

**2013 Annual Report to
the School Community**



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Name of School Principal: Lee Murnane

Name of School Council President: Kerryn Tagle

Date of Endorsement: 28/04/2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 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	Engagement	Wellbeing
<p>The school is proud of its achievements in student learning as measured by teacher judgements against AusVELS, NAPLAN and “On Demand” testing.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Our school is very proactive in the teaching of social skills programs to positively encourage good behaviors.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>The school recognises and celebrates growth in student learning</p> <p>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.</p> <p>We are a family friendly school where building relationships is paramount to the learning process.</p> <p>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.</p>

For more detailed information regarding our school please visit our website at
<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.



Proportion of students with English as a second language.



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.



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

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12%</td> <td>62%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>44%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>60%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>31%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	12%	62%	26%	Numeracy	35%	44%	21%	Writing	33%	60%	7%	Spelling	22%	53%	25%	Grammar and Punctuation	25%	31%	44%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="561 792 1034 891"> <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>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	92 %	91 %	93 %	93 %	91 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	92 %	91 %	93 %	93 %	91 %										

Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary 2013

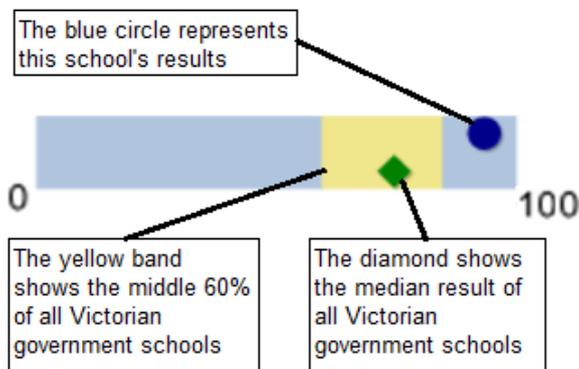
What are student outcomes?

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).

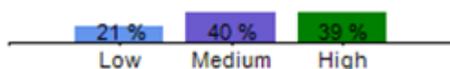
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$585,876
Government Grants Commonwealth	\$2,309
Revenue Other	\$28,785
Locally Raised Funds	\$176,024
Total Operating Revenue	\$792,994

Funds Available	Actual
High Yield Investment Account	\$94,734
Official Account	\$24,138
Other Accounts	\$124,993
Total Funds Available	\$243,865

Expenditure	
Books & Publications	\$2,662
Communication Costs	\$5,525
Consumables	\$56,759
Miscellaneous Expense	\$107,083
Professional Development	\$8,650
Property Maintenance	\$475,739
Salaries & Allowances	\$45,343
Trading & Fundraising	\$22,140
Travel & Subsistence	\$4,972
Utilities	\$13,499
Adjustments	(\$1,973)
Total Operating Expenditure	\$740,398

Financial Commitments	
Operating Reserve	\$62,190
Maintenance - Buildings/Grounds incl SMS<12 months	\$27,007
Revenue Received in Advance	\$34,669
School Based Programs	\$20,000
Asset/Equipment Replacement > 12 months	\$40,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$60,000
Total Financial Commitments	\$243,865

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 performance and position commentary