

# 2020 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 2020 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 07 April 2021 at 12:46 PM by Patrick Halpin (Principal)

The 2020 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 30 April 2021 at 03:16 PM by Kylie Tomlinson (School Council President)

# How to read the Annual Report

---

## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

---

## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

---

### 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.

---

### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

---

### 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 a disability 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

### School context

Our vision for contemporary learning at Seaford Park Primary School involves all members of the school community collaborating and learning 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. All student and teacher resources are respected, shared and regularly updated to meet current and future learning requirements. Our students embrace change and the opportunities that it brings and use technology wisely to enrich and express their learning. They have multiple opportunities to be heard as active contributors and global citizens. Teachers model and develop students' 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. Every team member is clear about their role, has a deep understanding of their students, is committed to professional learning and values feedback and peer coaching. Student teachers are welcomed into our learning spaces and are encouraged to learn with us and share new insights into educational practice. Teachers reflect on their teaching practices and use a variety of data to understand and plan for continuous improvement of learning outcomes for all students. We maintain a strong learning focus through shared learning intentions and success criteria and our students learn how to monitor their learning journey, know the next learning steps required and celebrate their achievements. Seaford Park students experience personalised, differentiated learning and understand the interconnection of concepts, which are linked to their prior knowledge and life experiences. Through Inquiry based learning, students develop their understanding of the world through investigation and authentic action. In our rich learning spaces every teacher shares responsibility for our students and works with support staff that are part of our inclusive teams. 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 in a digital age.

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

The staff of Seaford Park Primary School are committed to improving student outcomes through increasing curriculum engagement. We are building our practices around School Wide Positive Behaviour Supports (SWPBS) and the focus of our Learning Specialist is on coaching and mentoring in order to build consistency. We also have two teachers training as Mathematics Learning Specialists through the Primary Maths and Science Specialists initiative. The whole teaching staff meet once per week as a Professional Learning Community to build our teacher capacity based on the strengths and needs of our students. We have recently installed a data wall that will be used to help focus our attention on data and evidence. Finally, we have a Learning Enhancement Tutor and two discrete whole-school enhancement sessions scheduled every day: English and Maths.

Our school is located in the Northern Peninsula Network, Bayside Peninsula Area in the South-Eastern Victoria region. Our zone is primarily made up of industrial areas and 84% of our students live outside of our zone. In 2020, we had 169 students (77 female and 92 male; 46:54) enrolled across 8 classrooms (2 Preps, 2 composite 1/2s, 1 composite 2/3, 1 composite 3/4, 1 composite 4/5 and 1 composite 5/6). There were 4 Specialist subjects - Physical Education, Visual Arts, Performing Arts and Indonesian. Our staffing profile was made up of 16.59FTE: 11.9FTE teachers, consisting of 2.0FTE principal class officers (1 principal and 1 assistant principal) and 9.9FTE teachers (0.2FTE learning specialists, 3.8FTE classroom teacher 2, 5.9FTE classroom teacher 1), and 4.69FTE education support officers (1.0FTE business managers, 0.8FTE admin officers, 0.08FTE maintenance support officers and 2.8FTE integration aides). Our SFOE band is 'high' (0.5300); we have 5 children from 'EAL' backgrounds, 3 Aboriginal students and 8 students in receipt of funding through the Program for Students with Disabilities. We have no international students enrolled.

### Framework for Improving Student Outcomes (FISO)

The Annual Implementation Plan in 2020 was based around increasing student outcomes in literacy, improving student voice and agency, and implementing a Restorative Practice approach to conflict and behaviour management. Work on each of these goals was heavily impacted by Remote and Flexible Learning as the staff adjusted to the new way of

engaging students, designing programs and collaborating. Most of the targets, actions and activities became irrelevant or were not met. In spite of this, work was carried out to increase teacher awareness and knowledge of professional learning communities during remote learning to ensure we could start to build our practice on our return to onsite learning. In Term 4, we introduced an online reading and spelling program (Nessy) that is individualised to each student's point of need. That work resulted in average growth of almost 12 months in 8 weeks, closing the gap between actual attainment and expected levels. Student voice and agency was addressed through surveys of the children and parents in order to ascertain our next steps - the feedback from these surveys and from the Department surveys (parent opinion, student attitudes and school staff) were considered when designing our Annual Implementation Plan for 2021.

## Achievement

Many of our students reported enjoying our periods of Remote and Flexible Learning more than they like coming to school. This presented a challenge to teachers to ensure that they are including student agency in their planning and designing learning opportunities that increased engagement when we returned to onsite learning. There were also students who struggled to remain engaged so, upon return to onsite learning in Term 4, we introduced an online differentiated reading and spelling program (Nessy) to ensure that each student had the opportunity to learn what they needed to know. This had significant impact on our student outcomes with the average growth in 2 months equalling the expected growth in 12 months. This indicated to us that the students had missed key concepts that they were developmentally capable of grasping quickly. We introduced daily English and Maths enhancement sessions into our schedule in 2021, with the focus being on fluency and differentiation.

During remote learning, the focus was on wellbeing, so as well as the teachers meeting with the students everyday via Google Meets, each teacher also contacted each parent every week by phone to check-in. Every Wednesday was 'Wellbeing Wednesday' and was led by the specialist teachers.

According to our teacher judgements at the end of 2020, 80% of our students achieved at or above the age expected standard in English and 73% in Maths.

## Engagement

During the period of Remote and Flexible Learning (RFL), various strategies were employed to support students' engagement including ensuring that every family had access to a device and internet. School devices were quickly distributed and dongles obtained through DET and State Schools Relief. Initially the Compass platform was used as the community were already familiar with its functionality. As the period of RFL was extended, our community identified the need to implement video conferencing to enable staff and students to communicate effectively in real time. A small group of families were approached to trial the use of Google Classroom and Google Meet. Families and staff worked together to explore the useability of the platform and it was then utilised as a whole school. Staff conducted daily Google Meetings and made contact with parents via telephone each week. Teachers also implemented "drop in" times where students could speak with their teachers via video conferencing to clarify instructions, discuss problems that they encountered, receive feedback or have a general chat. Teachers also used Google Meet to conduct small group explicit teaching sessions.

Feedback from the school community after the first period of RFL, indicated that families were feeling the strain of juggling working from home, as well as having their children learning from home. "Wellbeing Wednesdays" were created during the second period of RFL to ease the pressure on families and provide students with alternative, active and creative learning opportunities that utilised the skills of the specialist teachers.

Families who experienced difficulties engaging during the periods of RFL were provided with additional support based on their individual circumstances. This included periodic telephone/text contact initiated by school staff, Education Support staff providing students with additional adult support via Google Meet, referrals to community agencies and accessing DET internal supports such as Student Support Services Officers. All children considered vulnerable were invited to learn onsite.

Staff worked closely with families who identified that their children may have difficulty re-engaging with onsite learning after the periods of RFL. Re-engagement experiences were planned based on individual needs. Children were welcomed back to our school environment and the period of transition ran smoothly.

Students were able to identify elements of RFL which worked for them, such as the ability to complete learning tasks when it suited them rather than a time identified by their teacher. The majority of students found that they missed

interacting face-to-face with their friends the most and seeing them again was the thing that they most looked forward to when coming back to school.

Future directions involve the development of student voice and agency including the re-imagining of student leadership positions, their roles and responsibilities.

The average number of absence days across the school was 12.7, which was significantly lower than our 4-year average of 17.3 days

## Wellbeing

Over the period of Remote and Flexible Learning (RFL), teachers met with their class every day via Google Meet and touched base with families on Wednesdays. Families experiencing difficulties were provided with additional support to access community agencies and students considered at risk were invited to attend school.

Food boxes were regularly delivered to families who were in need and regular staff check-ins via telephone or text were used as an ongoing communication mechanism for families who were experiencing difficulties. The school referred to the appropriate agencies when staff became aware of wellbeing concerns.

Children accessing the services of Mental Health professionals were offered video conferencing during RFL. Staff worked closely with children's families and provided additional transition experiences, so children felt supported to integrate back into the school environment.

During the initial weeks of RFL staff met via video conference in the afternoon to share concerns and problem solve together. Regular communications were sent out to parents explaining how families could access a device, how student lessons were going to be posted and how families could get in contact with their child's teacher.

Google Classroom and Google Meet began to be used and were met with positive feedback because students were beginning to feel quite isolated. The ability to see and speak with the teachers and classmates in real time provided a feeling of connectedness.

Students engaged with cybersafety lessons during the initial stages of RFL, developed to make them aware of strategies they could use to remain safe in online environments. Parents were encouraged to discuss their children's learning with them.

Restorative Practices continue to be used to facilitate conversations with children who have experienced difficulties interacting with each other. Seaford Park Primary School has also made the commitment to begin implementing School Wide Positive Behaviour Supports. This will be led by a learning specialist who is completing their Applied Behaviour Analysis training.

78.5% of our students in Years 4-6 reported positively in relation to a 'sense of connectedness' in the Attitudes to School Survey and 83% to the management of bullying. Both of these align with the 4-year averages.

## Financial performance and position

Seaford Park Primary School finished the 2020 year with a surplus in both the cash and credit budgets. This was the result of several years of careful financial planning and will be used in the future to improve the educational experiences of the students. For example, we would like to replace the classroom furniture to create more engaging learning spaces across the school and improve the student playgrounds. From the credit side of the budget, our plan is to provide a greater enhancement program beyond what is offered by the DET through the Tutor Learning Initiative. We introduced a one:one device program across the school so each student has access to their own device whilst at school and our work continued on capital building projects, such as shade and the indigenous garden. There was significant investment in our library with new seating and shelving installed, creating a welcoming and comfortable space for the children to sit and read.

The largest proportion of our revenue (>70%) came through our core student learning allocation. We had 10 students in receipt of funding through the program for students with disabilities (PSD) and received a high level of equity funding.

**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.

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 169 students were enrolled at this school in 2020, 77 female and 92 male.

4 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) which takes into account parents' occupations and education.

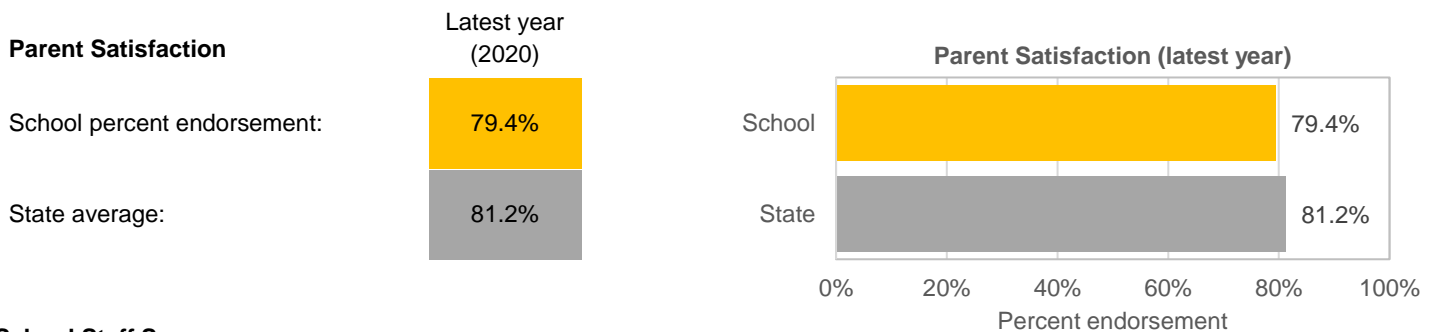
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

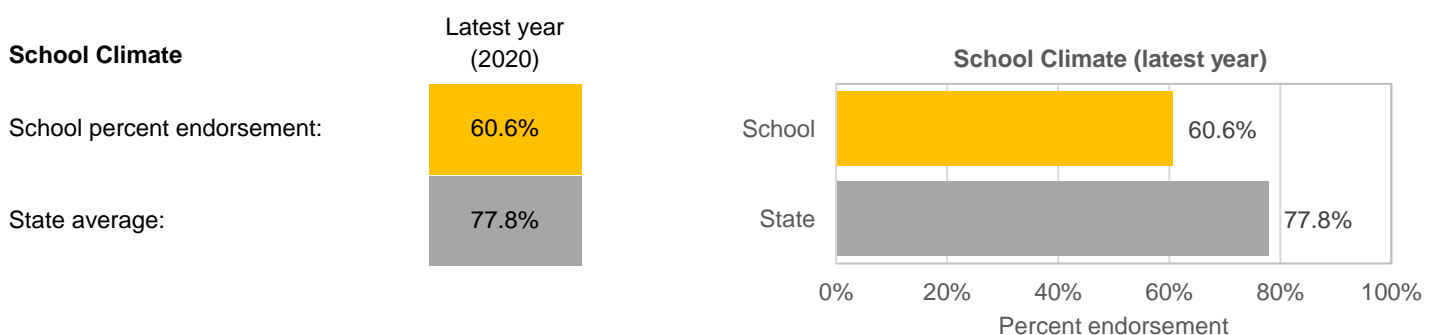


### School Staff Survey

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.





## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

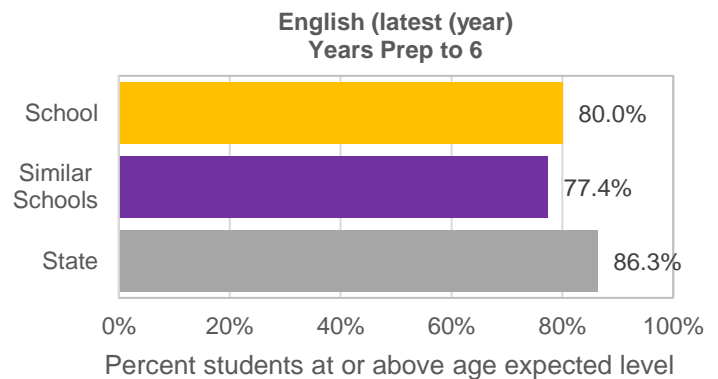
80.0%

Similar Schools average:

77.4%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

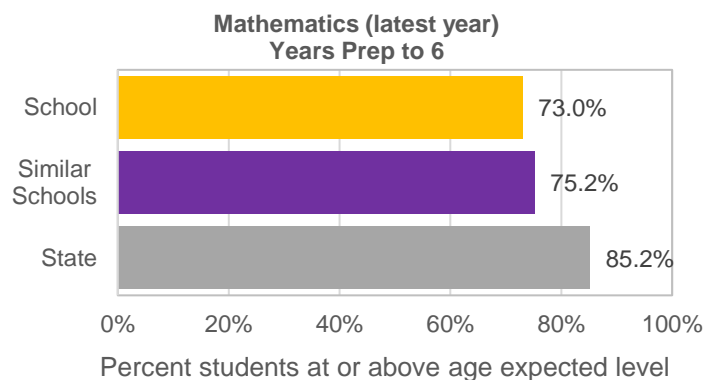
73.0%

Similar Schools average:

75.2%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

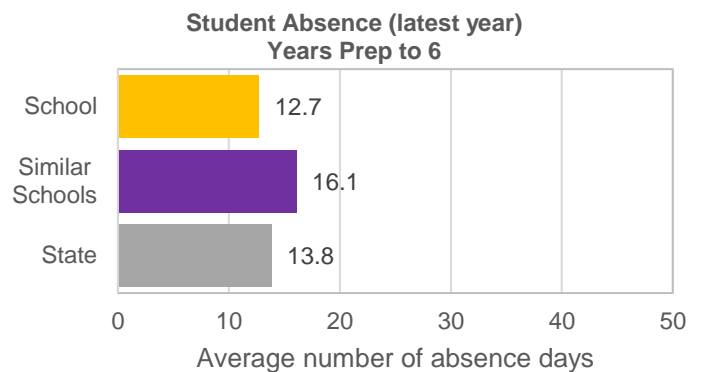
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.7	17.3
Similar Schools average:	16.1	16.9
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	94%	93%	94%	88%	88%

## WELLBEING

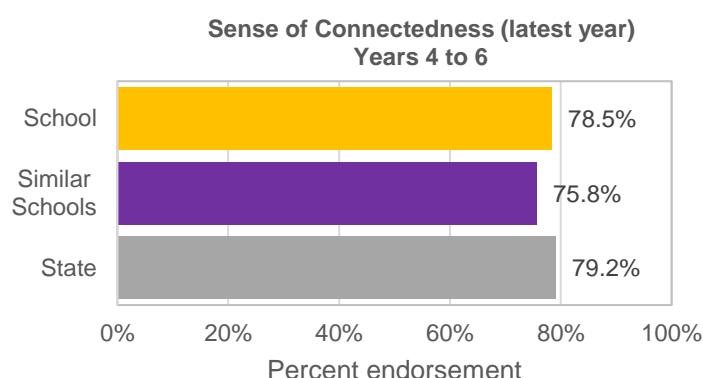
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	78.5%	80.3%
Similar Schools average:	75.8%	77.7%
State average:	79.2%	81.0%



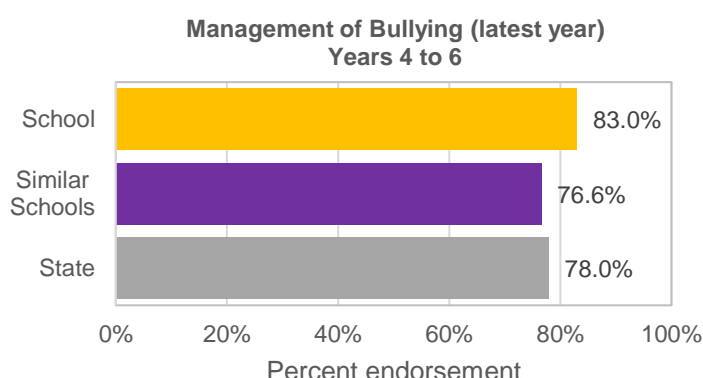
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	83.0%	84.7%
Similar Schools average:	76.6%	78.3%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,791,865
Government Provided DET Grants	\$280,473
Government Grants Commonwealth	\$17,662
Government Grants State	\$2,200
Revenue Other	\$12,284
Locally Raised Funds	\$49,484
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,153,969</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$227,476
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$227,476</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,546,694
Adjustments	\$34,282
Books & Publications	NDA
Camps/Excursions/Activities	\$3,124
Communication Costs	\$5,303
Consumables	\$53,964
Miscellaneous Expense <sup>3</sup>	\$4,542
Professional Development	\$377
Equipment/Maintenance/Hire	\$83,732
Property Services	\$50,862
Salaries & Allowances <sup>4</sup>	\$16,432
Support Services	\$87,488
Trading & Fundraising	\$5,007
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$11,491
<b>Total Operating Expenditure</b>	<b>\$1,902,567</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$251,402</b>
<b>Asset Acquisitions</b>	<b>\$26,700</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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$196,030
Official Account	\$43,642
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$239,672</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$45,288
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$45,288</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.*