2023 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 28 March 2024 at 09:29 AM by Patrick Halpin (Principal)

- This 2023 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 31 March 2024 at 12:36 PM by Sarah Argles (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

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 2023, Seaford Park Primary School had an enrolment of 180 students (82 female, 98 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 (11.98EFT), including a full time principal, part time assistant principal (0.8EFT), 4 integration aides (2.81EFT), 3 admin personnel (1.95EFT), including a full time business manager, a part time administration officer (0.8EFT) and a library technician (0.15EFT), and a maintenance manager (0.08EFT). 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). 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. The majority of our students live outside our school zone but in 2023, 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Seaford Park Primary School follows a professional learning communities (PLC) approach to our work and, in 2023, each PLC clearly identified goals that were directly linked to the school's AIP and priorities. The main emphasis of our work was on building schoolwide consistent approaches to the teaching of Number and Algebra (Big Ideas in Number), systematic synthetic phonics (Multisensory Structured Lanaguage), Morphology (Orton-Gillingham Institute) and Writing (Seven Steps to Writing Success). We engaged in this work through weekly subschool and whole-school PLC meetings. As well as engaging with the research and findings of Di Siemon (Big Ideas in Number), every teacher attended two days of professional learning in the Seven Steps to Writing Success approach, as well as fortnightly in-school professional development led by our English Learning Specialist. The 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. 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.
The Maths Subcommittee engaged in learning walks across the year and identified that the students understand what they are learning. The subcommittee implemented a review of our approach to learning intentions and success criteria, involving an extended learning intention designed to explicitly outline the 'why'. The 'why' involves the relationship between current learning and future learning, current learning and life long learning, and/or current learning and application.
In Term 4, the school improvement leaders, in consultation with our Maths and English Priority Teams, reviewed our curriculum documentation to ensure the students are exposed to the full Victorian Curriculum in a systematic way. They also reviewed our whole school assessment schedule, both of which will be implemented in 2024.
While Benchmark Growth in NAPLAN was not available in 2023, our internal assessment data suggests that our students, as a whole, are achieving the expected benchmarks in the Victorian Curriculum in all areas, as can be seen in the Performance Summary. The focus as we move into 2024 will focus particularly on Mathematics to ensure our students have a strong grasp of the foundation skills in Mathematics.

Wellbeing

The Wellbeing and Engagement Subcommittee continued their work on the implementation of Schoolwide Positive Behaviour Supports in 2023, 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 Subcommittee, coached and mentored teachers through observations of students and the development of goals and strategies, when required. We also developed a flow chart, outlining the processes in place for promoting positive behaviours and provided professional development for the whole staff. All of the integration aides were involved in the Wellbeing and Engagement Subcommittee, thus ensuring a schoolwide consistent approach.
In 2023, we continued to expand our range of experiences for the students including the introduction of Fascination Friday Rotations. Each fortnight, the students attended one of four activities in their Houses and were given a choice of which activity to return to on the fifth rotation. In Term 1, the activities were gardening, Play is the Way, mindfulness, and sport and, on the fifth rotation, fewer students opted to return to Play is the Way than the other activities. We therefore pivoted and merged Play is the Way (a social emotional language approach that is implemented through games) with sport, and we introduced a new activity involved collaborative construction using specialised equipment. We also continually monitored our extra curricular clubs - we had arts and crafts, mindfulness, gardening, dance, choir, band, and Auslan. We also ran weekly 'Shake and Wake' sessions before school on Wednesday mornings. This provided an opportunity for every student to engage in something they enjoy and are motivated by. 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 Subcommittee 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 third consecutive year, our student endorsement of both areas has significantly outperformed similar schools, network schools and the state average with at least a 90% endorsement of each factor.

Engagement

The school improvement leaders, led by the Assistant Principal, placed a strong emphasis on attendance in 2023. Through highlighting the importance of regular attendance and punctuality to the parent community in our newsletters and other parent communication, promoting high attendance rates among the students and rewarding students who arrive at school on time and attend school regularly through fortnightly awards at assemblies, 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, where appropriate.
In 2023, we extended our engagement with the PIVOT survey, with every student in our school providing feedback to their teacher on three ocassions 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 extra-curriculuar 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, with 16 of the 18 receiving at least 90% endorsement.
The school improvement leaders also worked on increasing parent and community engagement in 2023 and worked hard to ensure that the responses to our Parent/Guardian/Caregiver Survey were high. 63% of our families (n=90) responded to our survey and reported higher levels of engagement than similar schools, network schools and state averages in 24 of the 25 areas.

Other highlights from the school year

Our Student Leadership program was further extended in 2023 with new roles included (Art Leaders) and the range of experiences broadened. The student leaders take responsibility for raising and lowering our three flags, making the morning announcements, running our fortnightly assemblies and lunchtime clubs, leading their houses through the Fascination Friday Rotations and representing the school at community events. They meet weekly to review policies and discuss important issues for our school, lead new parent tours of our school and attend our school council meetings on rotation, reporting what is important for the students and our areas of focus.
Our Aboriginal students led the opening of our Indigenous Garden, which included a Welcome to Country and Acknowledgement of Country, in collaboration with the Bunurong Land Council.
In 2023, the restructuring of our school library and resources in both our library and take-home books continued. This has helped to build our culture of reading and has created many comfortable and engaging spaces for our students to enjoy books and experiences the joy of reading. Our students in Years 5 and 6 engaged with Andrea Rowe through our Writers in Residence program, sponsored by Ardoch.

One of our teachers completed the Teacher Excellence Program run by the Victorian Academy of Teaching and Leadership, with a focus on Literacy.
All of our students engaged in at least one camp, excursion or incursion each term, consolidating their learning through engaging and meaningful experiences.
Our group of volunteer parents grew and we held our regular activities with their support. We held our regular events including our annual Community Carols event and Art Show.
We introduced Auslan as our language other then English (LOTE) subject and doubled the time for PE lessons to 100 minutes per week for every student in our school.

Financial performance

Seaford Park Primary School continued to reduce its surplus budget in 2023 through strategic expenditure focused on ensuring the students are exposed to the most effective teaching approaches and resources available. Locally raised funds accounted for approximately 5% of our total revenue and this included the rental of our school facilities, parent and community supported events and activities, voluntary contributions, and external grants. Equity funding accounted for approximately 7% of our revenue and is dictated by our SFOE band ('High').
The school invested heavily in the upgrade of our facilities, including the replacement of the flooring in our BER building, and the establishment of our veggie patch to increase students' engagement with sustainable and environmentally friendly practices such as composting, recycling, growing food that is then used to cook tasty and nutritious meals, etc.
We finished 2023 in a financially stable position from both a cash and credit point of view. This allows us to further increase the range of experiences, activities and projects planned for 2024.

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 181 students were enrolled at this school in 2023, 82 female and 99 male.

NDP percent of students had English as an additional language and 2 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.

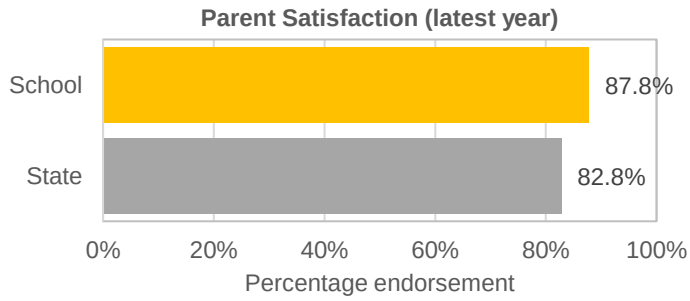
This school's SFOE band value is: High

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 (2023)
School percentage endorsement:	87.8%
State average (primary schools):	82.8%



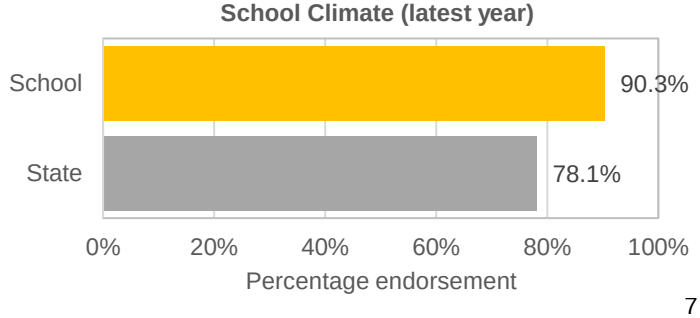
School Staff Survey

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 (2023)
School percentage endorsement:	90.3%
State average (primary schools):	78.1%



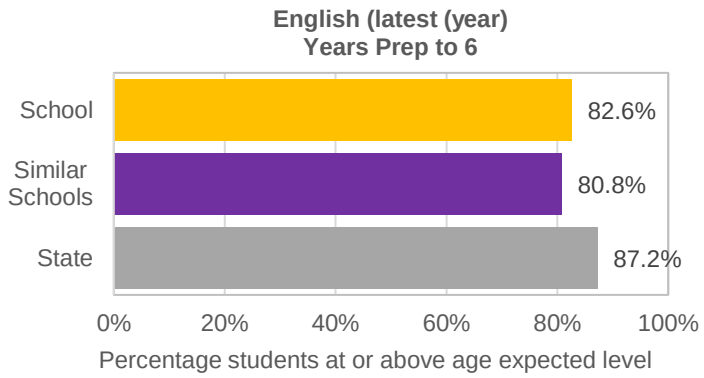
LEARNING

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.***

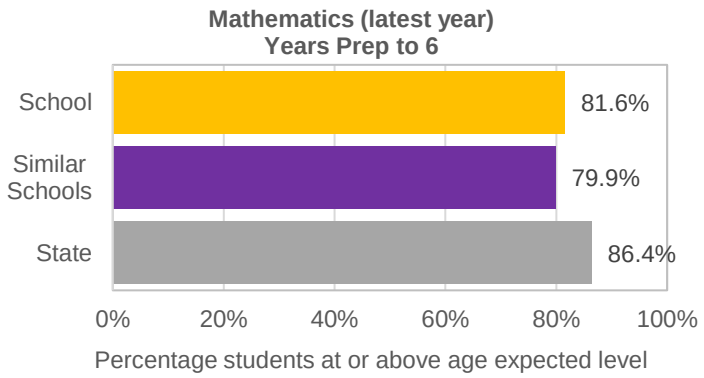
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	82.6%
Similar Schools average:	80.8%
State average:	87.2%



Mathematics **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	81.6%
Similar Schools average:	79.9%
State average:	86.4%



LEARNING (continued)

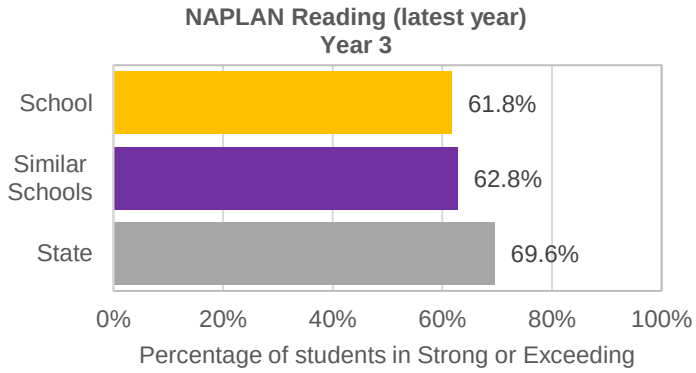
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

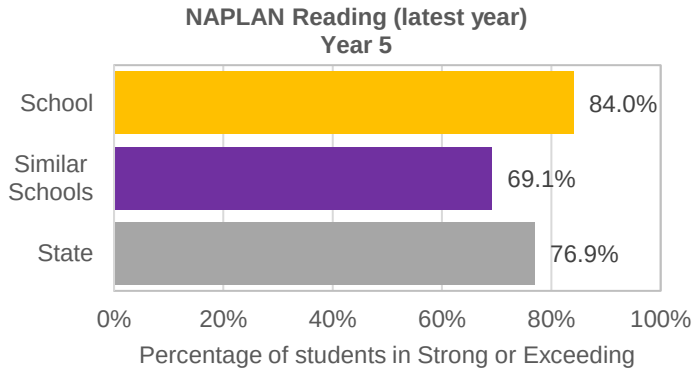
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

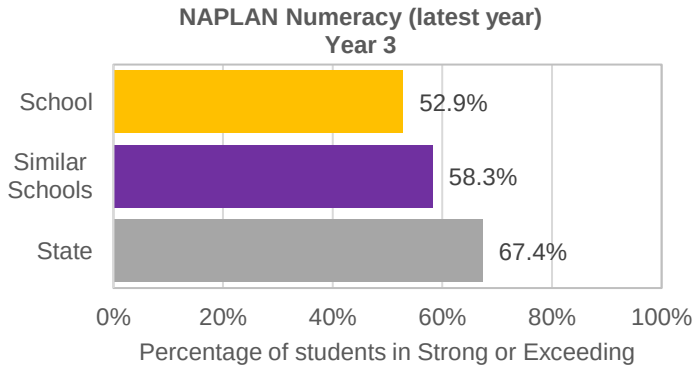
Reading Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	61.8%
Similar Schools average:	62.8%
State average:	69.6%



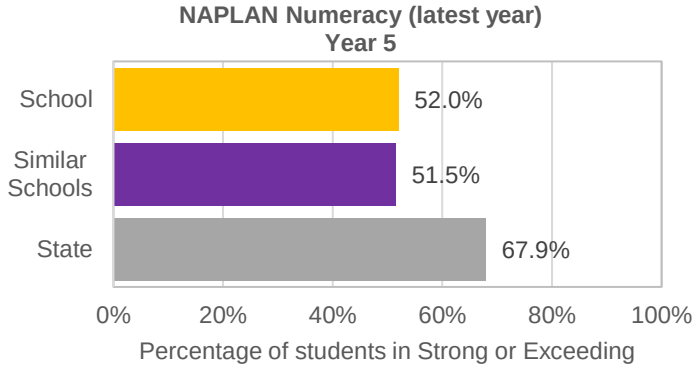
Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	84.0%
Similar Schools average:	69.1%
State average:	76.9%



Numeracy Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	52.9%
Similar Schools average:	58.3%
State average:	67.4%



Numeracy Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	52.0%
Similar Schools average:	51.5%
State average:	67.9%



LEARNING (continued)

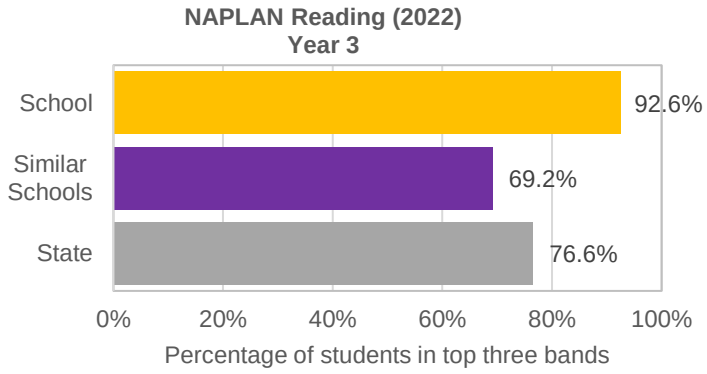
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN 2022

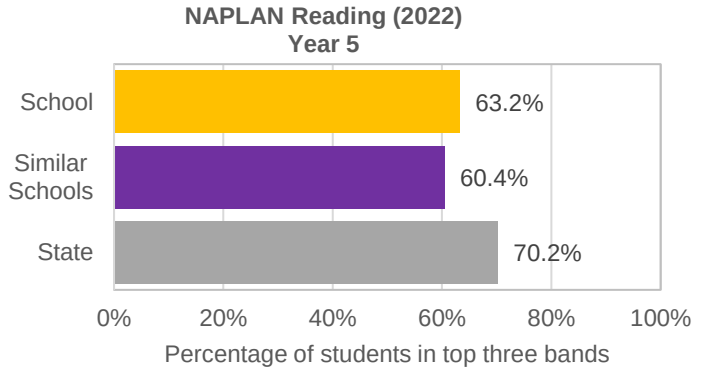
Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

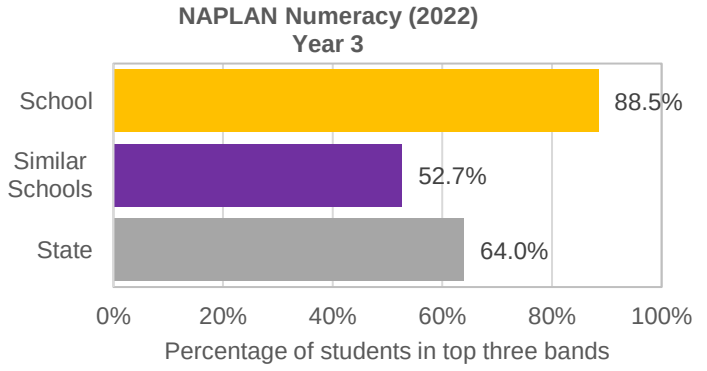
Reading Year 3	Latest year (2022)
School percentage of students in the top three bands:	92.6%
Similar Schools average:	69.2%
State average:	76.6%



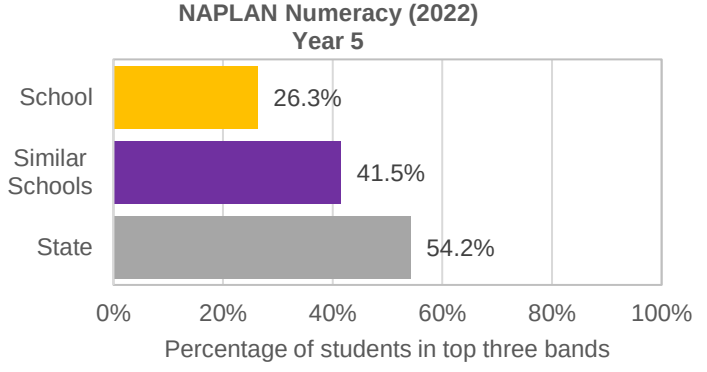
Reading Year 5	Latest year (2022)
School percentage of students in the top three bands:	63.2%
Similar Schools average:	60.4%
State average:	70.2%



Numeracy Year 3	Latest year (2022)
School percentage of students in the top three bands:	88.5%
Similar Schools average:	52.7%
State average:	64.0%



Numeracy Year 5	Latest year (2022)
School percentage of students in the top three bands:	26.3%
Similar Schools average:	41.5%
State average:	54.2%



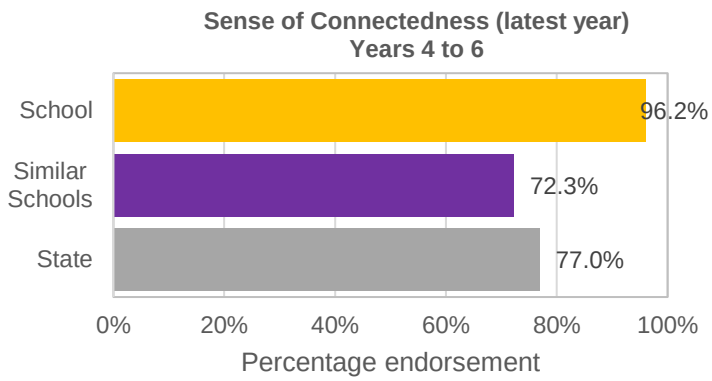
WELLBEING

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).

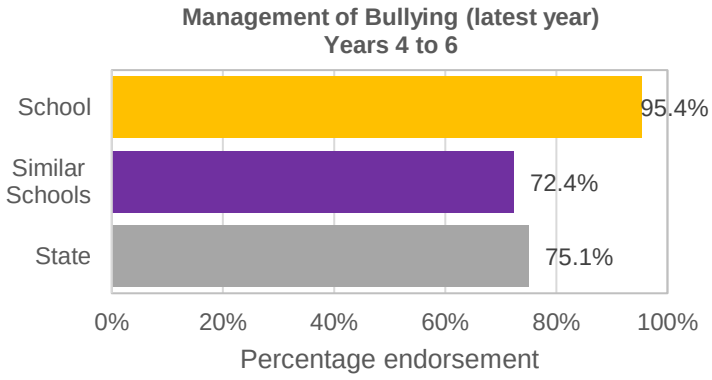
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	96.2%	91.7%
Similar Schools average:	72.3%	74.5%
State average:	77.0%	78.5%



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 (2023)	4-year average
School percentage endorsement:	95.4%	93.5%
Similar Schools average:	72.4%	74.5%
State average:	75.1%	76.9%



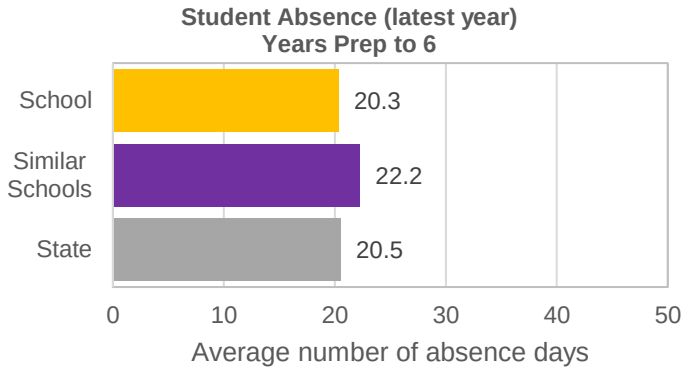
ENGAGEMENT

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 (2023)	4-year average
School average number of absence days:	20.3	16.8
Similar Schools average:	22.2	20.3
State average:	20.5	18.1



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 (2023):	91%	91%	90%	90%	90%	90%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	$2,348,772
Government Provided DET Grants	$381,895
Government Grants Commonwealth	$8,600
Government Grants State	$9,500
Revenue Other	$19,198
Locally Raised Funds	$158,068
Capital Grants	$0
Total Operating Revenue	**$2,926,033**

Equity [1]	Actual
Equity (Social Disadvantage)	$205,014
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$205,014**

Expenditure	Actual
Student Resource Package [2]	$1,981,525
Adjustments	$0
Books & Publications	$1,720
Camps/Excursions/Activities	$48,014
Communication Costs	$3,973
Consumables	$71,325
Miscellaneous Expense [3]	$9,692
Professional Development	$3,729
Equipment/Maintenance/Hire	$78,434
Property Services	$143,666
Salaries & Allowances [4]	$103,321
Support Services	$44,046
Trading & Fundraising	$103,132
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$15,513
Total Operating Expenditure	**$2,608,090**
Net Operating Surplus/-Deficit	**$317,944**
Asset Acquisitions	**$39,120**

(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 2024 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 2023

Funds available	Actual
High Yield Investment Account	$268,717
Official Account	$42,491
Other Accounts	$0
Total Funds Available	**$311,208**

Financial Commitments	Actual
Operating Reserve	$82,172
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$22,000
School Based Programs	$270,900
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	$27,000
Maintenance - Buildings/Grounds < 12 months	$89,639
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$491,711**

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.