

# 2022 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year 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 06 April 2023 at 10:48 AM by Patrick Halpin (Principal)

- This 2022 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 01 May 2023 at 01:21 PM by Kylie Tomlinson (School Council President)

## How to read the Annual Report

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### 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.

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

The Performance Summary includes the following:

#### **School Profile**

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

#### **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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with 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').

# About Our School

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## School context

Our learners are at the centre of our actions, decisions and interactions. We celebrate diversity and embrace the social nature of learning within a culture of high expectations.

In 2022, Seaford Park Primary School had an enrolment of 173 students (79 female, 94 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 24 individuals made up of 17 teachers (15.0EFT), including a full time principal and assistant principal (2.0EFT), 3 integration aides (2.4EFT), 2 admin personnel (1.8EFT), including a full time business manager and a part time administration officer (0.8EFT), a maintenance manager (0.08EFT) and a library technician (0.15EFT). The students engage in five specialist subjects: Visual Arts, Performing Arts, Physical Education, Indonesian and STEM.

Our school is located in the Northern Peninsula network of schools, which is part of the Bayside Peninsula Area in the South Eastern Victoria Region. The majority of our students live outside our school zone but in 2022, 100% of the Prep students who started lived inside our zone or were siblings of students already enrolled at Seaford Park Primary School. Our SFOE Index is 'high,' 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.

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 follow a Tiered Response to Intervention approach to cater for the individual needs of our students – social, emotional and academic. We aim to provide evidence-based and research driven universal approaches in order to maximise the success of every student.

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

### Learning

The team assessed our progress towards our AIP Learning target as 'Partially Met'.

85.5% of students at Seaford Park Primary School are achieving at or above the expected level in English. This compares to 80% in similar schools and 87% across the state. Our school day begins with English Enhancement. This involves all staff and students at the school and is based on the multisensory structured language approach. This synthetic phonics approach ensures that the students in our school develop a curiosity into how the English language works so that they can accurately and confidently read, spell and write new and unfamiliar words. All staff are scheduled in classrooms for these sessions, ensuring that the teaching and learning is targeted at each student's point of need. All efforts are made to avoid organising any other meetings or events at that time.

This work on the foundational skills in reading, spelling and writing is supplemented through a classroom program that is based on students engaging with high quality books. One of our fundraising targets for the year has been on upgrading mentor texts in classrooms and the library. We hit our fundraising target of \$10,000, which has been added to the budget for 2023.

Our NAPLAN Reading scores are higher than both similar schools and state averages in Year 3. In Year 5, we remain ahead of the similar school average but drop below the state.

The average student demonstrated 1.07 years' growth in the Number and Algebra strand of the Mathematics curriculum in 2022.

Our Year 3 students demonstrated their strong understanding in their NAPLAN assessment, with 62% achieving in the Top 2 Bands (88.5% in the Top 3 Bands). The students in Year 5 did not demonstrate the same level of understanding, however, with only 11% achieving in the Top 2 Bands (26.3% in the Top 3 Bands). The data for 2022 in Year 3 shows that our results were higher than the 4 year average, while the data for Year 5 shows a maintaining or a drop. This is somewhat consistent with the patterns seen in similar schools and across the state.

The professional learning community approach has continued to grow in 2022. The professional learning and focus on data is a driver of the success in Mathematics as the students in the junior years are exposed to teaching strategies that are informed by data and research. As part of this work, the team have continued to develop and refine learning continua for each concept, with a focus on skill development.

### Wellbeing

Seaford Park Primary School appointed a learning specialist with responsibility for wellbeing and engagement in 2021 and this was extended in 2022 to include a priority team with responsibility for developing school wide consistent approaches. The team is supported by the assistant principal, who supports students and families from a welfare point of view and the principal, who coordinates adjustments to the curriculum for students.

The Wellbeing & Engagement Priority team identified one key area of concern each term and devised a school wide positive behaviour support plan to address the concern. They have introduced 'Re-Engagement' weeks at the beginning of each term, with a fortnight dedicated at the beginning of the school year. Each cohort planned activities for the students that ensure each member of our school re-established their social networks and received a reminder of the expectations in place. A student-only assembly was held during the school day to ensure there is one consistent message. The focus areas in 2022 were appropriate use of the toilets, appropriate use of the indoor space during playtime and out-of-zone areas during playtime.

Links with external agencies continued to grow in 2022. Each allied health professional who visited a student onsite during the school day was expected to complete an agreement and send communication to the classroom teacher and the principal class officers, updating everybody on the focus of their work.

Every staff member completed the School Staff Survey in 2022, 88% positively endorsed 'School Staff Safety and Wellbeing'. This is higher than similar schools (73%), our network (72%) and state (69%) averages and is an increase of 3% on the 2021 data.

## Engagement

The students' responses to the Attitudes to School Survey (AtoSS) remained very positive in 2022 after a significant increase in 2021. All of the targets in our strategic plan have been reached with 93% of the students in Years 4 to 6 reporting positively on student voice and agency, 95% on effectively classroom behaviour and 97% on attitudes to attendance. This is the result of cultural changes that have taken place with student feedback considered and discussed with the student leaders and the senior students in general. In 2022, we began to use the PIVOT survey in Years 3 to 6 as a tool for gathering formal feedback through the year and the data was unpacked with the students and goals set for each grade. This has been extended to the whole school in 2023.

In 2022, the learning specialist with responsibility for wellbeing and engagement continued to develop the school wide positive behaviour supports approach in the school and the house leaders (students) have taken a more active role. This has clarified the expectations for the students who have responded very positively. We now have a whole school scope and sequence for wellbeing and engagement involving evidence-based and research driven approaches.

The latest attendance data (2021) places Seaford Park Primary School in the 'Influence' grouping for 'Engagement' (attendance rate), indicating that we have achieved very high levels of attendance.

Teacher communication with parents continues to be an area of growth for us with 50% of respondents positively endorsing the module.

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## Other highlights from the school year

Seaford Park Primary School introduced two new specialist subjects in 2022. The students in Years Prep to 2 attended weekly Biological Science lessons, with the focus on the gardens and the vegetable patch. The senior students attended STEM lessons, attending incursions and engaging with technology resources provided to the school by Ardoch – this included drones, beebots, etc. The Indigenous Garden was completed in 2021 and the students developed their sense of ownership of the space through our fortnightly weeding and maintenance sessions. Grades were scheduled to help in the garden and parents and community members invited to support the work. This provided an opportunity for our students to explore the gardens and develop their enjoyment of being outdoors and looking after our natural environment.

Our community event in November was further developed in 2022 with a higher number of stall holders attending than ever before. We also included an Art Show and supervised physical activities on the oval. The integration aides organised activities linked with their lunchtime clubs (mindfulness, Play is the Way and gardening) to showcase the opportunities that the students have throughout their week at school.

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## Financial performance

We finished the year with a surplus budget with investments made in the physical spaces, upgrade of furniture and the increase in staffing to allow for two intervention teachers, one in literacy and one in numeracy. The strong financial position allows the school to

continue with the projects we have begun, including the finalisation of our furniture upgrade and the continuation of our daily Enhancement sessions.

Investments in professional learning have been strong with two more teachers completing training in multisensory structured language, the inclusion team attending Play is the Way training and two teachers reaching the end of their 2-year professional learning in Mathematics as part of the Primary Maths and Science Specialist initiative.

The introduction of an onsite before and after school care program, run by TeamKids, has been a success and the number of students attending continues to grow steadily. We successfully applied for an establishment grant, most of which is paid directly to the provider to supplement their staffing costs. The balance was used for the installation of split systems in the BER building.

**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 173 students were enrolled at this school in 2022, 79 female and 94 male.

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

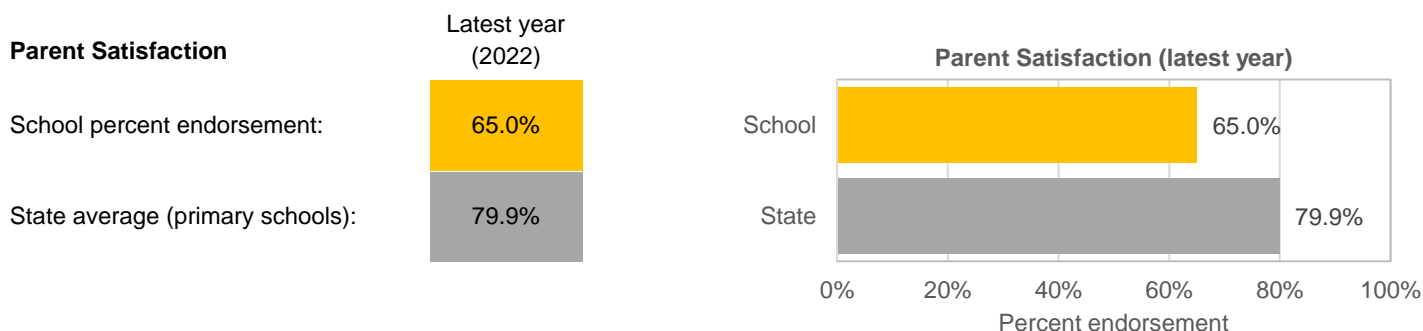
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

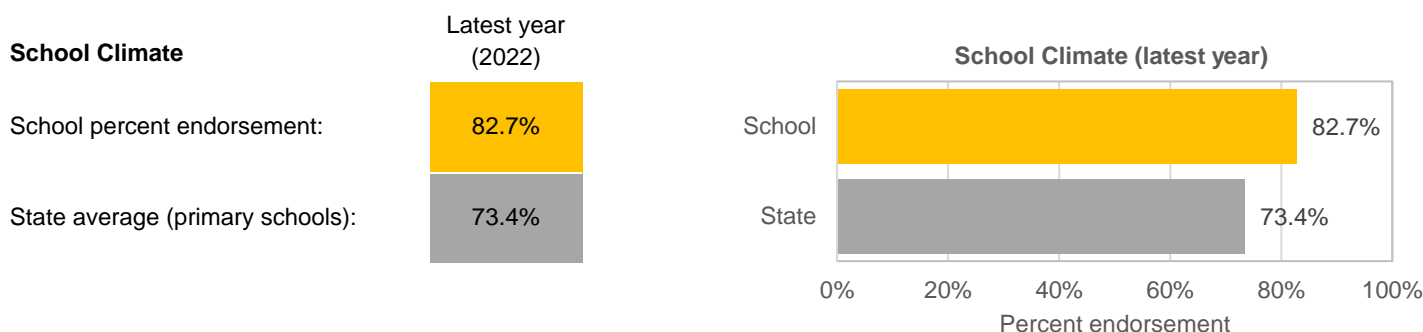


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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



## 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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

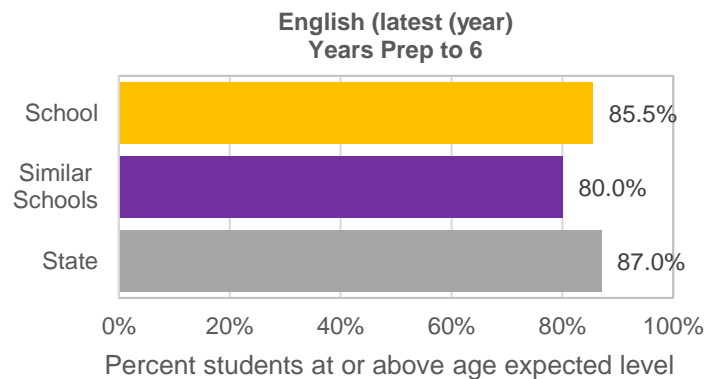
85.5%

Similar Schools average:

80.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

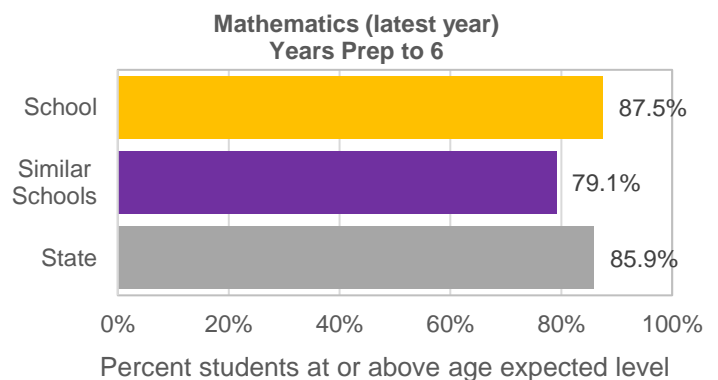
87.5%

Similar Schools average:

79.1%

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.

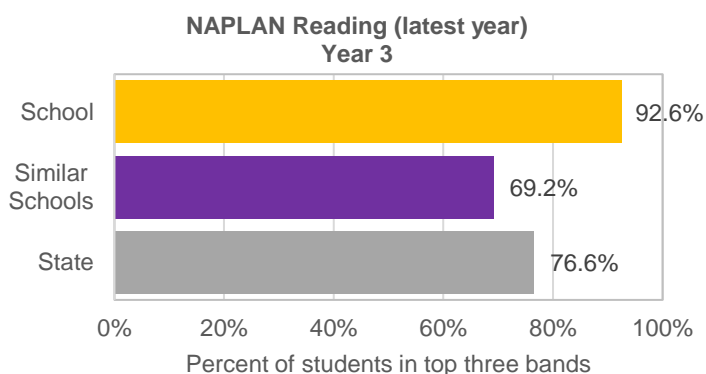
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

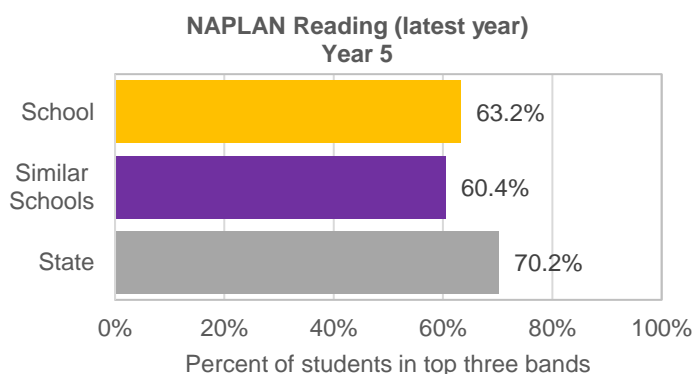
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.6%	84.7%
Similar Schools average:	69.2%	67.7%
State average:	76.6%	76.6%



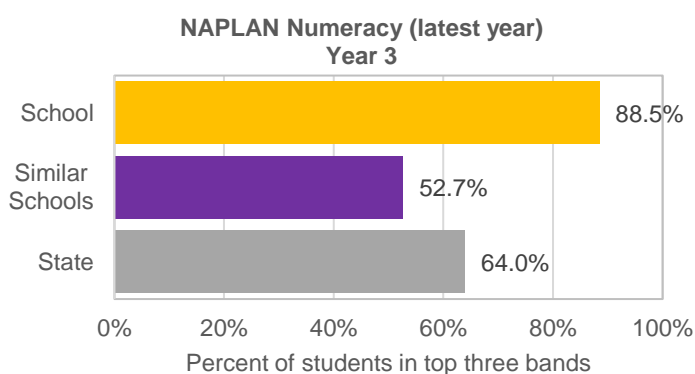
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.2%	63.2%
Similar Schools average:	60.4%	60.0%
State average:	70.2%	69.5%



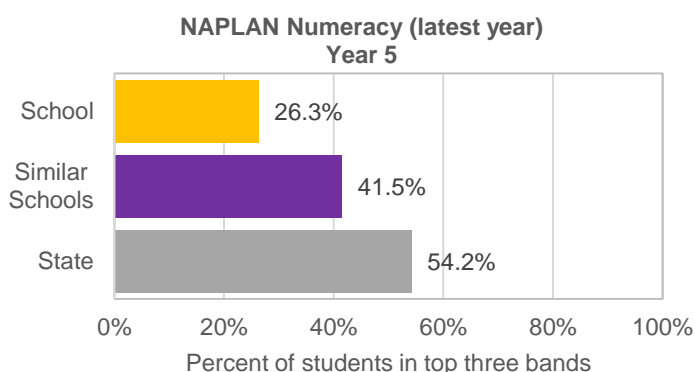
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.5%	73.2%
Similar Schools average:	52.7%	56.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.3%	35.7%
Similar Schools average:	41.5%	46.1%
State average:	54.2%	58.8%



## WELLBEING

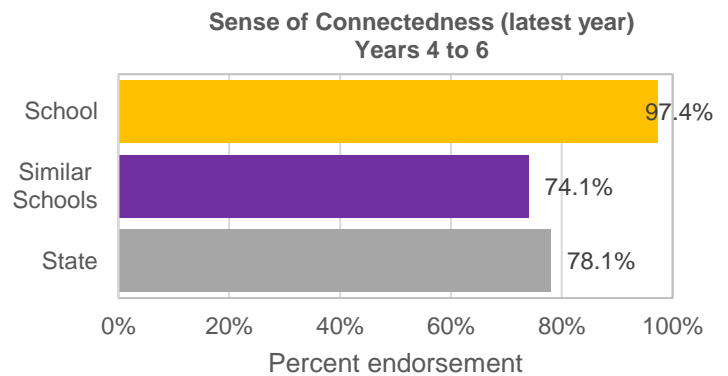
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	97.4%	86.2%
Similar Schools average:	74.1%	75.9%
State average:	78.1%	79.5%

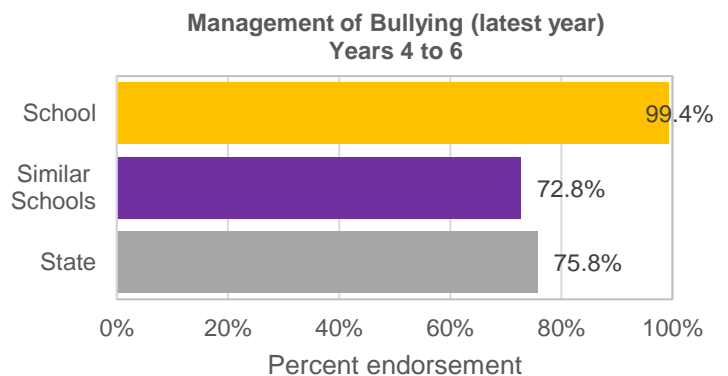


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	99.4%	89.4%
Similar Schools average:	72.8%	76.4%
State average:	75.8%	78.3%



## ENGAGEMENT

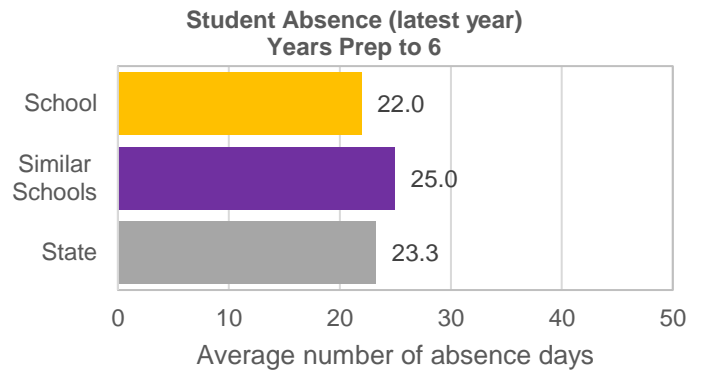
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	22.0	15.9
Similar Schools average:	25.0	19.1
State average:	23.3	17.0



### 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 (2022):	90%	87%	90%	91%	88%	86%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,245,476
Government Provided DET Grants	\$329,841
Government Grants Commonwealth	\$82,100
Government Grants State	\$0
Revenue Other	\$9,181
Locally Raised Funds	\$119,173
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$2,805,772</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$203,336
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$203,336</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,974,142
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$42,198
Communication Costs	\$2,552
Consumables	\$50,678
Miscellaneous Expense <sup>3</sup>	\$7,470
Professional Development	\$8,723
Equipment/Maintenance/Hire	\$35,041
Property Services	\$47,390
Salaries & Allowances <sup>4</sup>	\$86,453
Support Services	\$107,508
Trading & Fundraising	\$11,569
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,219
<b>Total Operating Expenditure</b>	<b>\$2,389,943</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$395,829</b>
<b>Asset Acquisitions</b>	<b>\$44,641</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$363,020
Official Account	\$40,485
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$403,504</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$61,965
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$22,224
School Based Programs	\$260,500
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	\$25,500
Maintenance - Buildings/Grounds < 12 months	\$93,359
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$463,548</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*