who miss more than 20 days per year and an improved attitude to attendance. As can be seen in our Performance Summary, the average absence rate remains below similar schools and state averages. The Assistant Principal continued to work with community, Departmental and government agencies to support families.

In 2024, we extended our engagement with the PIVOT survey, with every student in our school providing feedback to their teacher on three occasions throughout the year. Consistently, our highest endorsements from the students were in the areas involving the teacher knowing and caring for the students and their teachers' belief that they can succeed. Along with the opportunities to engage in extracurricular activities provided by the school (as outlined in the 'Wellbeing' section above), we continued our tiered approach to support students to access the curriculum, thus increasing the levels of engagement. In our Attitudes to School Survey, the students responded more positively than their counterparts in similar schools, network schools and across the state in all areas.

We continue to have a strong approach to Student Leadership with 25 students in Years 5 and 6 being appointed to a student leadership position. These students play an important role in leading improvements across the school. The Principal leads the Student Leadership Team with weekly team meetings and provides opportunities for them to be involved in extracurricular events, leading the morning announcements, running all whole-school assemblies and attending School Council meetings.

The school also worked on increasing parent and community engagement in 2024 and worked hard to ensure that the responses to our Parent/Guardian/Caregiver Survey were high. We have responded to feedback from our School Council and through the School Review in regard to volunteering opportunities and communication protocols and made changes to our approach to ensure a more collaborative experience for families, focused on celebrating successes and student learning online.

## Financial performance

A net operating surplus was again achieved through exceptional fiscal management of program budgets. Seaford Park Primary School continued to reduce its surplus budget in 2024 through strategic expenditure focused on ensuring the students are exposed to the most effective teaching approaches and resources available. Equity funding accounted for approximately 9% of our revenue and is dictated by our SFOE band (High). The school invested heavily in the upgrade of our facilities, including the installation of external lighting of key pathway areas, the flag poles and the car park. We have also purchased new furniture for our satellite libraries in our break out spaces and installed a long jump pit on the outer edge of the oval. The overall staffing FTE has increased slightly, to staff further integration aides, as we have received additional Disability Inclusion funding to support our students. The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects.

**For more detailed information regarding our school please visit our website at https://www.seafordpark.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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 176 students were enrolled at this school in 2024,  75 female and 101 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

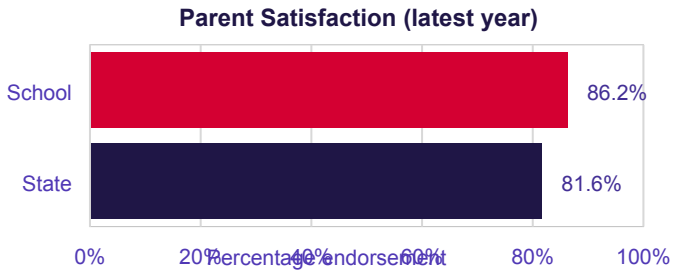
This school's SFOE band value is: **High**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

| Parent Satisfaction | Latest year (2024) |
|---|---|
| School percentage endorsement: | 86.2% |
| State average (primary schools): | 81.6% |



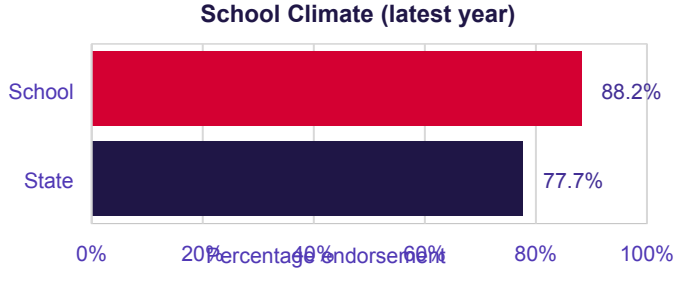

### School Staff Survey

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.

| School Climate | Latest year (2024) |
|---|---|
| School percentage endorsement: | 88.2% |
| State average (primary schools): | 77.7% |



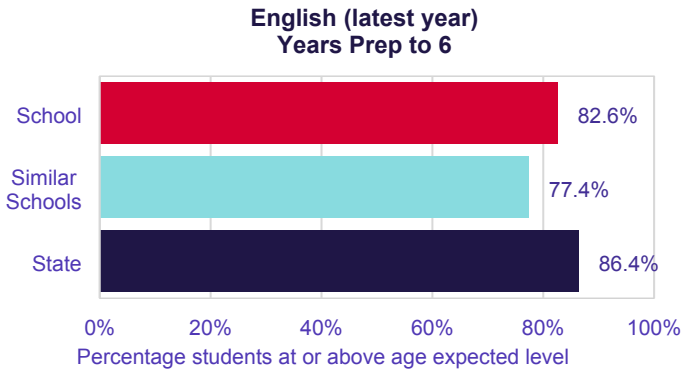
## LEARNING

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

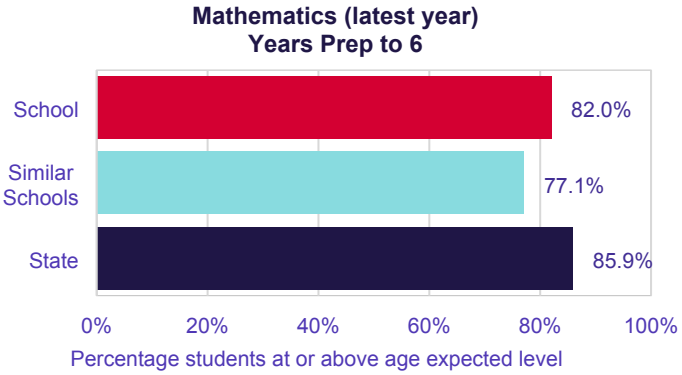
**Teacher Judgement of student achievement against the Victorian Curriculum**

Percentage of students working at or above age expected standards in English and Mathematics.

| **English**<br>**Years Prep to 6** | Latest year (2024) |
|---|---|
| School percentage of students at or above age expected standards: | 82.6% |
| Similar Schools average: | 77.4% |
| State average: | 86.4% |




| **Mathematics**<br>**Years Prep to 6** | Latest year (2024) |
|---|---|
| School percentage of students at or above age expected standards: | 82.0% |
| Similar Schools average: | 77.1% |
| State average: | 85.9% |



## LEARNING (continued)

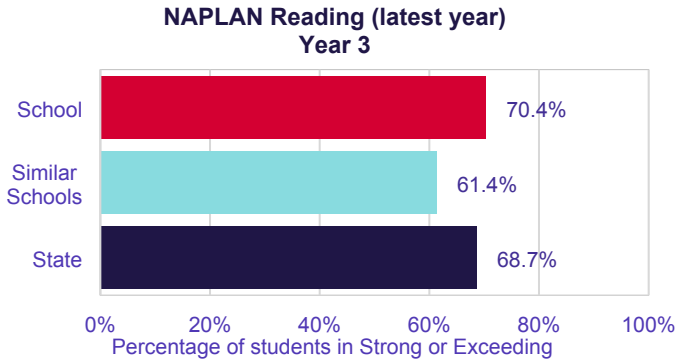
***Key:*** ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

### NAPLAN

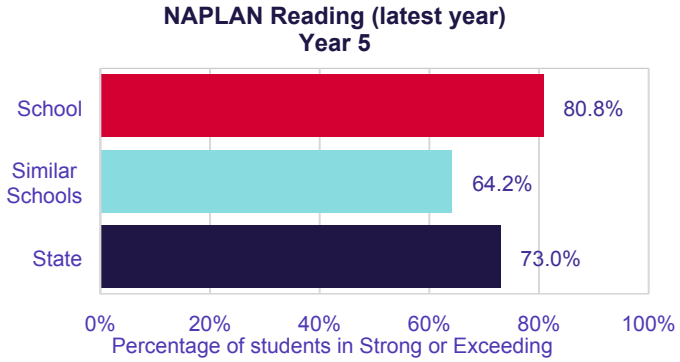
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

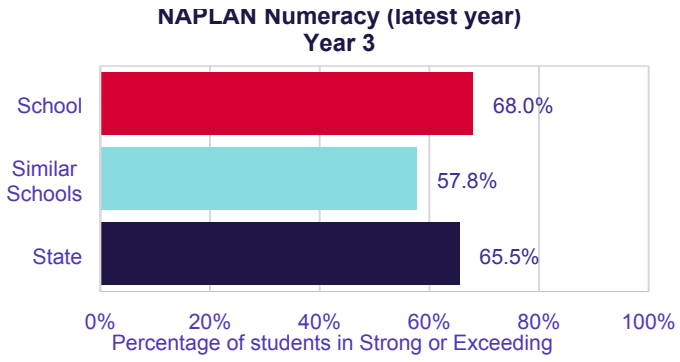
| **Reading Year 3** | Latest year (2024) | 2-year average |
|---|---|---|
| School percentage of students in Strong or Exceeding: | 70.4% | 65.6% |
| Similar Schools average: | 61.4% | 61.3% |
| State average: | 68.7% | 69.2% |



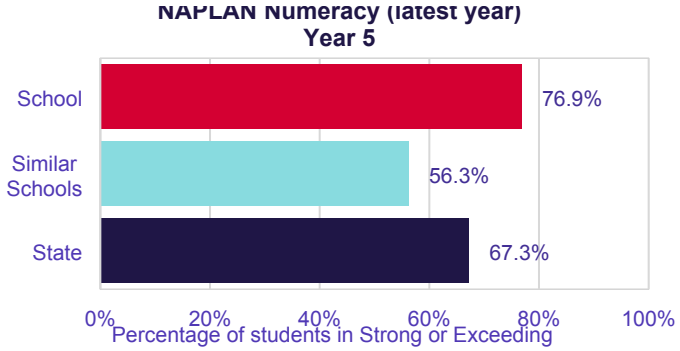

| **Reading Year 5** | Latest year (2024) | 2-year average |
|---|---|---|
| School percentage of students in Strong or Exceeding: | 80.8% | 82.4% |
| Similar Schools average: | 64.2% | 66.2% |
| State average: | 73.0% | 75.0% |




| **Numeracy Year 3** | Latest year (2024) | 2-year average |
|---|---|---|
| School percentage of students in Strong or Exceeding: | 68.0% | 59.3% |
| Similar Schools average: | 57.8% | 57.4% |
| State average: | 65.5% | 66.4% |




| **Numeracy Year 5** | Latest year (2024) | 2-year average |
|---|---|---|
| School percentage of students in Strong or Exceeding: | 76.9% | 64.7% |
| Similar Schools average: | 56.3% | 54.0% |
| State average: | 67.3% | 67.6% |



## LEARNING (continued)

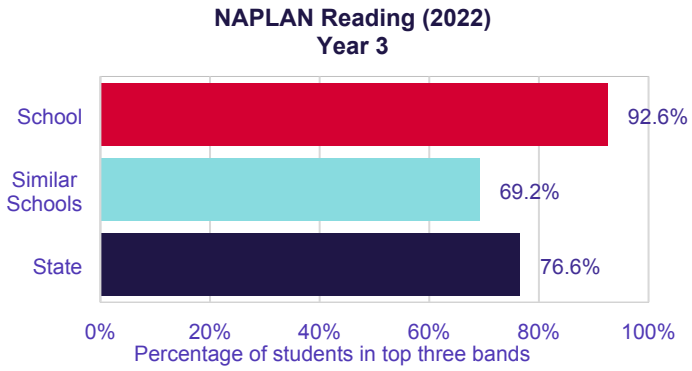
***Key:*** ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

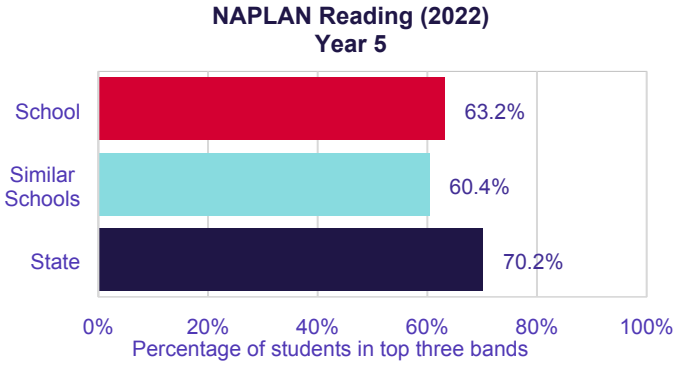
**Reading**
**Year 3**

| | (2022) |
|---|---|
| School percentage of students in the top three bands: | 92.6% |
| Similar Schools average: | 69.2% |
| State average: | 76.6% |



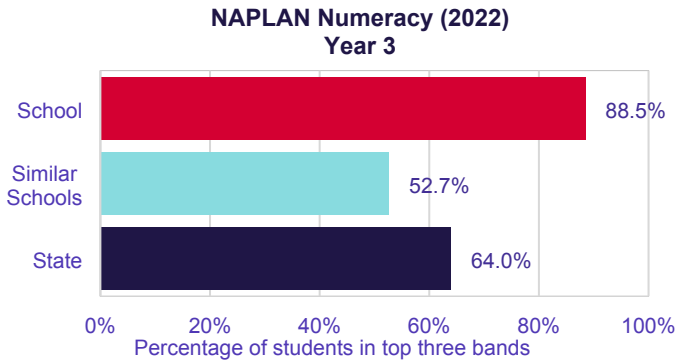

**Reading**
**Year 5**

| | (2022) |
|---|---|
| School percentage of students in the top three bands: | 63.2% |
| Similar Schools average: | 60.4% |
| State average: | 70.2% |



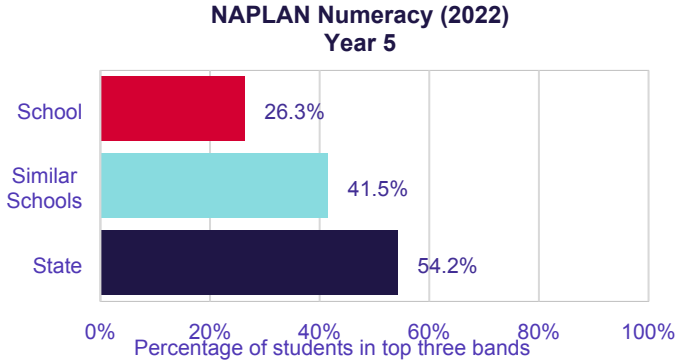

**Numeracy**
**Year 3**

| | (2022) |
|---|---|
| School percentage of students in the top three bands: | 88.5% |
| Similar Schools average: | 52.7% |
| State average: | 64.0% |




**Numeracy**
**Year 5**

| | (2022) |
|---|---|
| School percentage of students in the top three bands: | 26.3% |
| Similar Schools average: | 41.5% |
| State average: | 54.2% |



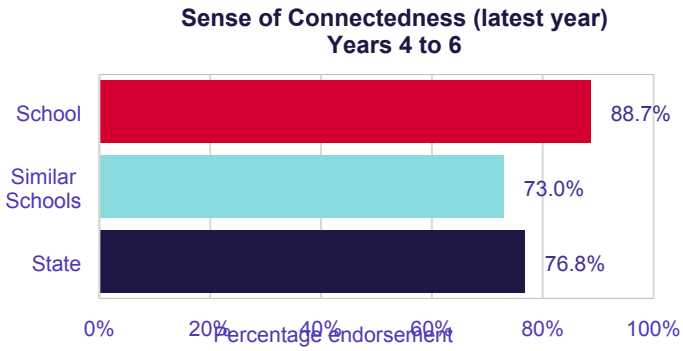
# WELLBEING

***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 percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

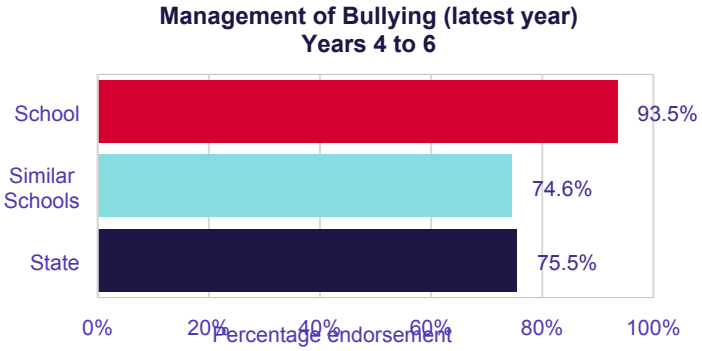
| **Sense of Connectedness Years 4 to 6** | Latest year (2024) | 4-year average |
|---|---|---|
| School percentage endorsement: | 88.7% | 93.1% |
| Similar Schools average: | 73.0% | 74.1% |
| State average: | 76.8% | 77.9% |




### Student Attitudes to School – Management of Bullying

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

| **Management of Bullying Years 4 to 6** | Latest year (2024) | 4-year average |
|---|---|---|
| School percentage endorsement: | 93.5% | 95.2% |
| Similar Schools average: | 74.6% | 74.8% |
| State average: | 75.5% | 76.3% |



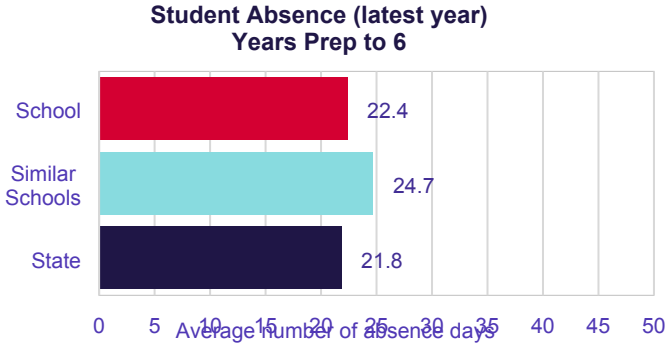
# ENGAGEMENT

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

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

| **Student Absence Years Prep to 6** | Latest year (2024) | 4-year average |
|---|---|---|
| School average number of absence days: | 22.4 | 19.2 |
| Similar Schools average: | 24.7 | 23.0 |
| State average: | 21.8 | 20.1 |




### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Attendance Rate by year level (2024): | 93% | 81% | 89% | 87% | 91% | 89% | 90% |

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

| Revenue | Actual |
|---|---|
| Student Resource Package | $2,260,227 |
| Government Provided DET Grants | $310,984 |
| Government Grants Commonwealth | $16,366 |
| Government Grants State | $0 |
| Revenue Other | $18,075 |
| Locally Raised Funds | $109,432 |
| Capital Grants | $0 |
| **Total Operating Revenue** | **$2,715,083** |

| Equity [1] | Actual |
|---|---|
| Equity (Social Disadvantage) | $232,076 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| **Equity Total** | **$232,076** |

| Expenditure | Actual |
|---|---|
| Student Resource Package [2] | $2,205,460 |
| Adjustments | $0 |
| Books & Publications | $1,563 |
| Camps/Excursions/Activities | $44,908 |
| Communication Costs | $2,725 |
| Consumables | $78,802 |
| Miscellaneous Expense [3] | $14,113 |
| Professional Development | $10,798 |
| Equipment/Maintenance/Hire | $47,598 |
| Property Services | $92,424 |
| Salaries & Allowances [4] | $126,998 |
| Support Services | $10,911 |
| Trading & Fundraising | $79,682 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $18,384 |
| **Total Operating Expenditure** | **$2,734,368** |
| **Net Operating Surplus/-Deficit** | **($19,285)** |
| **Asset Acquisitions** | **$15,747** |

(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 17 Feb 2025 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.



The Education State

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

| Funds available | Actual |
|---|---|
| High Yield Investment Account | $179,727 |
| Official Account | $103,148 |
| Other Accounts | $0 |
| **Total Funds Available** | **$282,875** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $73,275 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $16,000 |
| School Based Programs | $224,100 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $4,000 |
| Capital - Buildings/Grounds < 12 months | $32,000 |
| Maintenance - Buildings/Grounds < 12 months | $133,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| **Total Financial Commitments** | **$482,375** |

*All funds received from the Department of Education, 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.*