

# 2018 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 ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 12 March 2019 at 12:45 PM by Andrew Schneider  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 April 2019 at 09:33 PM by Kylie Tomlinson  
(School Council President)

## About Our School

### School context

Seaford Park Primary School is nestled between a residential and green wedge between the Peninsula Link to the west and Frankston-Dandenong Road to the east. Most students are from the local area but also come from surrounding districts. The 2018 enrolment was 154 and Student Family Occupation 0.61.

The school went through a major project during 2017 and opened in March 2018 as a completely new permanent building with a unique architecturally designed layout. Further landscaping to enhance the appealing and spacious grounds included extensive pathways, planting of trees and bushes and a new basketball court that complemented the indoor-outdoor learning spaces. All learning areas flow from a spacious central community space, and have been purpose built to support teachers to work in a collaborative fashion in order to best meet the needs of our children.

Staffing comprised of the Principal, Assistant Principal, and 8 equivalent full time teachers and 5 part time Education Support staff. Teachers at Seaford Park Primary School work as a collaborative team. They work in Professional Learning Teams. Staff have collective responsibility for all our students and work together to analyse data, plan and implement challenging learning opportunities for our children. Our children are valued as individuals and take part in learning tasks that are carefully targeted at their point of need.

A whole school approach exists for the teaching of Literacy and Numeracy. This allows students to acquire key knowledge and skills no matter the configuration of our class structure. Teaching priorities include the CAFE Reading program and the implementation of the SMART Spelling program. The school also has a structured Writing Program with a host of resources, enabling the nine genres of writing to be explicitly taught throughout the school. During 2018 school staff members were involved in the School Improvement Partnership and the Professional Learning Community initiative. These initiatives focused on skills and knowledge to improve student understanding of mathematical concepts and how to think about mathematics. The timetable is structured to prioritise the morning sessions for Literacy (two hours) and Numeracy (one hour) learning. Most Specialist classes are therefore scheduled in the afternoon.

Students participate weekly in Music/Drama, Visual Arts/Media, Physical Education and Indonesian lessons. A variety of school events further support children's learning in Specialist classes, such as Seaford Park Has Got Talent, Concerts, Friday Fitness, Senior Sport, Lightning Premierhips and the Perceptual Motor Program (PMP). A two-year scope and sequence outlines when other Learning Areas will be taught ensuring that students are able to build on sequential skills and knowledge. The skills and knowledge outlined in the Learning Areas of Digital Technologies, Personal & Social, Critical & Creative Thinking, Ethical and Intercultural Capabilities are explicitly taught in all curriculum areas.

Seaford Park Primary School has identified the need to focus on social competencies to develop the whole individual. We teach the Zones of Regulation as a whole school, explicitly teaching children the tools that they need to assist them to be ready to learn. We have a strong wellbeing support team and during 2018 employed an occupational therapist and a speech therapist to complement the team including Student Support Officer, Assistant Principal, and counsellor.

We have close links with local kindergartens and provide a Preschool to Foundation transition program to welcome and prepare students for their primary school life. The school develops partnerships with a range of organisations and businesses. Our positive partnership with the Ardoch Foundation provides us with volunteers and program support. We value our local community whom provides us with support in a range of key areas.

Seaford Park Primary School believes that each student has the ability to learn and this is fostered in a positive, caring and engaging environment. Seaford Park Primary School has high expectations of our students and we strive for continual improvement.

### Framework for Improving Student Outcomes (FISO)

Curriculum Planning and Excellence continued to be the 2018 Improvement Initiative to further improve our work in building upon teacher skills and knowledge for better student outcomes. During 2018 the professional development involved developing a whole school mathematical instructional model. We used the School Improvement Partnership and the Professional Learning Community initiatives to assist us with this process. Assessment and data are front and center when planning for individual needs. During 2018 we introduced two further assessment tools - Essential Assessments and PAT - to our suite of data collection enabling more accurate assessment and planning.

During 2018 staff also worked with a pedagogical coach to develop our school's Purpose and Vision for Learning. This came at an opportune time as students and teachers were embracing the new learning spaces, and the collaborative pedagogical approach was being implemented. Our moral purpose is to create well educated, resilient, confident and independent life long learners who have a social conscience. We welcome community groups and individuals to experience the rich learning environment of Seaford Park Primary School. In partnership with our community we collaborate to provide the best learning opportunities to challenge and support our students.

### Achievement

At Seaford Park PS we focus on a strong foundation of literacy and numeracy skills. Teacher assessments of student achievement in English and Numeracy from Prep to Year 6 show results similar to the mean of Victorian Government schools. Year 3 students' results indicate that our students performed higher than students in similar schools in reading, and at a similar level in Numeracy. Over a 4 year average they were higher in Reading and similar in Numeracy. Our Year 5 students performed higher in Reading and Numeracy compared to similar schools. In terms of NAPLAN Learning Gain Year 3 –5, in the areas of Grammar and Punctuation and Spelling in particular, only 7% of our students experienced low growth. However, in Writing 40% experienced low growth. We will need to unpack this further during our School Review in 2019. High NAPLAN Learning Gain was above 25% in all areas except Reading. Lastly, Numeracy will continue to be a priority in 2019. Our whole-school Numeracy teaching and learning will be strengthened with the appointment of a Learning Specialist in this area in 2019.

### Engagement

Seaford Park rigorously monitors student absences as well as encouraging and acknowledging regular attendance and punctuality. Despite our efforts the 2018 student absence data records show more absences than the State mean. This is attributed to family holidays that are taken during the school term (and are more likely taken when the students are in the upper year levels, which is consistent with our year-by-year attendance rate). Students are provided with an Absence Learning Plan for each student going on holiday during the school term. The other factor in 2018 of reduced attendance could be due to the disruption of the school build. We are expecting a much more settled year in 2019.

Our programs to engage students beyond the school curriculum and for them to realise their full potential are varied. We have a range of extra-curricula programs including choir, instrumental (ukulele, guitar and recorder), talent shows, gardening, whole school fitness and a running club. The lunchtime programs are vast and are further supported by our Education Support Staff. During 2018 we engaged extra support via an Occupational Therapist and Speech Therapist who run Lego club, social skills groups, sensory awareness activities and a speech therapy assistance program.

The students had a range of opportunities to demonstrate leadership and our student leadership team comprises

the School Leaders, House Leaders, I Sea I Care ambassadors and Junior School Councillors. They are responsible for the whole school fitness program, assembly, lunchtime activities, social service and monitor tasks.

Seaford Park will continue to implement programs that support an engaging and productive learning environment that values students' interests and talents.

## Wellbeing

Staff, students and parents work in a safe and stimulating learning environment where students are provided with the very best of opportunities to realise their potential. In 2018, The Students Attitude to School Survey (AtSS) was extended to Year 4 so that a wider range of students were surveyed. It also included the Sense of Connectedness factor. Our results showed a similar percent of positive responses compared to the median of Victorian Government Primary Schools.

Seaford Park PS sets high standards for student behaviours which are clearly explained and consistently followed up. Students have a clear understanding of what is acceptable/unacceptable behaviour at our schools. In the AtSS – Management of Bullying factor our percent endorsement indicates similar (slightly higher in fact) positive responses when compared to the median of Victorian Government Primary Schools. The same can be said for the 2017-18 two year trend.

We have an active Wellbeing Committee involving staff, Principal Class Officers and Student Support Officers. The school has developed professional links with support agencies such as a paediatric service, in-school counselling service, and other community agencies to provide support for our students and their families. In the second half of 2018, the school employed a Speech and Occupational Therapist through Biala to further support our students. This will continue into the 2019 school year.

There has also been an increase in the number of students who are supported through the Program for Students with Disabilities. This provides extra resources (mostly through Integration Aide support staff) to support the school, the teachers and other students.

## Financial performance and position

Seaford Park PS has a transparent program budget program which is approved by School Council. The budgets are closely monitored and are kept as close as possible to the Program Budget statements. The school wisely invests any available funds to gain maximum interest which is then used to fund programs. The school has built up funds which will be expended in 2019 for resources in the new school building and to provide extra human resources in the classrooms. Equity Funding was used to support the wellbeing of students at our school and to provide educational support programs for those students requiring further support particularly in oral language.

## 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

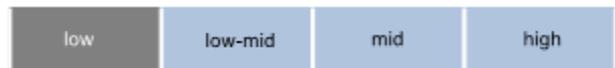
#### Enrolment Profile

A total of 158 students were enrolled at this school in 2018, 80 female and 78 male.

5 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>● Higher</p> <p>● Higher</p> <p>● Similar</p> <p>● Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>● Higher</p> <p>● Higher</p> <p>● Higher</p> <p>● Higher</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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>29%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>50%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>33%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>7%</td> <td>67%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7%</td> <td>60%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	50%	21%	Numeracy	19%	50%	31%	Writing	40%	33%	27%	Spelling	7%	67%	27%	Grammar and Punctuation	7%	60%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>                      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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>92 %</td> <td>92 %</td> <td>89 %</td> <td>92 %</td> <td>86 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	89 %	92 %	86 %	88 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	89 %	92 %	86 %	88 %										

### 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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,323,677	High Yield Investment Account	\$32,250
Government Provided DET Grants	\$312,486	Official Account	\$45,067
Government Grants State	\$24,248	Other Accounts	\$86,057
Revenue Other	\$8,268	<b>Total Funds Available</b>	<b>\$163,374</b>
Locally Raised Funds	\$78,019		
<b>Total Operating Revenue</b>	<b>\$1,746,697</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$253,968		
<b>Equity Total</b>	<b>\$253,968</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,213,736	Operating Reserve	\$26,000
Communication Costs	\$16,563	Other Recurrent Expenditure	\$15,181
Consumables	\$49,176	Funds Received in Advance	\$21,706
Miscellaneous Expense <sup>3</sup>	\$226,641	School Based Programs	\$14,786
Professional Development	\$3,439	Asset/Equipment Replacement < 12 months	\$23,000
Property and Equipment Services	\$277,132	Capital - Buildings/Grounds < 12 months	\$24,000
Salaries & Allowances <sup>4</sup>	\$394	Maintenance - Buildings/Grounds < 12 months	\$38,700
Trading & Fundraising	\$12,273	<b>Total Financial Commitments</b>	<b>\$163,374</b>
Utilities	\$12,854		
<b>Total Operating Expenditure</b>	<b>\$1,812,208</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$65,511)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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 15 March 2019 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.

# 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)

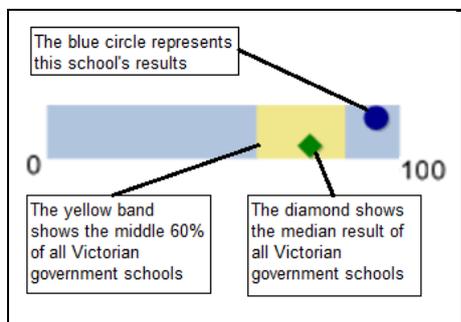
### Engagement

- 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).

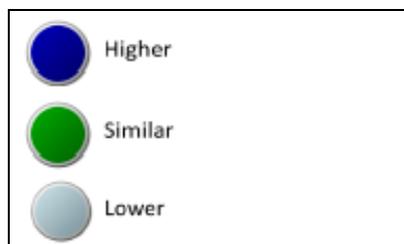


## What does *School Comparison* refer to?

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*' or '*ND*' 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').