

2018 Annual Report to The School Community



School Name: Seaford North Primary School (4974)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 14 March 2019 at 04:42 PM by Lee Murnane
(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 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 2018 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.

Attested on 03 April 2019 at 01:16 PM by Scott Boreham
(School Council President)

About Our School

School context

We are uniquely situated on 7 hectares of land bordering extensive heritage listed wetlands. We are continuing to grow and at the end of last year had a school population of 420. We have an Animal farm, vegetable gardens, a natural bushland area and our school bus 'Gus'. We provide before and after school care. The school in 2018 operated 20 classes and specialist programs in Visual Arts, Performing Arts, P.E, Science, Chinese, a user paid music program, excursions, camping and swimming programs.

The Student Family Occupation and Education (SFOE) density index is 0.36, which falls within the mid category percentiles for schools. There are currently 34 (30.0 EFT) teaching staff, 4 admin staff (2.27 EFT) and 4 (2.74 EFT) Education Support staff with varying time fractions employed at the school.

International Baccalaureate - Primary Years Programme

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. This is reflected in being an International Baccalaureate (PYP) candidate school and undertaking accreditation early in 2019 to become an authorised IB World School. The school has adopted the standards and practices of the PYP in the philosophy, organisation and teaching and learning within the school. It is an international program that sets out to develop international-mindedness in students. One of the major benefits is that PYP creates consistency of teaching and learning within a school and our coordinator is allocated time to ensure everything that needs to happen does happen. 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.

Strong home-school Partnership

The school prides itself on its family approach to education and welcomes the involvement of parents in the education of their 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.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning
Building practice excellence
Curriculum planning and assessment

The SNPS FISO priority in 2018 was Excellence in Teaching and Learning – Building practice excellence and Curriculum planning and assessment. These initiatives provides the opportunity for teachers, principals and schools to work together to exchange knowledge, ideas develop and strengthen teaching assessment approaches, build a culture of cooperation and develop expertise in the use of student data and also to enhance feedback to students and staff.

Seaford North Primary School set School Specific Goals which were in line with the FISO strategies. Key strategies implemented at Seaford North Primary School relate to the continued improvement of teacher practice. Ongoing improvements to teaching practice that include, collaborative curriculum planning, professional learning, peer and principal observations and an effective team based performance and development process are important features of our school's approach to improving student learning outcomes.

These initiatives were chosen because they align with the introduction of the IB PYP into our school. We worked on developing consistent teaching and learning approaches across the school designed to maximise student engagement and student progress.

Initiatives we put in place to improve “Student Learning Outcomes” using evidence based research and world best practice include:

1. Bastow – Leading Literacy – Team of teachers trained
2. Employ non-teaching Curriculum / PYP Co-ordination 0.6.
3. 3 Hours collaborative planning time together + 1 hour for Area Teams
4. Implementing Primary Years Program (PYP) of the International Baccalaureate.
5. Change of Culture through PYP Learner Profile.
6. Consistency - SNPS Instructional Model of Teaching, Language and Planners
7. Emphasis on - Learning Intentions & Success Criteria
8. Feedback, High expectations, Engagement

The PYP has a specific teaching and learning approach which combines with the Victorian curriculum. Targeted assessment processes have commenced and the development of staff expertise in detailed data analysis was a focus. This assisted with more accurate data to guide the teaching and learning program in the classes. Teachers were able to make more purposeful use of formative and summative assessment data and feedback to evaluate the impact on students’ progress and their teaching.

Achievement

School programs are reviewed annually based on student assessment data. We have a non-teaching Curriculum Coordinator (0.6) who oversee the Victorian Curriculum and International Baccalaureate PYP Curriculum, student data as well as providing mentoring, coaching and targeted professional development training for the staff. The school has implemented an ongoing reporting and assessment schedule underpinned by regular review.

NAPLAN, On Demand Assessment , Essential Assessment and the ACER Online testing inform all student achievement needs and areas for focus. The staff upload all data to the SPA Analyser to ensure consistency in all year levels. All targets identified in our AIP have been met as have our Strategic Plan Targets. The implementation of the PYP across the school maintains the focus on exemplary teaching practice.

In 2018 Year 3 Reading, our school’s results were above the median of all Victorian primary school results in NAPLAN.

In the area of Year 3 Numeracy, our students performed higher than the State median, when compared across other Victorian schools.

In 2018, our year 5 students achieved results much higher than similar schools across the state, in the area of Numeracy NAPLAN.

Our year 5 Reading NAPLAN results, also reflected that our students performed considerably higher than the State median.

Engagement

Seaford North Primary School supports students to reach their full potential by providing a challenging, nurturing and safe learning environment and a positive school culture that is fair and respectful to engage and support their learning.

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 Attitudes to School survey 2018 administered to the Year 4, 5 and 6 students showed some excellent results. The average from the Year 4, 5 and 6 indicated that student connectedness to school was 92.5%, Differentiated Learning Challenge was 94.7%, Self-regulation and Goal Setting was 94.8% and Stimulated Learning was 95.3% which were all excellent results. This is supported further by the result of 89.5% being for High Expectations for Success.

The student leadership program continues to flourish with many Year 6 students taking on some very challenging and exciting roles. The Leaders have been involved in many community events, as well as leading and assisting in many school-based events.

On a school-wide basis students are further engaged through special events, such as Harmony Day, Chinese Week celebrations, and visual and performing arts presentations highlighting the outstanding talents of our students.

There is a variety of clubs available for our students. These have included before school running club, lunchtime clubs such as dance, singing, drama, ICT, chess, and craft club

The school has a very active parent community. Many parents support the school through involvement in classroom programs, fundraising, sports activities, camps and excursions and numerous other activities.

Absence from school can impact on student learning. Students who attend school regularly increase their engagement levels and feel connected to school on many levels. Our Student Absence data reflects that we are in a similar position with other schools across the State but Student attendance remains an area to monitor. Absence data is affected by a number of families taking holidays in the school term and late arrivals. The average attendance rate for students across the school, Foundation-Grade 6 is 93%.

Wellbeing

Through the IB – PYP, all our students are encouraged to exemplify the attributes expressed in the learner profile. This is promoted through the school newsletter, school assemblies and student achievement awards. These attributes are – Inquirer, communicator, risk taker, balanced, principled, knowledgeable, thinker, open minded, caring, and reflective. Our school is very proactive in the teaching of social skills programs to positively encourage good behaviours.

In 2018 we became a full partner of The Resilience Project, and implemented their program as our whole school approach to Wellbeing. This program is continuing in 2019. Our positive culture and school values are supported by our Kimochi program (F-2). Breakfast Club, 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 also promotes a sense of wellbeing.

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.

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 an accredited eSmart school.

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

Financial performance and position

2018 was a productive year at our school. The school operated within the designated budget for the 2018 year, fully funding all curriculum programs as planned, funding IB and other Professional Development for staff crucial to FISO initiatives as well as funding the leasing/purchasing of a range of high cost ICT equipment. The 'fundraising activities' and other locally raised funds remain vital to funding the improvements to school buildings and grounds and curriculum resources. All financial statements were presented to the School Council at each meeting and approved. Monthly finance meetings were held to monitor and track school spending.

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

Enrolment Profile

A total of 410 students were enrolled at this school in 2018, 196 female and 214 male.

3 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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:  ◆ 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> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Higher</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>47%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>5%</td> <td>59%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>48%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>45%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>73%</td> <td>5%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	47%	31%	Numeracy	5%	59%	37%	Writing	28%	48%	25%	Spelling	30%	45%	25%	Grammar and Punctuation	23%	73%	5%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	92 %	92 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	94 %	92 %	92 %	92 %										

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Higher</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,067,587	High Yield Investment Account	\$150,053
Government Provided DET Grants	\$398,251	Official Account	\$30,179
Government Grants Commonwealth	\$3,900	Other Accounts	\$114,996
Government Grants State	\$9,000	Total Funds Available	\$295,229
Revenue Other	\$71,218		
Locally Raised Funds	\$278,379		
Total Operating Revenue	\$3,828,335		
Equity¹			
Equity (Social Disadvantage)	\$29,213		
Equity Total	\$29,213		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,946,576	Operating Reserve	\$113,246
Books & Publications	\$1,685	Funds Received in Advance	\$54,450
Communication Costs	\$4,890	School Based Programs	\$65,000
Consumables	\$95,232	Asset/Equipment Replacement < 12 months	\$25,800
Miscellaneous Expense ³	\$264,958	Capital - Buildings/Grounds < 12 months	\$36,732
Professional Development	\$34,840	Total Financial Commitments	\$295,229
Property and Equipment Services	\$174,514		
Salaries & Allowances ⁴	\$90,531		
Trading & Fundraising	\$18,701		
Travel & Subsistence	\$6,365		
Utilities	\$29,883		
Adjustments	\$820		
Total Operating Expenditure	\$3,668,994		
Net Operating Surplus/-Deficit	\$159,341		
Asset Acquisitions	(\$820)		

(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 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

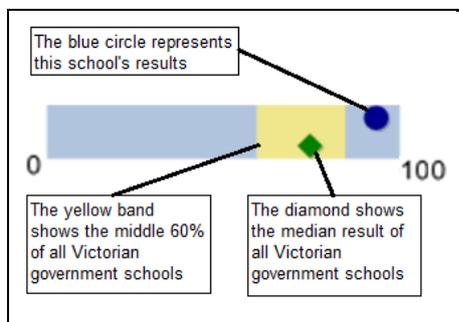
Engagement

- student attendance and engagement at school
- 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).

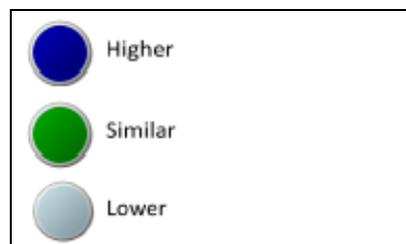


What does *School Comparison* refer to?

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*' or '*ND*' 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').