

# 2020 Annual Report to The School Community



**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](http://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 2020 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 23 March 2021 at 01:09 PM by Ashley Craig (Principal)

The 2020 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 01 April 2021 at 01:46 PM by Andrea Kehoe (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

Located in Altona, a short walking distance to the beach and Cherry Lake Reserve, Seaholme Primary School is comprised of a 18 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 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, 6 down-ball courts, 3 adventure playgrounds, 2 sandpits, and a rebound wall.

In 2020 there were 346 students enrolled, supported by a workforce of 27.12 equivalent full-time staff comprised of 2 principal class, 18.24 equivalent teaching staff and 6.88 equivalent Education Support staff.

At Seaholme Primary School we work together with our community to ensure 'Success for All'. We provide a stimulating, creative and challenging learning environment where students achieve their personal best. They are supported to grow socially, emotionally and academically, and become respectful, responsible and resilient members of a global community. We offer a robust educational experience for all students through effective communication, strong collaboration and high impact, research-based teaching.

In late 2020 Seaholme Primary School had its review and developed a new School Strategic Plan (SSP). Over the next 4 years, the goals within our SSP are to; improve the learning outcomes of all students, to enhance student engagement in all facets of school life, and to enhance the health and wellbeing of every student. The key improvement strategies to achieve these goals are to:

- enhance teacher capacity to use curriculum, assessment and pedagogy to enable effective differentiation and challenge for all students,
- enhance student agency in learning,
- build the instructional and shared leadership of all staff,
- enhance opportunities for student voice, agency and leadership,
- build a positive and inclusive learning environment, and
- continue to foster networks with parents, carers and the wider community to enhance student wellbeing, achievement and engagement.

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. Out of School Hours Care (OSHC), swimming, camps for years 2-6, lunchtime clubs, instrumental music and incursions and excursions 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 endeavours 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 2020, Seaholme Primary School focused their work on the Framework for Improving Student Outcomes (FISO) priority of Excellence in Teaching and Learning through the dimension of Curriculum Planning and Assessment.

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. The Professional Learning Communities (PLC) continued to access contemporary research and resources to enrich teaching and learning programs, and to enhance student engagement. Teams of teachers used evidence to regularly monitor the effectiveness of the programs in meeting student learning needs and established challenging learning goals. Teaching staff have developed a new Writing instructional model informed by research-based, best practice. Further work refining the teacher practices to implement the Writing instructional model will be a focus for 2021.

Due to the Covid-19 pandemic and subsequent school closures, the work of the school focused on best practice to support students during Flexible and Remote Learning. The school deliberately planned to have a gradual rollout of the Flexible and Remote Learning program and used the FISO Improvement Cycle to drive continuous improvement of its delivery. They collected regular feedback from the students, families and staff and used this data to drive staff professional learning and improvements. Throughout this process the school developed the staff capacity to use digital technology to leverage Google Classroom and WebEx video conferencing to support student wellbeing, engagement and connectedness. Staff also researched, developed and implemented effective feedback practices to ensure the continuity of learning for students. This resulted in a successful Flexible and Remote Learning program as evidenced by the positive feedback from our community. The school has also been able to take what they learnt during this challenging time and make adaptations to improve the teaching and learning at Seaholme Primary School in the future.

## Achievement

In 2020, 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 2020, considering the challenges they faced with school closures due to the Covid-19 pandemic. These results are 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 English, we have 92.7% of students deemed at or above the age expected standard compared to 90.3% and 86.3% of students of similar schools and state average respectively. There is no NAPLAN data available to provide further commentary.

In Mathematics, we have 95.5% of students deemed at or above the age expected standard compared to 90.4% and 85.2% of students of similar schools and state average respectively. Similarly to English, there is no NAPLAN data to provide further comparison.

Based on the growth from 2020, some students will access the Tutor Learning Initiative 2021. Students will participate in three 60 minute sessions a week for one semester. During Semester One, tutoring groups will be focused on core Literacy skills. During Semester Two, tutoring groups will focus on a Literacy or Mathematics as per the students' identified needs. Students who are not selected to participate in the Tutor Learning Initiative will have their progress monitored closely through our Professional Learning Communities (PLC) inquiry cycles.

Students supported by the Program for Students with Disabilities (PSD) showed progress in achieving their individual goals. All students on the PSD had Students Support Group (SSG) Meetings and Individual Education Plans (IEP) were developed specifically for each student.

Going forward we will continue to develop our Professional Learning Communities as a part of being a PLC Link School in 2021. We will further develop our own practice and that of other schools in our region to improve their teacher practice and student outcomes through the PLC Inquiry Model. We are very proud to be able to share our

achievements and work practices with other schools.

## Engagement

In 2020, Seaholme Primary School continued our focus on student engagement.

The Attendance Rate for 2020 was above 96%. This result is significantly higher than the 4-year average and higher than similar schools. This suggests that the Flexible and Remote Learning program provided to students challenged and engaged them while also supporting their wellbeing. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the newsletter, reminder news feeds via COMPASS and at parent events. Office administration will also follow up unexplained absences as required.

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

Student voice, agency and leadership across the whole school was again a focus for improvement. The planned professional development work was put on hold somewhat due to remote teaching and learning. We have seen a decline in our systematic student data through the Attitudes to School Survey, and therefore student engagement goals will be a focus of 2021.

Feedback from the Parent Opinion Survey indicated strengths and also areas for more work. The areas of strength included the modules of Parent Community Engagement, Safety, and School Ethos and Environment.

The 2020 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 Responsibility 94% positive endorsement, Guaranteed and Viable Curriculum 93% positive endorsement, Using Evidence to Inform Teaching Practice 94% positive endorsement, and Collaborate to Plan Curriculum 100% positive endorsement.

## 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 2020, we continued to refine and update our School Wide Positive Behaviour framework (SWPB) 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. In the Parent Opinion Survey, the module of Safety, 86% of response indicated positive endorsement, which is at or above similar schools.

Our Flexible and Remote Learning program had a heavy focus on student wellbeing. Staff worked with families to support individuals and the overall remote learning program changed in order to support students. Due to the restrictions, students lost contact with peers and through our live learning programs were able to interact with their peers. Further live lunchtime programs were provided to allow students more time to interact with their friends and classmates. Students deemed vulnerable were able to access our on-site learning program during this time to support their wellbeing. We averaged approximately 10% of the student population attending the on-site learning program during the school closures.

Due to restrictions, we were unable to hold our traditional transition programs to school, however we modified these to virtual experiences for 2021 students and families. These included live information nights, online school tour, Pre-Foundation Reading videos and small group on-site sessions.

In 2020, 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 Education Plans (IEPs) were developed 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.

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 of \$34,402.00 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. 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, and teacher resources. A grant was also received from EXXON Mobil for the purchase of STEM equipment. We also received in excess of \$3,000 in tax deductible donations from parents to our Building Fund. Due to the pandemic, our fundraising committee was unable to raise funds for the school.

We applied for but were unsuccessful in obtaining the Minor Capital Works Fund grant. 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 2021 the School Council will continue to look at how we can attain the funds necessary to begin this project.

**For more detailed information regarding our school please visit our website at**  
<https://seaholmeprimaryschool.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.

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 346 students were enrolled at this school in 2020, 165 female and 181 male.

11 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

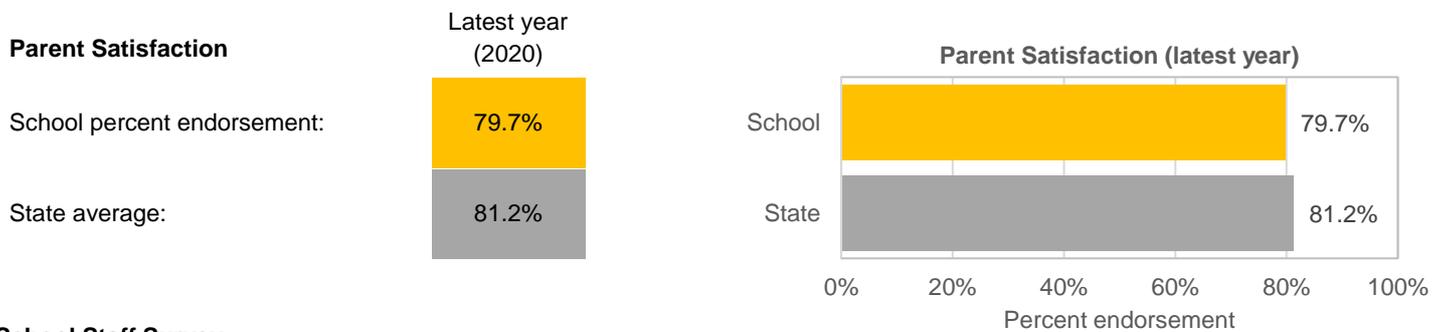
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

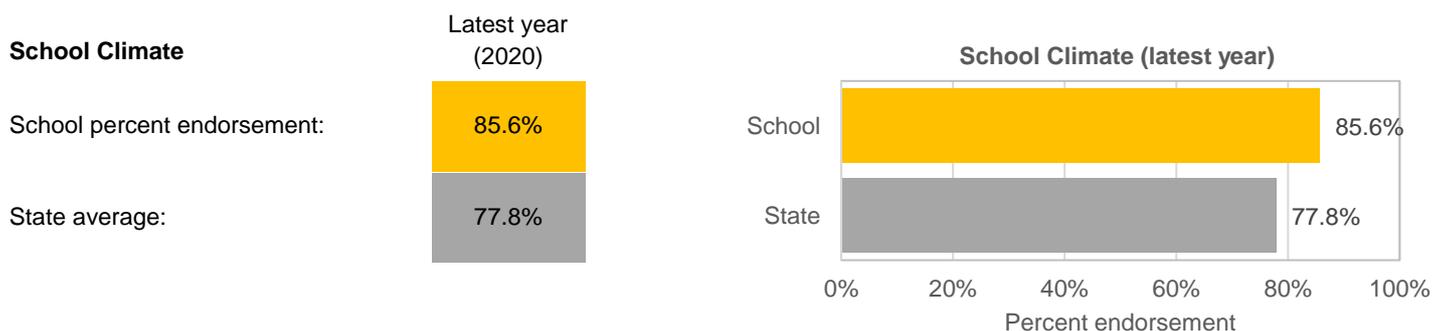


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

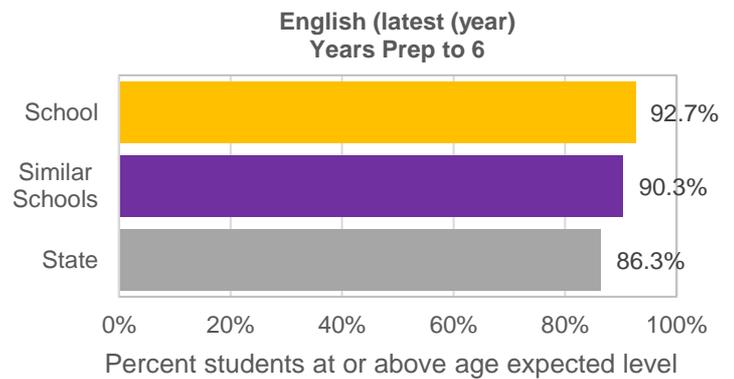
92.7%

Similar Schools average:

90.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

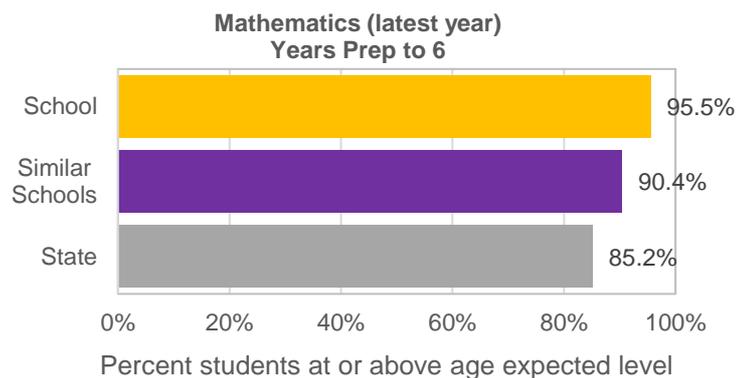
95.5%

Similar Schools average:

90.4%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

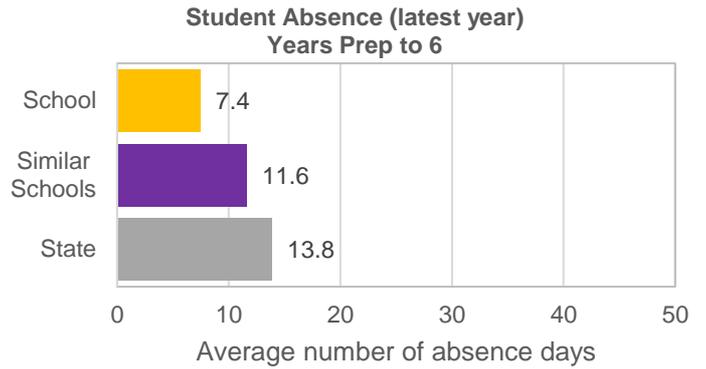
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.4	12.9
Similar Schools average:	11.6	14.1
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	96%	96%	96%	96%	96%

## 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.

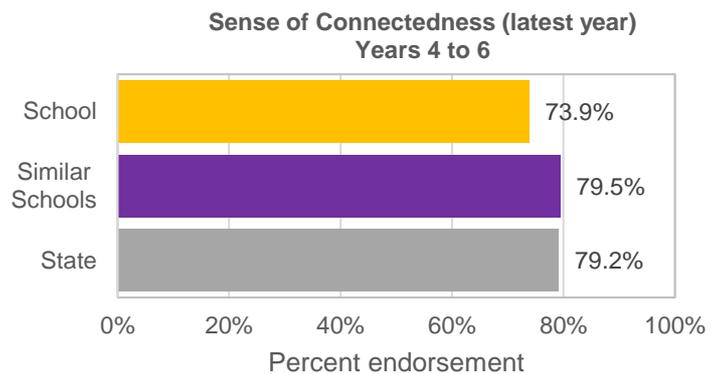
### Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	73.9%	73.3%
Similar Schools average:	79.5%	80.2%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

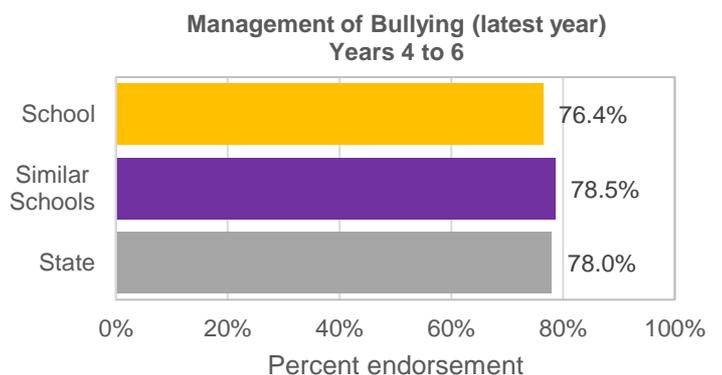
### Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	76.4%	76.7%
Similar Schools average:	78.5%	80.6%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,739,609
Government Provided DET Grants	\$291,115
Government Grants Commonwealth	\$219,184
Government Grants State	NDA
Revenue Other	\$4,423
Locally Raised Funds	\$174,447
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,428,777</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$14,809
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$14,809</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,711,394
Adjustments	NDA
Books & Publications	\$388
Camps/Excursions/Activities	\$15,340
Communication Costs	\$3,524
Consumables	\$78,086
Miscellaneous Expense <sup>3</sup>	\$12,813
Professional Development	\$6,910
Equipment/Maintenance/Hire	\$56,286
Property Services	\$50,891
Salaries & Allowances <sup>4</sup>	\$85,968
Support Services	\$79,445
Trading & Fundraising	\$16,487
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$26,048
<b>Total Operating Expenditure</b>	<b>\$3,143,580</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$285,197</b>
<b>Asset Acquisitions</b>	<b>\$20,482</b>

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$656,094
Official Account	\$72,244
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$728,338</b>

Financial Commitments	Actual
Operating Reserve	\$67,117
Other Recurrent Expenditure	\$2,671
Provision Accounts	\$4,918
Funds Received in Advance	\$109,739
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$32,888
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$197,040
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$414,372</b>

*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.*