

2019 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).
- 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 2019 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 13 March 2020 at 09:31 AM by Julie Braakhuis (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 October 2020 at 04:05 PM by Kylie Tomlinson (School Council President)

About Our School

School context

Our vision for contemporary learning at Seaford Park Primary School is for all members of the school community to collaborate and learn together to achieve quality-learning outcomes for all students within a culture of high expectations. Our students are articulate, independent, confident and motivated learners who co-construct learning experiences with their teachers. They demonstrate curiosity and work actively to achieve personal goals. Our students embrace change and the opportunities that it brings and use technology wisely to enrich and express their learning. They know their voices are heard and have multiple opportunities to be heard within their learning spaces and are active contributors as global citizens. Teachers develop student's critical, creative and higher-order thinking skills. We encourage our students to explore and contribute their creative skills in a variety of co-curricular activities such as The Arts, Gardening and developing a sustainable environment. Seaford Park students experience personalised, differentiated learning and have an understanding of the interconnection of concepts, which are linked to their prior knowledge and life experiences. The wellbeing of our children is nurtured through our use of evidence based, supportive and collaborative practices that enable our children to be resilient learners.

Seaford Park's GREAT values are growth mindset, respect, empathy, attitude and teamwork.

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. We are committed to improving the learning standards and social and emotional wellbeing of all members of our school community. We encourage and empower students to work towards achieving their full potential.

Seaford Park Primary School is nestled between a residential and green wedge beside Peninsula Link. Most students are from the local area of Seaford and Carrum Downs. The 2019 enrolment was 167. The school was rebuilt in 2017 and boasts a unique architecturally designed layout where the learning areas flow from the large central atrium. Landscaping to enhance the indoor-outdoor spaces is appealing and spacious, with a nature play section, new surfaced courts and grassy spaces.

In 2019 staffing comprised of the Principal, 8 full time teachers and 6 part time education support staff. Teachers at Seaford Park PS work in collaborative teams. They have collective responsibility for all our students and work together to analyse data, plan and implement apt 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 enables students to acquire key knowledge and skills no matter the class. Teaching priorities include the CAFE Reading program and the SMART Spelling program. The school has a structured writing program with a host of resources, enabling the nine genres of writing to be explicitly taught throughout the school. Mathematics is taught systematically and based on sound researched practices.

Students participate weekly in Music/Drama (Performing Arts), Art/Media (Visual Arts), Physical Education and Indonesian lessons. A variety of school events further support children's learning such as Seaford Park's Got Talent, whole school concerts, Friday Fitness, Perceptual Motor Program, Senior Sport, District sports and Lightning Premierships. A two-year scope and sequence curriculum outlines when other Learning Areas will be taught ensuring that students are able to build sequential skills and knowledge. The skills and knowledge outlined in the Learning Areas of digital technologies, personal and social, critical and creative thinking, ethical and intercultural capabilities are explicitly taught in all curriculum areas.

Seaford Park PS has identified the need to focus on social competencies to develop the whole individual. We teach Zones of Regulation as a whole school, explicitly teaching children the tools they need to assist them to be ready to learn.

We have close links with local kindergartens and day care centres and provide a Preschool to Foundation transition program to welcome and prepare students for their first year of primary school life. The school develops partnerships with a range of organisations. We value our local community whom provides us with support in a range of areas. Seaford Park PS believes that each student has the ability to learn and this is fostered in a positive, caring and engaging environment. Seaford Park PS has high expectations of our students and we strive for continual

improvement.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence was the 2019 key improvement strategy to continue building teacher skills and knowledge and improve student outcomes. Our staff further developed their skills in the professional learning community process by linking with other schools to learn best practice, analyse and use data and plan collaboratively. The school employed a Mathematics Learning Specialist to assist with the development of a whole school approach to mathematics and consistency of teaching mathematics. The review panel found that a key school highlight was our focus on improving student outcomes in mathematics. The school improvement program and the PLC program supported teachers to improve their mathematical teaching practices. Teachers started to implement learning goals and feedback during CAFE reading to engage students in their learning. The review panel found that the development of a whole school reading and writing program and developing protocols with collection of reading and writing data enabled improved consistency in the reporting of reading and writing. During the year the school conducted its four year review.

Achievement

Seaford Park PS has a strong focus on literacy and numeracy. Teacher assessment of student achievement in English of students in Years Prep to 6 show results above that of similar schools. In NAPLAN Reading the Year 3 students performed above students in similar schools. Our Year 5 students in NAPLAN Reading performed below similar schools. Over a 4-year period our students in Years 3 and 5 NAPLAN Reading averaged a higher median result of all Victorian Government Schools. Teacher assessment of student achievement in Mathematics of students in Years Prep to 6 show results below that of similar schools. In NAPLAN Numeracy the Year 3 students performed similarly to students in similar schools. Our Year 5 students in NAPLAN Numeracy performed below similar schools. Over a 4-year period our students in Years 3 and 5 NAPLAN Reading averaged below the median result of all Victorian Government Schools. In terms of NAPLAN Learning Gain Year 3-5, low growth was high in all areas and apart from Writing (31% high growth) our student outcomes showed low levels of high growth. 2019 was the first year that NAPLAN was conducted online. There were no student exemptions for the tests. This may be the cause of high low growth.

Engagement

Seaford Park Primary School rigourously monitors student absences and punctuality and encourages a culture of "It's not okay to be away" and "Arrive on time". All absences are followed up with a phone call. We engaged the DET Student Wellbeing unit to follow up students with chronic absenteeism. Our absence data improved compared to 2018 and is similar to like schools. To engage students in school we provide a range of extra-curricula activities including choir, instrumental, talent shows, gardening, whole school fitness and lunchtime programs. We engaged extra support via an occupational therapist and a speech therapist as well as counsellors. The students had opportunities to demonstrate leadership via school leaders, environmental leaders, student representative council and house leaders.

Wellbeing

Our school has an active Wellbeing focus. Each fortnight our wellbeing committee meet. The committee has membership from principal class officers, student support officers and ancillary staff (as required). Children are supported by a paediatric doctor, in-school counselling, in-school occupational therapy and speech therapy. Our Program for Students with a Disability is supported by alloctions of resources and integration aides. In 2019 we allocated a dedicated wellbeing support person to coordinate the wellbeing of our students. Students requiring extra support had regular student support group meetings with parents, teachers and wellbeing support personnel. Students are provided with the best of opportunities to realise their potential. In 2019, the Students Attitude to School Survey (AtoSS) - Sense of Connectedness outcome was below similar schools. Seaford Park PS began involvement with Real Schools (restorative practices approach to student management) during the second semester. The school also worked on developing relevant school values important to Seaford Park PS. In the AtoSS- Management of Bullying factor outcome was similar to like schools.

Financial performance and position

Seaford Park PS has a program budget process approved by School Council. In 2019 we employed a new business manager who worked diligently and efficiently to closely track the budgets and achieve best value for purchases and resources. The school operated at a surplus from which extra support for human resources was expended to support students in the classroom and particularly students with extra needs. The school also used this money to improve communication to the school community, and improve school maintenance and the grounds. Equity funding was used to purchase hands on resources in the classrooms as advised by the occupational and speech therapists. This funding also supported an Occupational Therapist and Speech Therapist. The school has built up funds to further develop a community environment and provide extra human resources in the classrooms.

For more detailed information regarding our school please visit our website at
www.seafordpark.vic.edu.au

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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 161 students were enrolled at this school in 2019, 76 female and 85 male.

6 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	62.9	85.8	79.2	92.0

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	59.9	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	88.7	89.7	81.7	95.0	Above
Mathematics	79.8	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	76.2	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	61.9	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	52.4	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	28.6	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	77.8	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	59.5	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	71.6	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	49.3	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	38.9	55.6	5.6
Numeracy	72.2	16.7	11.1
Writing	37.5	31.3	31.3
Spelling	17.6	64.7	17.6
Grammar and Punctuation	58.8	29.4	11.8

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.9	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	17.9	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	95	92	93	90	95	88	85

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	77.7	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	81.3	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.1	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	85.6	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,508,375
Government Provided DET Grants	\$346,013
Government Grants Commonwealth	\$6,232
Government Grants State	\$0
Revenue Other	\$10,233
Locally Raised Funds	\$86,630
Capital Grants	\$0
Total Operating Revenue	\$1,957,483

Equity ¹	Actual
Equity (Social Disadvantage)	\$242,994
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$242,994

Expenditure	Actual
Student Resource Package ²	\$1,342,331
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$4,334
Consumables	\$46,069
Miscellaneous Expense ³	\$199,950
Professional Development	\$4,164
Property and Equipment Services	\$84,921
Salaries & Allowances ⁴	\$0
Trading & Fundraising	\$13,710
Travel & Subsistence	\$0
Utilities	\$11,484
Total Operating Expenditure	\$1,706,963
Net Operating Surplus/-Deficit	\$250,520
Asset Acquisitions	\$29,299

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$196,602
Official Account	\$13,404
Other Accounts	\$0
Total Funds Available	\$210,006

Financial Commitments	Actual
Operating Reserve	\$53,445
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$53,445

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 26 Feb 2020 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 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 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').