

2022 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 of the previous calendar year 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 28 April 2023 at 02:10 PM by Lee Murnane (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 02:58 PM by Ed Tato (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

School Mission Statement

Our mission is to provide all Seaford North Primary School students with a high quality, challenging, global education which develops compassion and respect.

We provide engaging learning opportunities that include essential knowledge, concepts, skills and attitudes, enabling students to transfer these to new situations necessary in a rapidly changing world.

We are committed to differentiation so that students work at their level and are able to make decisions about their learning in line with the curriculum.

We encourage students to take responsibility with their learning so that they can be purposeful and make a difference to themselves and their world.

Seaford North Primary School values the importance of developing socially aware, active, resilient and empathetic community members who respect themselves, others and the world around them. We strive to do this through the development and demonstration of the IB Learner Profile attributes.

As IB learners we strive to be:

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

School Purpose

Seaford North Primary School aims to achieve academic, social and emotional success for all. Through a balanced approach to teaching and learning, informed by best practice teaching strategies, we aim to provide a place where students feel safe and motivated, to become empathetic, globally-minded, life-long learners.

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 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 Primary School provides the highest quality education for your child.

Workforce Composition

There are currently 38 teaching staff (FTE 31.48), 4 administration staff and 4 Education support staff with varying time fractions employed at the school.

School size, structure and geographic location

We are uniquely situated on 7 hectares of land bordering extensive heritage listed wetlands. We are continuing to grow and at the end of 2022 we had a school population of 483 with 244 females and 239 males. 1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

We are an authorised **International Baccalaureate (IB) World School offering the Primary Years Programme (PYP)**. We have an animal farm, vegetable gardens, a natural bushland area and a new state of the art and sporting complex. Before and after school care was provided by Camp Australia. In 2022, the school operated 23 classes and specialist programs in Visual Arts, Performing Arts, P.E, Science, Chinese (Mandarin) and a user paid music program. In addition, a range of support programs were provided for students including Reading Intervention, Levelled Literacy Intervention, Tutoring Program, a High Abilities Program and a Phonics Program (Little Learners Love Literacy).

Social and enrolment characteristics

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. This school's socio-economic band value is: Low

Progress towards strategic goals, student outcomes and student engagement

Learning

At the end of 2022, according to **Teacher Judgement** 92.9% of SNPS students achieved 'at or above the expected level in English, with similar schools attaining an average of 90.7%. In Mathematics 92.1% students received 'at or above the expected level'. Similar schools recorded 85.4%.

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN

Reading year 3

School percent of students in top three bands: 80.4%

State average: 76.6%

Reading year 5

School percent of students in top three bands: 80.0%

State average: 70.2%

Numeracy Year 3

School percent of students in top three bands: 73.2%

State average: 64.0%

Numeracy Year 5

School percent of students in top three bands: 53.8%

State average: 54.2%

Throughout the year staff were proactive in undertaking Professional Development in a number of areas including Technology (Google Drive), Mathematics, Literacy and best practice teaching strategies. Enhanced communication procedures were established to support students and families. A consistent approach in relation to terminology associated with Learning Intentions and Success Criteria was developed across the school. Approaches to Learning and Assessment involved a focus on differentiation, assessment and feedback. Mathematics and Language committees focused on building staff capacity on how the e5 instructional model is implemented in these curriculum areas. Staff collaborated to share ideas, resources and best practice that would then be utilised in the classroom on a day to day basis.

Time was allocated for the whole school to focus on developing our staff capacity in relation to data literacy. Staff professional development in Term 2 and 3 provided opportunities for teachers to 'dive into data' and navigate the Student Performance Analyser (SPA) platform. This allowed teachers to interpret and develop their understanding of standardised assessments, therefore, enabling differentiation within teaching and planning to best meet students needs. In Term 4, staff continued building their data literacy skills by participating in a PAT PD presented by our network EIL.

Wellbeing

To support the mental health of all students after COVID-19 lockdowns and their return to regular face to face teaching we have continued to prioritise student wellbeing.

A Disability and Inclusion Team leader has been appointed and regularly collaborates with both Tutor Learning Initiative teachers, our Levelled Literacy Intervention teachers and classroom teachers in documenting and tracking student progress. Intervention team members continually collect and track student progress through formative and summative assessment.

The whole school continued to implement The Resilience Project with weekly lessons conducted focusing on empathy, gratitude, mindfulness and emotional literacy. Students participated in a Resilience Project incursion and parents had the opportunity to attend an information session in Term 1. Students also participated in The Resilience Project survey.

Staff participated in two professional development sessions on Restorative Pathways. This assisted in our review of the Student Engagement and Wellbeing policy.

Coordinators were appointed to guide the implementation of the Resilience, Rights and Respectful Relationships program. This involved whole school PD and the mapping of our current curriculum and the RRRR. Coordinators liaised closely with partner and lead schools.

Our Year 4,5 and 6 students participated in the **Attitude to School Survey** in 2022 reflecting a positive endorsement of 88.9%, in response to their **Sense of Connectedness**. This result is significantly higher in comparison to both the State average at 78.1% and the similar schools average of 78.0%.

The overall 4-year average of 92.5% is approximately 11% higher than the State and similar schools average.

Furthermore, the survey indicated that students positively endorsed the school's **management of bullying** with a 4-year average of 94.1% compared to the State average of 78.3%,

Future directions will involve strengthening student voice and agency across the school, implementing the Resilience, Rights and Respectful Relationships program along with our partner schools and staff participating in professional development involving Restorative Pathways.

Stakeholders within the school community were involved in the review of the Student Engagement and Wellbeing policy. This involved feedback from staff on what we can keep doing, stop doing and start doing. The School Policy Development and Review Sub-committee of School Council had the opportunity to evaluate our current Engagement and Wellbeing policy.

The reintroduction of Student Led Conferences that were replaced with parent teacher interviews due to COVID lockdowns was also a focus.

Engagement

Research has shown that when students are enthusiastic about what they are doing and feel an ownership over their education, they are much happier and more enthusiastic. Happy children, who are focused and on-task, make it much easier do our job as their teacher. They communicate positive feelings about school to their parents/carers. This helps develop a strong relationship between home and school. We do this by having clear expectations and consistency in our daily classroom routines. When students have an active say in what they are learning, and how they are learning, student engagement deepens. We are continuing to improve student voice and agency.

Seaford North Primary School focused on engaging with our community by strengthening and embedding the school approach to communication with parents and carers. The importance of maintaining positive partnerships with our school community saw regular use of Class dojo, Compass, parent teacher interviews, conferences, written reports and phone calls, ensuring families were kept well-informed of their child's academic progress and social/emotional wellbeing. This kept parents and carers informed and updated on a wide range of school activities and notifications. This included year level term newsletters and providing details of planned teaching and learning. The Compass Calendar module was also continually updated for the school community.

The School Council sub-committees of Marketing and School Policy Development and Review provided opportunities for parents to work in partnership with the school on policy reviews and marketing strategies.

School Policy Development and Review sub-committee reviewed a range of policies. This included consultation with the entire school community to gather feedback. We also initiated parent focus groups to gather information on a range of issues.

To track community engagement we collected data on parent attendance at Student-led Conferences and Meet and Greets. This showed 73% of families attended Meet and Greet and 71% of parents attended Semester 1 conferences led by their child. We will continue to collect data to track community involvement in school events.

Our 4-year average absentee rate was lower than the State average. The average attendance across the whole school is 92%. Attendance rate refers to the average proportion of formal school days students in each year level attended.

Our average number of absence days for 2022 was 22.8 from Foundation to Year 6. The State average was 23.3

Our school addresses non-attendance issues in line with our Student Engagement and wellbeing Policy and the Student Attendance Guidelines. Our staff monitor student attendance and intervene through a variety of methods including re-engagement processes, the development of social skills and ongoing contact with parents and carers.

Our 3-6 students were fortunate enough to attend the Ballarat and the Briars Camps. Students were delighted to participate in a range of fun and engaging indoor and outdoor activities, reconnecting with peers and teachers in a new and exciting environment.

Other highlights from the school year

Grade 5/6 Dazzling Dance Sports Gala

In Term 3 our grade 5/6 students participated in the **Dance Sport My Best Self Program** learning amazing dance steps and routines such as the samba, tango and jive. This focused on building respectful relationships with dance partners and learning about confidence, respect, courage and resilience.

In the last week of Term 3 our students along with students from three other local schools performed for their parents and teachers at a Gala night. This was a dazzling display of dance moves and smiles as our year 5 and 6 students hit the dance floor with over 200+ guests at Louis de Montfort Hall in Aspendale. The students all had the opportunity to show-case their **jive, samba and tango** in front of the judges, with a select group receiving a golden ticket and progressing to the finals. As the tension built our students remained focused as they put on their best performances in front of the cheering crowd. Seaford North Primary School walked away with three podium finishes, a 3rd place in the tango and a second place in the jive. To cap the night off we took out first place in the jive which was met with an incredible applause.

This opportunity provided our students with great emotional literacy skills, some fancy footwork and a special night to perform for their families.

Financial performance

The school operated within the designated budget for the 2022 year, fully funding all curriculum programs as planned, funding IB and staff PYP training 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 school oval and soccer pitch continue to be worked on. The basketball/netball stadium and change rooms, art room and performing arts room continued to be equipped as well as extensive landscaping finished.

The 'fundraising activities' and other locally raised funds remain vital to funding the improvements to school buildings and grounds and curriculum resources with approximately \$40,000 raised.

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.

For more detailed information regarding our school please visit our website at www.seaford-northps.vic.edu.au/

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 483 students were enrolled at this school in 2022, 244 female and 239 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

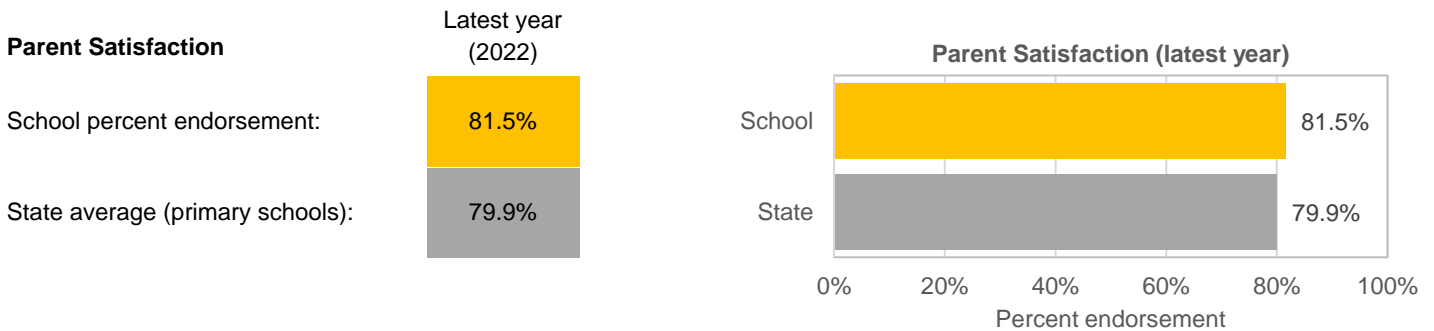
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

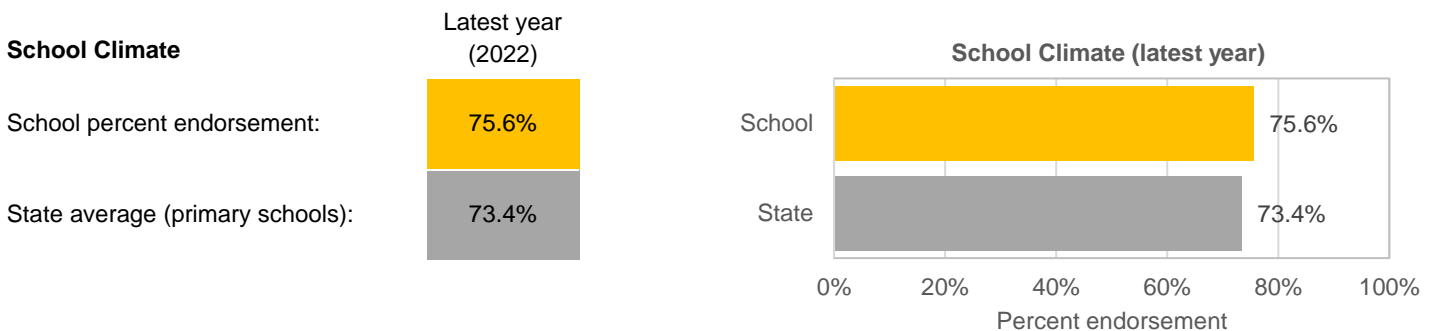


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

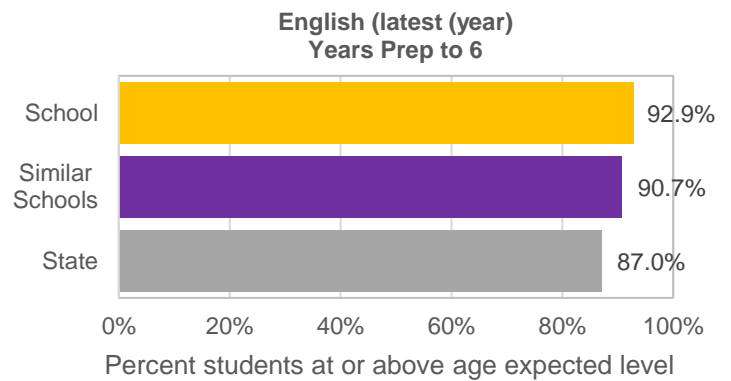
92.9%

Similar Schools average:

90.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

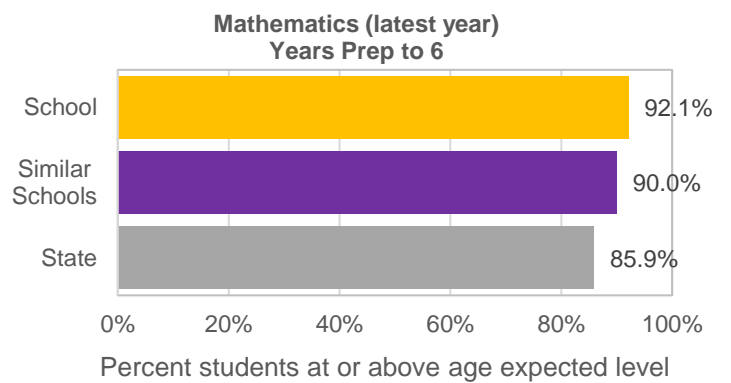
92.1%

Similar Schools average:

90.0%

State average:

85.9%



LEARNING (continued)

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

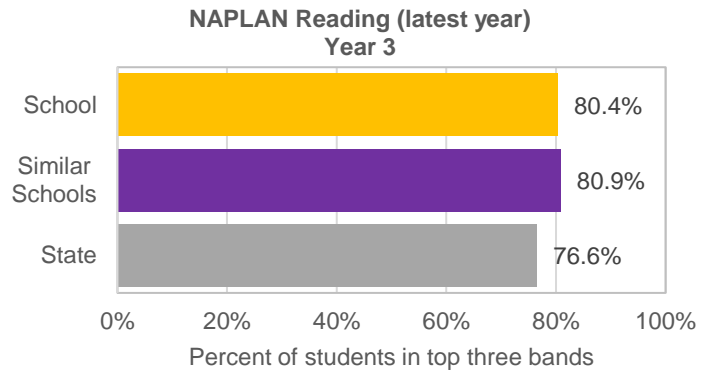
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

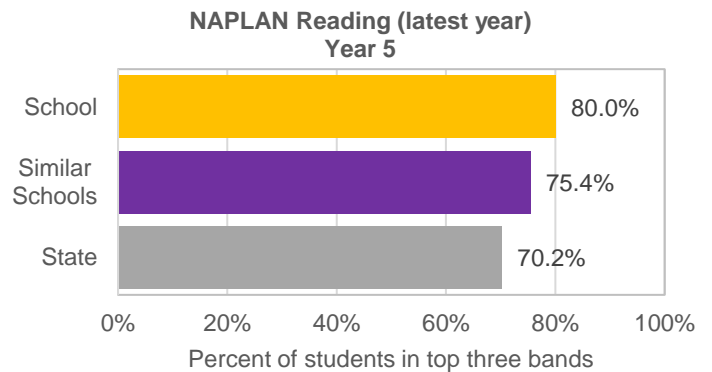
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.4%	84.0%
Similar Schools average:	80.9%	81.5%
State average:	76.6%	76.6%



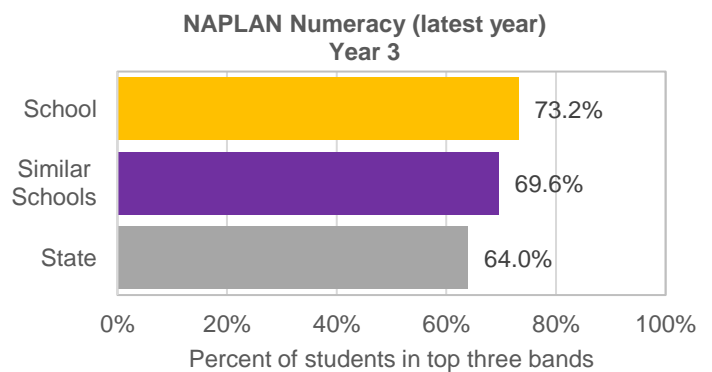
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	73.0%
Similar Schools average:	75.4%	74.9%
State average:	70.2%	69.5%



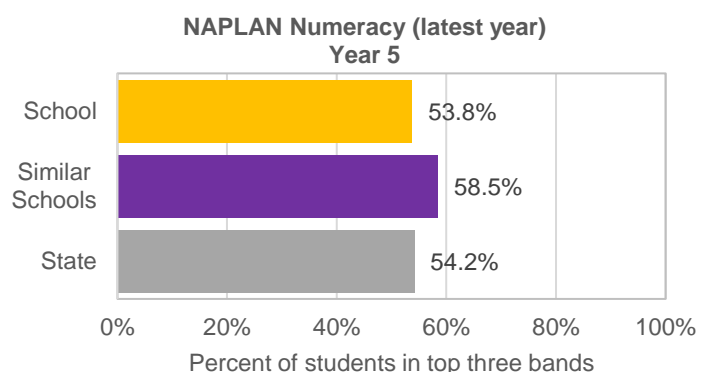
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.2%	76.9%
Similar Schools average:	69.6%	72.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.8%	52.1%
Similar Schools average:	58.5%	62.6%
State average:	54.2%	58.8%



WELLBEING

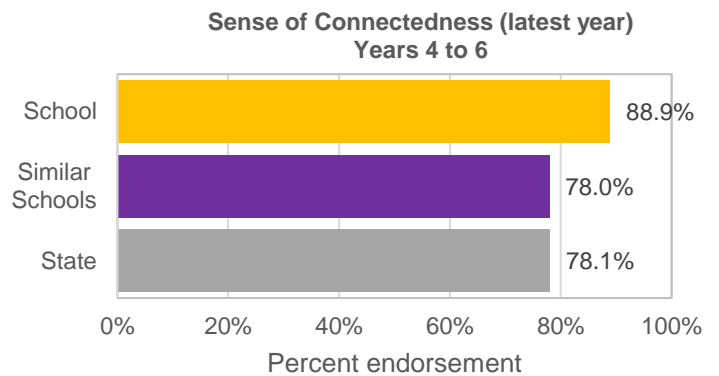
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.9%	92.5%
Similar Schools average:	78.0%	80.2%
State average:	78.1%	79.5%

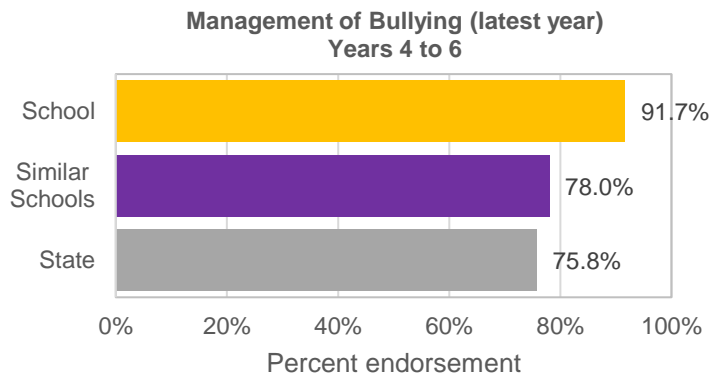


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	91.7%	94.1%
Similar Schools average:	78.0%	80.8%
State average:	75.8%	78.3%



ENGAGEMENT

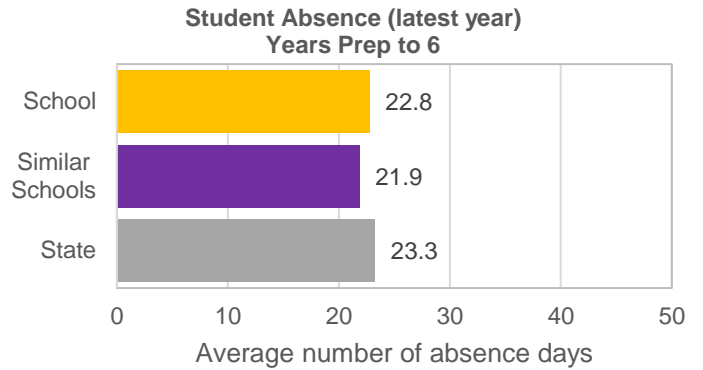
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.8	15.9
Similar Schools average:	21.9	15.5
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	89%	88%	87%	89%	88%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,250,703
Government Provided DET Grants	\$447,817
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$41,316
Locally Raised Funds	\$245,803
Capital Grants	\$0
Total Operating Revenue	\$4,985,639

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,112
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,112

Expenditure	Actual
Student Resource Package ²	\$4,162,107
Adjustments	\$0
Books & Publications	\$1,037
Camps/Excursions/Activities	\$133,327
Communication Costs	\$4,689
Consumables	\$92,710
Miscellaneous Expense ³	\$49,591
Professional Development	\$28,823
Equipment/Maintenance/Hire	\$72,494
Property Services	\$94,458
Salaries & Allowances ⁴	\$53,718
Support Services	\$253,424
Trading & Fundraising	\$13,854
Motor Vehicle Expenses	\$1,289
Travel & Subsistence	\$0
Utilities	\$50,513
Total Operating Expenditure	\$5,012,035
Net Operating Surplus/-Deficit	(\$26,396)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$307,923
Official Account	\$53,198
Other Accounts	\$0
Total Funds Available	\$361,122

Financial Commitments	Actual
Operating Reserve	\$127,750
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$34,635
School Based Programs	\$31,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$89,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$317,386

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.