2019 Annual Report to
The School Community

THE **EDUCATION STATE**

School Name: Seaholme Primary School (4440)

- 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 2019 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 01 April 2020 at 01:52 PM by Ashley Craig (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 03 April 2020 at 02:03 PM by Tina Gladigau (School Council President)

About Our School

School context

Located in Altona, a short walking distance to the beach and Cherry Lake Reserve, Seaholme Primary School is comprised of a 17 year old architect designed building and a new, state of the art learning environment building. Our present and future students have access to innovative and engaging classroom spaces in permanent buildings. Over recent years the School Council has developed all areas of the playground to make them attractive, safe and stimulating for our students. The school is surrounded by a secure high fence with large grounds and gardens which include an oval with running track, a basketball court, countless down-ball courts, three adventure playgrounds, two sandpits, and a rebound wall.

In 2019 there were 344 students enrolled, supported by a workforce of 26.71 equivalent full-time staff comprised of 2 principal class, 18.6 equivalent teaching staff and 6.11 equivalent Education Support staff.

Seaholme Primary School is dedicated to providing quality teaching and a stimulating and challenging curriculum, together with a focus on enhancing personal growth and well-being. At Seaholme Primary School we believe that education is a process of growth underpinned by the following community values: Respect, Responsibility and Resilience. We aim for all of our students to have a strong sense of community whilst striving for excellence and maximising their potential. We are committed to a partnership of teachers, support staff, parents and students in providing a caring, friendly and safe learning environment.

Seaholme Primary School provides an outstanding, comprehensive teaching and learning program in all curriculum areas and continues to achieve excellent academic results. Additional programs include performing arts, music, visual art, physical education, STEM and Mandarin. Before and After School Care, swimming, camps for years 2-6, lunchtime clubs, instrumental music and student welfare are provided with the aim to enable every student to reach their full potential.

The active participation of parents and carers within the school community is a highly valued feature of our school. A strong partnership with parents is developed and considered essential in our endeavour to ensure the successful learning achievement for every child. Seaholme Primary School prides itself on being a small community school.

Framework for Improving Student Outcomes (FISO)

In 2019, Seaholme Primary School focused their work on two of the Framework for Improving Student Outcomes (FISO) priorities. The priority of Excellence in Teaching and Learning was further explored through the dimension of Curriculum Planning and Assessment. Additionally, the school also further developed the priority of Positive Climate for Learning through the dimension of Empowering Students and Building School Pride.

With reference to the area of Curriculum Planning and Assessment, Seaholme Primary School moved to a holistic approach to curriculum, pedagogy and assessment to create a consistent sequential program of learning across the school. The school has built a professional learning community culture that has deepened the capacity of all staff to have a shared understanding and collective responsibility for student learning. Following the Professional Learning Communities (PLCs) initiative in 2018, our PLCs have accessed contemporary research and resources to enrich teaching and learning programs, and to enhance student engagement. Teams of teachers have used evidence to regularly monitor the effectiveness of the programs in meeting student learning needs and established challenging learning goals. Teaching staff have developed and formalised a peer feedback and reflection processes through peer observations and student shadowing to further their knowledge of pedagogical practices.

Another area of focus in 2019 was Empowering Students and Building School Pride. Even though the school had previously established the School Wide Positive Behaviour framework (SWPB), we continued to seek feedback from all stakeholders to tweak and refine the whole framework, which has provided a more consistent approach. The school

supported students' capacity to participate in whole school decision making, through the Junior School Council (JSC). We provided students with opportunities to co-design whole school events, where they contributed to the planning and facilitating of them. This has allowed students to engage with the school community in different forums. Students had further opportunities to increase their voice and agency in and outside of the classroom at Seaholme Primary School. The next step is to empower students by assisting them to take ownership of their learning, supporting them to become increasingly self-directed over time, and helping them to gain confidence in their ability to complete learning tasks. Additionally, we will provide more opportunities for students to further reflect on the effectiveness of their learning and plan for their future development.

Achievement

In 2019, Seaholme Primary School focused on building high impact professional learning communities that facilitated and fostered the improvement of teacher practice, while measuring teacher impact on student learning. This has ensured the implementation of research based, best practice in all classrooms and allowed us to constantly refine and improve our pedagogy.

Our student learning goal identified in our School Strategic Plan (SSP) is to continue to improve learning outcomes for all students in Literacy and Numeracy. We are very proud of the learning outcomes our students displayed in 2019 which we believe is a true reflection of the hard work and team approach to student development that the students, staff, parents and carers, and the wider community of Seaholme Primary school have contributed. We set quite challenging targets, which we have been able to achieve.

In Reading, 88% of our Year 5 students made medium to high growth, 59% of the cohort achieved in the top two bands and only 5% of the cohort achieved results in the bottom two bands. Our Year 3 students also achieved well with 75% of the cohort achieving results in the top two bands and only 5% achieving in the bottom two bands, including no students receiving a result in the bottom band.

In Writing, 88% of students made medium to high growth, 33% of students achieved in the top two bands and only 8% of students achieved results in the bottom two bands. Our Year 3 students achieved outstanding results with 63% of the cohort achieving in the top two bands and no students achieving in the bottom two bands.

In Numeracy, 88% of students made medium to high growth, 56% of students achieved in the top two bands and only 5% of students achieved results in the bottom two bands. Our Year 3 students again achieved great results with 60% of the cohort achieving in the top two bands and only 8% achieving results in the bottom two bands.

Students supported by the Program for Students with Disabilities showed progress in achieving their individual goals.

Going forward we will continue to develop our Professional Learning Communities (PLCs) to strengthen teacher practices and improve student outcomes. Due to our strong work in developing such successful PLCs, Seaholme Primary School has been selected to be a PLC Link School in 2020 and will support other schools in our region to improve their teacher practice and student outcomes through the PLC Inquiry Model. We are very proud of this recognition and being able to share our achievements and work practices with other schools.

Engagement

In 2019, Seaholme Primary School continued our focus on student engagement. This included building student voice, agency and leadership across the whole school. This work incorporated the professional learning undertaken by our staff during our Professional Learning Communities (PLCs) inquiries. Students had regular opportunities to provide feedback to their teachers about what they are teaching and how this supported their learning. Examples of data include; 71% positive endorsement of Stimulating Learning up from 62% in 2018, 79% positive endorsement for Effective Teaching Time up from 70% in 2018 and 77% positive endorsement of Differentiated Learning Challenge up from 75% in 2018.

Leadership opportunities were extended to students across the school. Student representatives from Years 3 to 6 participated in the Junior School Council (JSC), which actively worked to improve the school for all students. The Year 6 students continued to be motivated and inspired to nominate for school captain and vice-captain, house captain and other leadership positions.

Feedback from the Parent Opinion Survey indicated high percentages of positive endorsement and all indicators were above Similar Schools and Network Schools. This includes 90% positive endorsement for Connection and Progression up from 85% in 2018, 92% positive endorsement of General Satisfaction up from 84% in 2018, 95% positive endorsement of School Pride and Confidence up from 91% in 2018 and 88% positive endorsement of Student Motivation and Support up from 77% in 2018.

The 2019 School Staff Survey endorsed the view that there is a strong and positive collective focus on student learning, efficacy and responsibility. Examples of staff opinion data that support this include; Collective Focus on Student Learning 91% positive endorsement, Collective Efficacy 96% positive endorsement and Collective Responsibility 93% positive endorsement. This survey also supports the strong culture of parent and community involvement with an 83% positive endorsement in this specific area.

The Attendance Rate for 2019 was above 93%. The school recorded a similar number of student absence days when compared with other schools in 2019. The four year average for student absence is at a similar level to comparison schools. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the weekly newsletter, reminder news feeds via COMPASS and at parent events. Teachers will also follow up unexplained absences as required.

Wellbeing

Seaholme Primary School encourages a strong sense of community and belonging at all levels of the school. The school community continues to demonstrate our school values of Respect, Responsibility and Resilience.

In 2019, we continued to refine and update our School Wide Positive Behaviour framework (SWBP) in accordance with the feedback we received from all stakeholders; students, staff and parents. This framework is now fully embedded into Seaholme Primary School through weekly planning documents demonstrating evidence of SWPB routines, student SWPB record charts and the language used by all members of our school community. SWPB is beginning to be reflected in improved data.

We held a few additional programs in addition to the normal transition to primary school and from primary school to secondary school. Our Pre-Foundation Reading Program was available for all children enrolled to commence Foundation in 2020. This weekly lesson during Term Three and Term Four proved to be very successful, allowing the students to become familiar with their new school, their classmates and their new teachers. We also invited the 2018 Year 6 pupils from Seaholme Primary School to return to our school in March 2019 to speak to the then current Year 5 and Year 6 students about their new secondary schools and to share their own personal experiences of transition.

In 2019, the Program for Students with Disabilities (PSD) supported ten students across the school with vision, intellectual, and social and emotional disabilities. Support was provided to students and regular Student Support Group (SSG) meetings were held with parents. Individual Learning Plans (ILPs) with goals were set for these students as well as being reviewed and updated regularly. All students worked hard to achieve their individual goals and progressed well.

Our school continues to work hard to improve the results in the students' Attitudes to School Survey. In particular, the improvement in the area of Managing Bullying, up from 62.6% positive endorsement in 2018 to 82% in 2019, currently out-performing the results of Similar Schools.

Student engagement and wellbeing is enhanced through a strong focus on developing student knowledge and skills in

interpersonal development and personal learning. A safe, supportive and purposeful learning environment encourages and enables students to be socially competent, resilient and lifelong learners.

Financial performance and position

The annual financial result was a surplus due to effective staff employment and management of the Student Resource Planning (SRP). Our workforce plan was aligned to our Annual Implementation Plan (AIP) goals. A number of government and Department grants were received including Out of School Care subsidies, Sporting Schools Grant and Equipment Boost Grant. The equity funding was used to support our AIP goal, to have all students annually achieve 12 months growth or more in Literacy, which included professional learning for staff, teacher resources, and the employment of a literacy consultant. A grant was also received from EXXON Mobil for the purchase of STEM equipment. We also received in excess of $3,000 in tax deductable donations from parents to our Building Fund. The school's fundraising committee was once again very active throughout the year, raising $17180.16. These funds have been put aside to be used for the redevelopment of the school oval.

We applied for but were unsuccessful in obtaining the Inclusive Schools Fund. These funds would have been used to redevelop the current school oval into an all-inclusive space that could be used for all students within our school. The plan would have included active play and gross motor skills areas, discover and explore sections, quiet and cooperative spaces and integrated learning zones. In 2020 the School Council will continue to look at how we can attain the funds necessary to begin this project.

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 344 students were enrolled at this school in 2019, 164 female and 180 male.

11 percent were EAL (English as an Additional Language) students and ND 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.

low	low-mid	mid	high
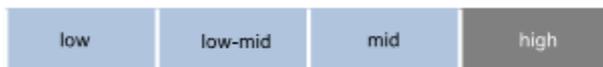
Parent Satisfaction Summary

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: 🔶	Key:	Similar School Comparison 🔵 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Above Above

Performance Summary

Key: Similar School Comparison
● Above ● Similar ● Below

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 12% Low 61% Medium 27% High **Numeracy** 11% Low 60% Medium 29% High **Writing** 12% Low 62% Medium 26% High **Spelling** 20% Low 57% Medium 23% High **Grammar and Punctuation** 23% Low 51% Medium 26% High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% Low 50% Medium 25% High Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ▬▬▬▬▬ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ▬▬▬▬▬ 50 Few absences <------> Many absences	Similar ◯

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	93 %	93 %	93 %	91 %	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: 🔷	Key:	Similar School Comparison 🔵 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ──────●🔷──── 100 Results: 2017 - 2019 (3-year average) 0 ──────●🔷──── 100	**Below** 🔵
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ──────●🔷──── 100 Results: 2017 - 2019 (3-year average) 0 ──────●🔷──── 100	**Above** 🟢

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, 2019	
Revenue	**Actual**
Student Resource Package	$2,605,331
Government Provided DET Grants	$244,187
Government Grants Commonwealth	$155,512
Revenue Other	$11,707
Locally Raised Funds	$366,872
Total Operating Revenue	**$3,383,609**

Equity[1]	
Equity (Social Disadvantage)	$13,829
Equity Total	**$13,829**

Expenditure	
Student Resource Package[2]	$2,718,937
Books & Publications	$3,780
Communication Costs	$5,721
Consumables	$90,951
Miscellaneous Expense[3]	$290,164
Professional Development	$13,092
Property and Equipment Services	$105,387
Salaries & Allowances[4]	$77,830
Trading & Fundraising	$44,484
Travel & Subsistence	$44
Utilities	$26,461

Total Operating Expenditure	**$3,376,850**
Net Operating Surplus/-Deficit	**$6,759**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$425,877
Official Account	$27,926
Other Accounts	$6,075
Total Funds Available	**$459,878**

Financial Commitments	
Operating Reserve	$103,034
Other Recurrent Expenditure	$382
Provision Accounts	$4,918
Funds Received in Advance	$83,027
Repayable to the Department	$111,507
Asset/Equipment Replacement < 12 months	$50,000
Maintenance - Buildings/Grounds < 12 months	$106,600
Total Financial Commitments	**$459,467**

(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 26 February 2020 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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below

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').