

2025 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 20 April 2026 at 05:32 PM by Stephania Johnson-Turner (Principal)

- As executive officer of the school council, I attest that this 2025 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 21 April 2026 at 11:57 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available 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. Our school values (Learner at the Centre, Diversity, Social Nature of Learning) have been carefully and strategically designed to ensure that they are alive and central to everything we do at Seaford Park Primary School. They are more than just words that are displayed in classrooms – they inform our daily practice and form the basis of our expectations in the classrooms, in the yard and when on excursion. We link student successes to our values and celebrate at assembly and in our school newsletter.

In 2025, we had an enrolment of 169 students across Prep to Year 6, comprising one Prep class, two composite Year 1/2 classes, two composite Year 3/4 classes, and three composite Year 5/6 classes. Our staffing profile included 27 dedicated staff members: 15 teachers (11.98 FTE), two Principal Class leaders, and 10 Education Support staff (6.0 FTE). The school is part of the Northern Peninsula network within the Bayside Peninsula Area of the South Eastern Victoria Region.

Our students and families demonstrate a strong commitment to learning, with families actively supporting school initiatives, engaging in events, and working in partnership with staff to enhance student outcomes. We place a strong emphasis on providing students with authentic, real-world learning experiences that extend beyond the classroom. Through incursions, excursions, community partnerships and whole-school events, students are given opportunities to apply their learning in meaningful contexts. Despite being a small school, we are committed to ensuring our students have access to the same breadth of opportunities as larger settings wherever possible, fostering confidence, curiosity and a strong sense of connection to the wider world.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our literacy and numeracy programs are built on strong research foundations. Teachers use explicit instruction, structured practice, and regular assessment to ensure students build deep understanding and confidence in their learning.

Our literacy approach is grounded in the “Big Six” components of reading which are explicitly taught to ensure all students develop strong foundations as readers. In 2025, we introduced a new F-2 Literacy Block, as well as the DIBELS assessment tool and the Heggarty phonemic awareness program. In the early years (Prep–Year 2), our structured, synthetic phonics approach, Multi-Sensory Structured Language, has been embedded for the last four years and is now being refined through the upskilling of staff in the MSL Orton-Gillingham approach. As students progress through to Year 3-6, teaching shifts to morphology, orthography and etymology, strengthening spelling, vocabulary and comprehension.

In writing, we combine creativity and structure using the Seven Steps to Writing Success and The Writing Revolution. This ensures students develop engaging, well-structured writing, with strong control of sentence construction, grammar and expression across all learning areas. Additionally, our F-6 knowledge and literature-rich curriculum was developed in 2025 and builds background knowledge through carefully selected mentor texts, supporting deeper understanding across subject areas.

Seaford Park Primary School follows a Professional Learning Communities (PLC) approach to strengthen teaching and learning. In 2025, PLCs aligned their goals with the Annual Implementation Plan, with a key focus on improving numeracy outcomes through the “Big Ideas in Number” framework. Teachers engaged in weekly sub-school and whole-school PLC meetings, drawing on research from Di Siemon to strengthen consistent, evidence-based mathematics practice across the school.

PLCs used assessment data within the FISO improvement cycle to monitor student progress and inform teaching. Alongside this, PLCs developed mastery goals to build collective teacher expertise, with continuous reflection leading to responsive adjustments in numeracy instruction to support improved student outcomes. Ongoing data analysis through five-weekly cycles supported the School Improvement Team to refine practice and target student needs.

Wellbeing

Student wellbeing is central to learning at our school. We believe students learn best when they feel safe, connected and supported, and we take a proactive, evidence-informed approach to promoting positive wellbeing for all learners. Our work aligns with Department of Education wellbeing initiatives, ensuring a structured approach to supporting students’ social, emotional and mental health needs.

We implement School-Wide Positive Behaviour Supports (SWPBS) to explicitly teach expected behaviours across all settings. This proactive, evidence-based framework emphasises consistent expectations and positive reinforcement. In 2025, this was strengthened through Positive Classroom Management Strategies, with teachers establishing clear routines and strong relationships to create calm, predictable learning environments. Staff also engaged in the Berry Street Education Model, building a trauma-informed approach that enhances understanding of student behaviour, emotional regulation and engagement.

The Wellbeing and Engagement Sub-Committee continued to embed SWPBS, with a stronger focus on Tier 2 and Tier 3 supports. The Wellbeing and Engagement Learning Specialist supported staff

through coaching, observations and targeted strategies. Consistency has been reinforced through a whole-school behaviour flow chart and a refined Behaviour Matrix outlining Rights and Responsibilities, regularly referenced in classrooms and assemblies.

Our Multi-Tiered System of Support (MTSS) ensures all students receive appropriate support. Tier 1 provides high-quality classroom teaching and universal wellbeing practices. Tier 2 offers targeted small-group interventions, while Tier 3 delivers intensive, individualised support in collaboration with staff and specialists. Integration Aides further support this work through a weekly Inclusion PLC.

Student connection is strengthened through structured opportunities including Fascination Friday, lunchtime clubs, Shake and Wake sessions and the Wellbeing Wagon. These approaches have led to increased engagement and strong student outcomes in connectedness and perceptions of safety.

Engagement

Student engagement is strengthened through meaningful, hands-on learning experiences that foster confidence, connection and a strong sense of belonging. At Seaford Park Primary School, we provide a wide range of opportunities that support students to actively engage in their learning and the broader school community.

A key feature of our approach is providing opportunities for students to explore interests beyond the classroom. Our fortnightly Fascination Friday rotations are a highlight, where students participate in engaging, hands-on activities within their vertical House groups. These include workshops such as craft and construction, gardening, sport and mindfulness, encouraging curiosity, creativity and skill development. In addition, a variety of lunchtime clubs—including Choir, Art & Craft, Auslan, Play Leader Games, Mindfulness, Dance and Culture Club—offer students further opportunities to connect with peers and pursue personal interests.

Targeted Tier 2 and Tier 3 wellbeing programs also support student engagement, particularly for those requiring additional support in developing social and emotional skills. Programs such as Cool Kids, Lego Therapy, UR Strong Friendology and small group wellbeing sessions help build emotional regulation, resilience, confidence and positive relationships, enabling students to engage more successfully in their learning.

Student leadership remains a strong focus, with 25 Year 5/6 students appointed to leadership roles. These students contribute meaningfully to school improvement through leading assemblies, morning announcements, extracurricular events and participating in School Council meetings, supported through weekly leadership meetings with the Principal.

We have also strengthened parent and community engagement by responding to feedback from School Council and parent surveys. This has led to increased opportunities for families to volunteer and collaborate with the school, alongside improved communication processes that support stronger connections between home and school.

The school's average attendance rate for 2025 was 89.3%. Attendance was closely monitored through a bi-weekly tracking process to identify students at risk of chronic absence, with follow-up support provided to families where required. Positive attendance habits were also encouraged through the school's assembly reward program, which recognised and celebrated strong student attendance.

Together, these approaches create an inclusive and engaging environment where all students feel valued, connected and motivated to participate fully in school life.

Financial performance

A net operating surplus was again achieved through strong and strategic financial management of program budgets. In 2025, Seaford Park Primary School continued to responsibly reduce its surplus through targeted expenditure, ensuring students have access to high-quality teaching approaches and resources. Equity funding decreased following a change in our SFOE band from High to Medium, and budgets were adjusted accordingly to reflect this reduction.

The school invested significantly in upgrading and maintaining facilities, including improvements to key areas of the main building, repairs to the outdoor signboard, upgrades to Wi-Fi infrastructure, refurbishment of portable classrooms, and extensive garden and tree works to ensure a safe and welcoming environment.

Our school community made a valuable contribution through successful fundraising initiatives, with funds directed towards enhancing outdoor play spaces. In addition, the school received a philanthropic donation to support our wellbeing and engagement initiatives, with funding extending into 2026.

Overall, the school remains in a strong financial position, with available funds to support ongoing improvement projects and future priorities.

**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


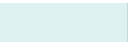

A total of 169 students were enrolled at this school in 2025, 74 female and 95 male. NDP had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

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 **Medium**.


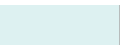

Parent Satisfaction Summary

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	83.3%	
	Similar schools	83.3%	
	State	82.0%	

School Staff Survey





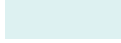

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	77.4%	
	Similar schools	77.3%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	78.2%	
	Similar schools	77.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	77.8%	
	Similar schools	76.8%	
	State	84.2%	

NAPLAN

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


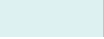


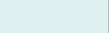

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%	64.2%
	Similar schools	58.6%	60.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	75.8%	79.8%
	Similar schools	67.5%	66.6%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	52.6%	57.7%
	Similar schools	56.6%	57.1%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	56.2%	61.4%
	Similar schools	61.4%	56.5%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	81.2%	
	Similar schools	68.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	64.5%	
	Similar schools	71.6%	
	State	74.0%	

WELLBEING


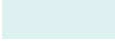

Student Attitudes to School – Sense of Connectedness

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	82.9%		90.6%
	Similar schools	74.8%		74.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	86.5%		93.2%
	Similar schools	77.2%		75.1%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	25.0	22.4
	Similar schools	25.0	24.4
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	87.8%	
Year 1	School	91.6%	
Year 2	School	83.0%	
Year 3	School	90.5%	
Year 4	School	83.3%	
Year 5	School	89.4%	
Year 6	School	87.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 01 April 2026.

Revenue	Actual
Student Resource Package	\$2,423,533
Government Provided DET Grants	\$317,439
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$29,337
Locally Raised Funds	\$208,386
Capital Grants	\$0
Total Operating Revenue	\$2,978,694

Equity	Actual
Equity (Social Disadvantage)	\$222,288
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$222,288

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$2,368,192
Adjustments	\$0
Books & Publications	\$2,956
Camps/Excursions/Activities	\$54,465
Communication Costs	\$3,433
Consumables	\$62,724
Miscellaneous Expenses ²	\$26,160
Agency Staff	\$40,185
Professional Development	\$12,115
Equipment/Maintenance/Hire	\$27,589
Property Services	\$49,395

Expenditure	Actual
Salaries & Allowances ³	\$153,230
Support Services	\$5,412
Trading & Fundraising	\$18,419
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,409
Total Operating Expenditure	\$2,842,685
Net Operating Surplus/-Deficit	\$136,009
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$279,273
Official Account	\$29,696
Other Accounts	\$0
Total Funds Available	\$308,969

Financial Commitments	Actual
Operating Reserve	\$79,082
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$107,000
School Based Programs	\$10,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$111,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$307,582

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.