<table>
<thead>
<tr>
<th>Name of School Principal:</th>
<th>Lee Murnane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School Council President:</td>
<td>Kerryn Tagle</td>
</tr>
<tr>
<td>Date of Endorsement:</td>
<td>28/04/2014</td>
</tr>
</tbody>
</table>

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.
About Our School

We are uniquely situated on 7 hectares of land bordering extensive heritage listed wetlands. We have an Animal Palace, vegetable gardens, a natural bushland area and our school bus ‘Gus’. We provide before and afterschool care. The school in 2013 operated 12 classes and specialist programs in Visual Arts, Performing Arts, P.E., Science, Multimedia, L.O.T.E., a user paid music program, excursions, camping and swimming programs.

Strong home-school partnership
The school prides itself on its family approach to education and welcomes the involvement of parents in the education of your child. As parents, your involvement in the school life, your participation in the education programs and your interest in the activities of your child will add considerably to the enjoyment of your child’s primary school years. This strong home-school partnership drives our success and ensures that Seaford North provides the highest quality education for your child.

School Values
Our school reflects the vibrant, ever changing nature of education, giving opportunities for self-expression and equipping each student effectively to be a 21st Century learner. Our values are promoted and lived each day, creating a learning community that ensures all students optimise their learning potential, feel safe and develop socially, emotionally and physically. Seaford North Primary. We work hard to celebrate the contributions of all – staff, students and parents. Our school values are: Relationships, Team Work, Respect, Resilience, Learning These values underpin our highly effective and proactive Student Wellbeing approaches.

Special features
Specialist programs from Prep to year 6 in the areas of – Visual Arts, Performing Arts, Physical Education, Science, LOTE
Reading and literacy support
First aid officer
Animal Palace and Student Animal Palace Rangers
Multimedia and digital resources
Separate adventure playgrounds
Whole school water safety and swimming program
Lunchtime activities
Incursion / Excursion Program
Camp Program
Adjacent to the Seaford wetlands, Native Bush Land
Environmental and Sustainability Programs

Learning For Life
The underpinning focus of Seaford North Primary School is to provide the very best teaching and learning practices that will increase student engagement, will develop thinking skills and student self-esteem. We are committed to providing a curriculum that in enables all students to develop their passions and achieve personal success through;

• whole school emphasis on English and Mathematics
• teaching and learning programs that cater for the individual needs of all students
• all students are comprehensively assessed to identify their individual learning needs
• enquiry learning and thinking skills to enhance personal growth
• engaging topics that actively involved students in their own learning

Student Wellbeing
Whole school focus on social schools programs to develop the whole child. These programmes include Komochis in the junior school, Friends for Life in the middle school and Kids on Track and Reach Rookies in the senior classes and the “You Can Do It” program throughout focusing on developing Resilience, Persistence, Getting Along, Organisation and Confidence.
School and classroom awards
Student Recognition
Buddies program
Access to specialised services such as Speech Therapy, Psychological and Welfare Support
Student code of conduct including a “no tolerance” approach towards Bullying
Sun smart policy and program
Transition programs across the school
Student leadership programs and Junior School Council
## Achievement

The school is proud of its achievements in student learning as measured by teacher judgements against AusVELS, NAPLAN and “On Demand” testing.

The teaching and learning of Literacy and Numeracy remained priority areas in 2013. Committees in the areas of Literacy and Numeracy were appointed to ensure that staff teams were routinely challenging their practice and developing success criteria for students. The emphasis on Science and the use of ICT through Inquiry units of work was also strong.

Overall a continued focus on developing the capacity of our staff and students has resulted in steady improvement. At Seaford North Primary School we personalise learning for all students through visible assessment and providing rich and engaging learning experiences. All students are provided with support and the necessary scaffolding, knowledge and skills to monitor and manage their learning. They self-reflect and develop ongoing learning habits. This is being achieved through portfolios, class discussions and individual teaching instruction.

Staff have a common understanding of effective teaching and recognise themselves as learners. They routinely use evidence and data as feedback to plan learning and share a collective responsibility for the learning of all students.

## Engagement

At Seaford North PS student engagement is seen as an indicator of successful classroom instruction and is increasingly valued as an outcome of school improvement activities. Student engagement is also a student’s willingness, need, and desire to participate in, and be successful in their learning, something that is nurtured at SNPS.

Our student engagement program ensures that all children are treated equally and fairly. Bullying and intolerance are not accepted. The standard of student behaviour is extremely high.

Junior School Council provide opportunities for students to be recognised and encouraged in leadership roles. This adds to student voice and provides the opportunity to contribute to a wide variety of decision making.

At Seaford North Primary School we personalise learning for all students through strategic assessment and providing rich and engaging learning experiences. The school is organised into learning groups where teachers are able to collaboratively plan and deliver learning that meets the needs of all students.

Our school community works hard to provide a safe and caring learning environment. Learning takes place within the social context of the school and engagement and wellbeing is a priority. We have clear directions through the school Annual Implementation Plan to strive to continuously improve and achieve cultural practices where everyone is responsible for social and emotional wellbeing which enables our students to be effective learners. We are a family friendly school where building relationships is paramount to the learning process.

## Wellbeing

Our school is very proactive in the teaching of social skills programs to positively encourage good behaviors.

Our positive culture and school values are supported by our YCDI program (whole school), Kimochi program (P-2), Friends For Life program (3/4), Reach Rookies program and Kids On Track programs (5/6), Restorative Practices, positive playground behaviour awards, school and classroom awards, student recognition, buddies program and a variety of extra curricula activities, for example, gardening club, choir, dance groups, outdoor chess, animal palace rangers program, computer club.

Our student wellbeing committee meets regularly with our Guidance Officer and Speech pathologist to discuss any issues, social, emotional or academic for any of our children.

We have access to specialised services such as Speech Therapy, Psychological and Welfare Support. We enforce a strong Student Code of Conduct including a “no tolerance” approach towards Bullying.

The school recognises and celebrates growth in student learning.

Data indicates that we are performing at a similar level to other like schools in student engagement and wellbeing. The school will continue to work towards further improvement in this area.

We are a family friendly school where building relationships is paramount to the learning process.

Student attendance remains an area to monitor. Absence data is affected by a number of families taking holidays in the school term and late arrival.

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For more detailed information regarding our school please visit our website at [http://www.seaford-northps.vic.edu.au](http://www.seaford-northps.vic.edu.au)
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 275 students were enrolled at this school in 2013, 134 female and 141 male.

Overall socio-economic profile

Based on the school’s Student Family Occupation index which takes into account parents’ occupations.

| low | low-mid | mid | mid-high | high |

Proportion of students with English as a second language.

| low | low-mid | mid | mid-high | high |

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

Parent Satisfaction Summary

1 7

Please note: The Staff Opinion Survey was not conducted in 2013.
## Performance Summary

### Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

**NAPLAN Year 3**

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

**NAPLAN Year 5**

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

### School Comparison

#### Results: English

- **Percentage of students with a grade of C or above:**
  - 100%

#### Results: Mathematics

- **Percentage of students with a grade of C or above:**
  - 100%

#### Results: Reading

- **Average score:**
  - Higher

#### Results: Reading (4-year average)

- **Average score:**
  - Similar

#### Results: Numeracy

- **Average score:**
  - Similar

#### Results: Numeracy (4-year average)

- **Average score:**
  - Higher
### Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAPLAN Relative Growth</strong>&lt;br&gt;Year 3 - Year 5</td>
<td></td>
<td>NAPLAN Relative Growth does not require a School Comparison.</td>
</tr>
<tr>
<td>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</td>
<td>Reading&lt;br&gt;Low: 12%, Medium: 62%, High: 26%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numeracy&lt;br&gt;Low: 35%, Medium: 44%, High: 16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing&lt;br&gt;Low: 33%, Medium: 60%, High: 7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spelling&lt;br&gt;Low: 22%, Medium: 53%, High: 25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar and Punctuation&lt;br&gt;Low: 25%, Medium: 31%, High: 44%</td>
<td></td>
</tr>
</tbody>
</table>
Seaford North Primary School

Performance Summary

Engagement

Student Attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2013 attendance rate by year level:

Student Outcomes

Results: 2013

Results: 2010 - 2013 (4-year average)

School Comparison

Similar

<table>
<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>92 %</td>
<td>90 %</td>
<td>92 %</td>
<td>91 %</td>
<td>93 %</td>
<td>93 %</td>
<td>91 %</td>
</tr>
</tbody>
</table>
### Performance Summary

#### Wellbeing

**Students Attitudes to School**

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

#### Student Outcomes

- **Results: 2013**
- **Results: 2010 - 2013 (4-year average)**

#### School Comparison

- *(Higher)*
- *(Similar)*
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous 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 measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance. Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.
## Financial Performance and Position

### Financial Performance - Operating Statement
**Summary for the year ending 31st December, 2013**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$585,876</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$2,309</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$28,785</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$176,024</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$792,994</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Publications</td>
<td>$2,662</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$5,525</td>
</tr>
<tr>
<td>Consumables</td>
<td>$56,759</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$107,083</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$8,650</td>
</tr>
<tr>
<td>Property Maintenance</td>
<td>$475,739</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$45,343</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$22,140</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$4,972</td>
</tr>
<tr>
<td>Utilities</td>
<td>$13,499</td>
</tr>
<tr>
<td>Adjustments</td>
<td>($1,973)</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$740,398</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit               | $52,596   |
| Asset Acquisitions                           | $87,704   |

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial Position as at 31st December, 2013

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$94,734</td>
</tr>
<tr>
<td>Official Account</td>
<td>$24,138</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$124,993</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$243,865</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$62,190</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$27,007</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$34,669</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$20,000</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &gt; 12 months</td>
<td>$40,000</td>
</tr>
<tr>
<td>Maintenance -Buildings/Grounds incl SMS&gt;12 months</td>
<td>$60,000</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$243,865</strong></td>
</tr>
</tbody>
</table>