

2017 Annual Report to the School Community



School Name: Seaford Park Primary School

School Number: 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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

Signed 21 March 2018 at 12:19 PM by Julie Braakhuis (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Signed 10 April 2018 at 05:54 PM by Kylie Tomlinson (School Council President)



About Our School

School Context

Seaford Park Primary School is nestled between a residential and green wedge between the Peninsula Link to the west and Frankston-Dandenong Road to the east. Most students are from the local area but also come from Carrum Downs. The 2017 enrolment was 157 and Student Family Occupation 0.61.

The school went through a major project during 2017 and will open in 2018 as a completely new permanent building with a unique architecturally designed layout, set in appealing and spacious grounds that complement the indoor-outdoor learning spaces. All learning areas flow from a spacious central community space, and have been purpose built to support teachers to work in a collaborative fashion in order to best meet the needs of our children.

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

A whole school approach exists for the teaching of Literacy and Numeracy. This allows students to acquire key knowledge and skills no matter the configuration of our class structure. Teaching priorities include the implementation of the CAFE Reading program and Daily Five. The school also has a structured Writing Program with a host of resources, enabling the nine genres of writing to be explicitly taught throughout the school. The timetable is structured to prioritise the morning sessions for Literacy (two hours) and Numeracy (one hour) learning. Most Specialist classes are therefore scheduled in the afternoon.

During 2018, teachers will work with a Numeracy consultant to develop a comprehensive, whole school Mathematical program that is tailored to address our children's needs.

Students participate weekly in Music/Drama, Visual Arts/Media, Physical Education and Indonesian lessons. A variety of school events further support children's learning in Specialist classes, such as Seaford Park Has Got Talent, Concerts, Kilometre Club (lunchtimes), Senior Sport, Lightning Premierships and the Perceptual Motor Program (PMP).

A two-year scope and sequence outlines when other Learning Areas will be taught ensuring that students are able to build on sequential skills and knowledge. The skills and knowledge outlined in the Learning Areas of Digital Technologies, Personal & Social, Critical & Creative Thinking, Ethical and Intercultural Capabilities are explicitly taught in all curriculum areas.

Seaford Park Primary School has identified the need to focus on social competencies to develop the whole individual. We are currently implementing the Zones of Regulation as a whole school initiative. Explicitly teaching children the tools that they need to assist them to be ready to learn.

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

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

Framework for Improving Student Outcomes (FISO)

Curriculum Planning and Excellence has continued to be the 2017 Improvement Initiative and whilst goals were achieved in 2016 there was still work to be done in this area. Further PD was required for staff to understand what an instructional model is. In light of the collaborative learning spaces being built during 2017 it is vital to have an agreed instructional model to enhance collaborative teaching and learning approaches. Assessment and data have come to the forefront when planning and our student achievement goals have been surpassed in all areas of NAPLAN, except for Year 5 Numeracy.

Building Practice Excellence is another improvement initiative for our school to work on particularly with changes in pedagogy and learning spaces. A PLT structure was introduced so teachers could work in collaborative working teams, following a formal PLT process of i) assessment ii) data analysis iii) planning iv) (collaborative) teaching v) summative assessment and vi) reflection. By working through these two initiatives and involving students in their learning via setting goals, and giving and receiving feedback there was an improvement in achievement motivation, engagement and wellbeing. Our absence data recorded more absences than expected due to extended holidays and illness. We follow up every absence on the day students are away if parents do not contact the school.



Achievement

At Seaford Park PS we focus on a strong foundation of literacy and numeracy skills. Teacher assessments of student achievement in English and Mathematics from Prep to Year 6 show results *higher* than the mean of Victorian Government schools. Our NAPLAN results are very pleasing. Year 3 students' results indicate that our students performed *higher* than students in similar schools in both Reading and Numeracy. Over a 4 year average they were higher in Reading and similar in Numeracy. Our Year 5 students performed higher in Reading and showed similar results for Numeracy compared to similar schools. NAPLAN Learning Gain Year 3 – Year 5 was extremely pleasing. High gain in Reading was 38%, Numeracy results showed medium gain of 70%, high gain in Writing was 38%, Spelling 38% and Grammar and Punctuation was 31%. These results demonstrate that our Literacy approach of explicit and consistent teaching is effective, based on data. Numeracy will become a priority in 2018.

Engagement

Seaford Park rigorously monitors student absences as well as encouraging and acknowledging regular attendance and punctuality. Despite our efforts the 2017 student absence data records show more absences than expected and an increase compared to previous years. The common reasons for non-attendance include illness and extended family holidays. 2017 was a particularly difficult year for illness and more families are taking cheaper holidays overseas during the school term. We provide an Absence Learning Plan for each student going on holiday during the school term.

Our programs to engage students beyond the school curriculum and for them to realise their full potential are varied. We have a range of extra-curricula programs including choir, instrumental (ukulele, guitar and recorder), talent shows, robotics, gardening, bike building, whole school fitness and a running club.

The students have a range of opportunities to demonstrate leadership and our student leadership team comprises the School Leaders, House Leaders, I Sea I Care ambassadors and Junior School Councillors. They are responsible for the whole school fitness program, assembly, lunchtime activities, social service and monitor tasks.

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

Wellbeing

Staff, students and parents work in a safe and stimulating learning environment where students are provided with the very best of opportunities to realise their potential. The Students Attitude to School Survey (AtSS) was extended to Year 4 in 2017 and included the Sense of Connectedness factor. Our results showed a higher percent of positive responses compared to the median of Victorian Government Primary Schools.

Seaford Park PS sets high standards for student behaviours which are clearly explained and consistently followed up. Students have a clear understanding of what is acceptable/unacceptable behaviour at our schools. In the AtSS – Management of Bullying factor our percent endorsement indicates higher positive responses when compared to the median of Victorian Government Primary Schools.

We have an active Wellbeing Committee involving staff, Principal Class Officers and Student Support Officers. The school has developed professional links with support agencies such as a paediatric service, in-school counselling service, and other community agencies to provide support for our students and their families.

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.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 157 students were enrolled at this school in 2017, 81 female and 76 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8%</td> <td>54%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>70%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>46%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	8%	54%	38%	Numeracy	30%	70%	-	Writing	15%	46%	38%	Spelling	15%	46%	38%	Grammar and Punctuation	23%	46%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>89 %</td> <td>92 %</td> <td>89 %</td> <td>89 %</td> <td>85 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	89 %	92 %	89 %	89 %	85 %	88 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	89 %	92 %	89 %	89 %	85 %	88 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

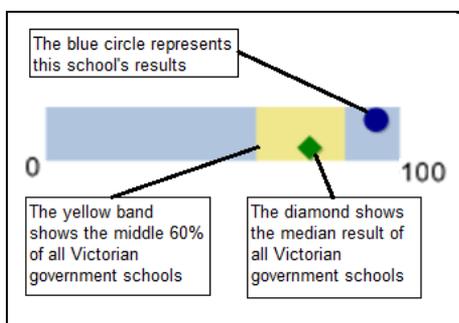
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

Seaford Park PS has a transparent program budget program which is approved by School Council. The budgets are closely monitored and are kept as close as possible to the Program Budget statements. The school wisely invests any available funds to gain maximum interest which is then used to fund programs. The school has built up funds which will be expended in 2018 for resources in the new school building and for landscaping outdoor learning spaces. Equity Funding was used to support the wellbeing of students at our school and to provide educational support programs for those students requiring further support particularly in oral language.

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,247,161	High Yield Investment Account	\$69,792
Government Provided DET Grants	\$247,080	Official Account	\$3,310
Revenue Other	\$10,682	Other Accounts	\$263,668
Locally Raised Funds	(\$6,804)	Total Funds Available	\$336,770
Total Operating Revenue	\$1,498,120		
Equity¹			
Equity (Social Disadvantage)	\$163,323		
Equity Total	\$163,323		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,261,865	Operating Reserve	\$26,457
Books & Publications	\$227	Asset/Equipment Replacement < 12 months	\$18,000
Communication Costs	\$4,955	Capital - Buildings/Grounds incl SMS<12 months	\$140,983
Consumables	\$20,936	Maintenance - Buildings/Grounds incl SMS<12 months	\$35,000
Miscellaneous Expense ³	\$62,311	Revenue Received in Advance	\$11,330
Professional Development	\$2,072	School Based Programs	\$60,000
Property and Equipment Services	\$104,451	Provision Accounts	\$15,000
Salaries & Allowances ⁴	\$282	Repayable to DET	\$15,000
Trading & Fundraising	\$13,383	Total Financial Commitments	\$321,770
Utilities	\$9,564		
Total Operating Expenditure	\$1,480,045		
Net Operating Surplus/-Deficit	\$18,074		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.

