

# 2022 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 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 08:40 AM by James Barger (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 30 April 2023 at 10:14 PM by Andrea Kehoe (School Council President)

## How to read the Annual Report

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### 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.

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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

#### 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)

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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.

'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 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

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## School context

Located in Altona, within a short walking distance of the beach and Cherry Lake Reserve, Seaholme Primary School prides itself on being a small community school. Our 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. These extensive grounds and gardens include; an oval, running track, basketball court, six down-ball courts, three adventure playgrounds, two sandpits, and a rebound wall.

In 2022 there were 320 students enrolled in the school, supported by a workforce of 27.46 equivalent full-time staff comprising two principal class, 18.2 equivalent teaching staff and 7.26 equivalent Education Support staff. We had two International Students who integrated into Seaholme Primary School exceptionally well and were ably supported by the teachers and support staff. Effective home-school relationships were developed, which supported these students' academic, social and emotional growth through the extensive programs offered at our school.

At Seaholme Primary School, we work with our community to ensure 'Success for All'. We provide an inclusive, stimulating, creative and challenging learning environment where students are encouraged and enabled to 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 practices.

In late 2020 Seaholme Primary School had its review and developed a new School Strategic Plan (SSP). Over the next four years, the goals within our SSP are to:

- improve the learning outcomes of all students,
- enhance student engagement in all facets of school life, and
- 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 Visual Art, Performing Art, Physical Education and Mandarin. Out of School Hours Care (OSHC), swimming, camps for years 2-6, lunchtime clubs, instrumental music and incursions and excursions are provided to supporting 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 and the wider community has been developed and is considered essential in our endeavours to ensure success for every child.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, Seaholme Primary School embedded a guaranteed and viable curriculum for Number and Algebra. We explored the research and work of Dianne Siemon and used this new knowledge to create whole school developmental learning sequences, proficiency scales and formative assessments. This documentation improved our ability to differentiate by building our curriculum knowledge and enhancing our ability to assess and teach each child at their point of need.

We continued to build on our high impact professional learning communities, focusing on developing our middle leaders, facilitating and fostering 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 across the curriculum.

We are very proud of our students' learning outcomes in 2022, considering the challenges they faced returning to full time, onsite schooling after the disruptions experienced during the Covid-19 pandemic. These results are a true reflection of the hard work and team approach to student development to which the students, staff, parents and carers, and the wider community of Seaholme Primary School all contributed.

Our school's academic results in 2022 were generally above similar schools and significantly above the state average.

In Reading and Viewing, 93% of our students were deemed at or above the age expected standard compared to 91% and 87% of students at similar schools and across the state, respectively. In Grade 3 and Grade 5, 84% and 81% of students were in the Top 3 Bands of NAPLAN compared to 85% and 80% of students from similar schools.

In Writing, 90% of our students were deemed at or above the age expected standard compared to 86% and 82% of students at similar schools and across the state, respectively. In Grade 3 and Grade 5, 68% and 29% of students were in the Top 2 Bands of NAPLAN compared to 59% and 33% of students from similar schools.

In Mathematics, we have 93% of students deemed at or above the age expected standard compared to 91% and 87% of students at similar schools and across the state, respectively. In Grade 3 and Grade 5, 80% and 61% of students are in the Top 3 Bands of NAPLAN compared to 75% and 62% of students from similar schools.

Based on literacy and numeracy assessment and teacher judgement growth data from 2021, some students accessed the Tutor Learning Initiative 2022. Students participated in three 60-minute sessions a week. Tutoring groups focused on core Numeracy skills (Semester 1) and core Literacy skills (Semester 2). Students not selected to participate in the Tutor Learning Initiative had 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 Student 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 (PLC) as a part of being a PLC Link School in 2023. We will further develop our practice and that of other schools in our region to improve their teaching 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.

## Wellbeing

In 2022, Seaholme Primary School focused on supporting the whole student. There has been no more pertinent time, post lockdown and Flexible and Remote Learning, to ensure student wellbeing is at the forefront of our collective conversation. We recruited additional staff and implemented a structured wellbeing team consisting of our Assistant Principal, two Learning Specialists and two student counsellors. They collaboratively created and embedded a tiered approach to whole school health and wellbeing strategies so that we can support each student at their point of need.

Tier 1 - Universal - General supports for all students

- School Wide Positive Behaviour (SWPB) framework - Our core values being a part of our universal dialogue and the lens through which behaviour is discussed - Respect/Responsibility/Resilience
- Our school matrix - a clear guide of how it looks to enact our values
- A whole school behaviour acknowledgement system – stickers and wristbands
- Student of the Week Awards
- Lunchtime clubs informed by student voice
- Weekly explicit teaching of School Wide Positive Behaviours and Rights Resilience and Respectful Relationships curriculum
- Zones of Regulation used as a consistent language in the community to discuss emotions, feelings and regulation
- Weekly Wellbeing tip at Assembly
- Sensory tool boxes - each classroom has a box of sensory tools and supports to have as inclusive options for students requiring sensory supports

- Reward systems in each classroom

#### Tier 2 - Targeted supports for some students

- Good Morning Club to support students in the mornings before school with transitioning into the day
- Zones of Regulation Intervention – groups of students learn and practise self-regulation
- Counselling and OnPsych - students engaged weekly with external mental health support
- OT/speech - students engaged weekly with external allied health supports
- Lunchtime friendship supports - small groups of students develop skills to build and maintain positive relationships
- Sensory space - a space for students to use to calm down or have quiet time
- Termly Student Support Group meetings to bring together parents, teachers and allied health in support of the student and their goals
- Social stories where needed about new experiences/processes
- Individual reward systems based on goals
- Check-in chats with trusted adults
- Staff upskilling around specific students and their diagnoses, strengths and needs
- Targeted relationship building between staff and students to support students with anxiety

#### Tier 3 - Intensive supports for few students

- Modified timetable/curriculum program
- Safety plans
- High levels of involvement from external services and supports

In 2022, we continued to refine and update our School Wide Positive Behaviour framework (SWBP) in accordance with the feedback we received from all stakeholders. We refined our minor and major behaviours and introduced a new category of moderate behaviours. We developed and implemented a consistent approach to collecting student wellbeing data on Compass. This data allows us to make informed decisions about the teaching of SWPB. These improvements were reflected in our data; student sense of connectedness increased to 80%, above that of similar schools who achieved 75%. Management of bullying had a positive response rate of 81% which is above that of similar schools at 73%. Finally, in the Safety module of the Parent Opinion Survey, 90% of respondents indicated positive endorsement, again above similar schools at 80%.

## Engagement

In 2022, Seaholme Primary School had a strong focus on student engagement. Student voice, agency and leadership across the school were again a focus for improvement, for which we leveraged our high impact Professional Learning Communities. Each PLC had a focus on student engagement and staff developed their ability to harness student voice and develop student agency. Although we have seen some improvement in our Student Attitudes to School Survey, we have continued to achieve results below similar schools. Student engagement goals will be a priority focus again in 2023.

Leadership opportunities were extended to students across the school. Student representatives from Grade 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 apply for school captain and vice-captain, house captain and other leadership positions. Environmental Leaders were selected from each grade with a focus on sustainable environmental practices.

In 2022, students averaged 19.9 days absent. This result is lower than similar schools, which achieved an average of 22.3 days absent. 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.

Feedback from the Parent Opinion Survey indicated strengths compared to similar schools and the state. The areas of strength included the modules of Connection and Progression, Parent Community Engagement, Safety, School Ethos and Environment, Student Cognitive Engagement and Student Development.

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## Other highlights from the school year

A highlight of our school year in 2022 was our whole-school concert. It was put together in collaboration with Jason Coleman's Ministry of Dance, led by one of our Seaholme parents. It was a mutually beneficial partnership as the dance students worked towards their teaching accreditations while leading our school's production. It was heartening to have our whole community back together at the performance and to see our students shine as they performed to an authentic audience. Post-lockdowns, this was a very significant shared experience, and many young students' and community members' first exposure to live performance.

Another highlight was the partnership forged with Western Autistic School. This led to both schools working together to facilitate social groups through the ICAN Network. This built staff capacity, strengthened inclusive practice, and opened up the doors and facilities of our school to support and welcome others. The partnership between Seaholme, Western and ICAN was so successful that we intend to run it again this year.

In both examples, the most significant outcome was the power of working with others in our community to support our students more holistically.

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## Financial performance

The annual financial result was a deficit of \$26,682 due to effective staff employment and management of the Student Resource Planning (SRP). Our workforce plan was aligned with our Annual Implementation Plan (AIP) goals. 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. We also received more than \$3,000 in tax deductible donations from parents to our Building Fund. Our fundraising committee was able to raise just over \$9,500 for the school, which was a fantastic effort by the committee and community, and will go toward future improvement to the school grounds.

We continued to receive PLC Link school funds which were used to support our staff's professional learning as well as help Western Melbourne schools focus on continuous improvement.

In 2023, the School Council will continue to look at how we can obtain the funds necessary to begin a major restoration of the school grounds.

**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 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 320 students were enrolled at this school in 2022, 152 female and 168 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).

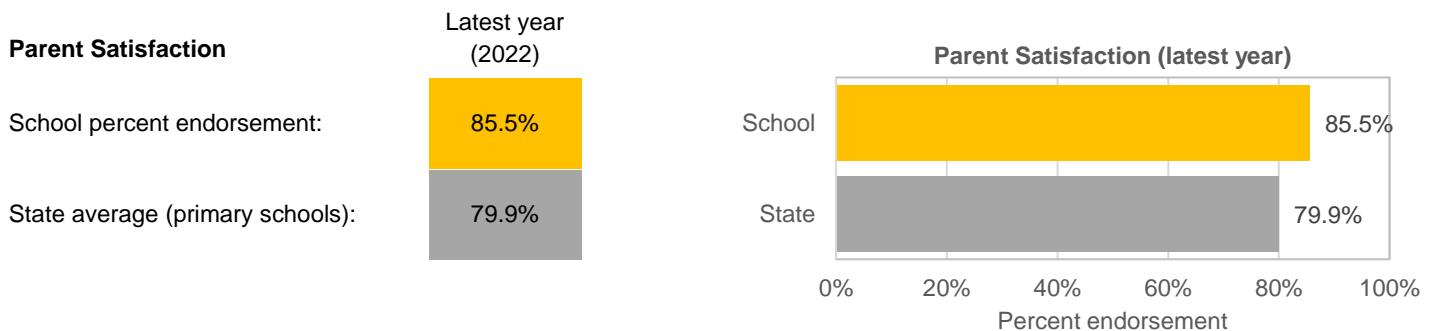
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

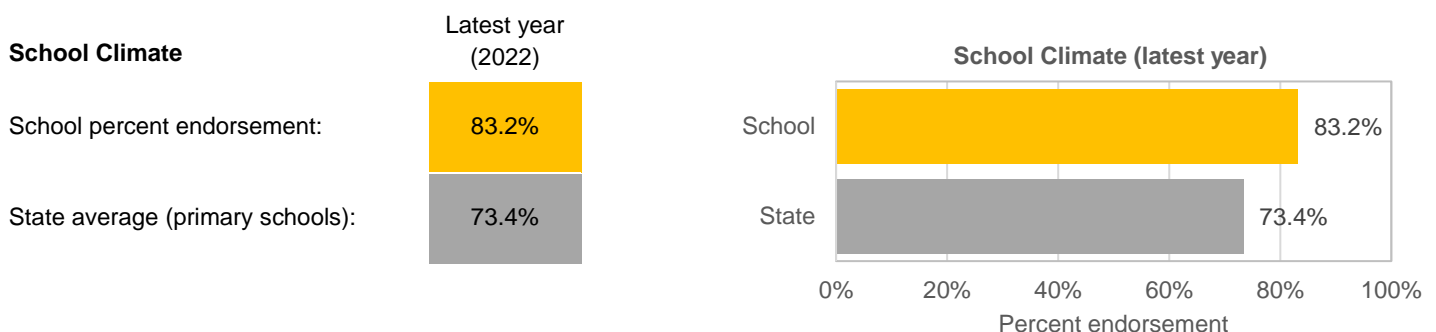


### School Staff Survey

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:

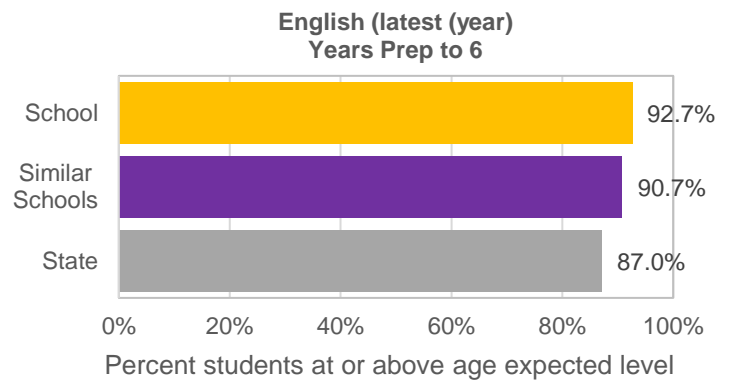
92.7%

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:

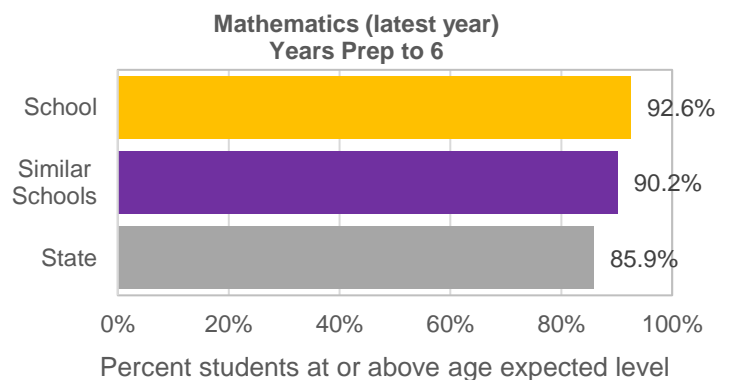
92.6%

Similar Schools average:

90.2%

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.

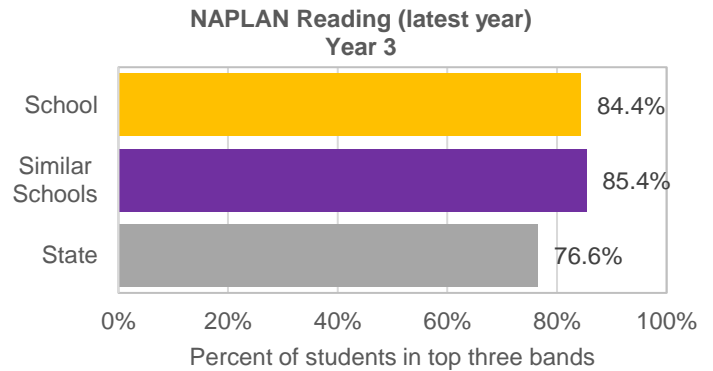
### NAPLAN

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.

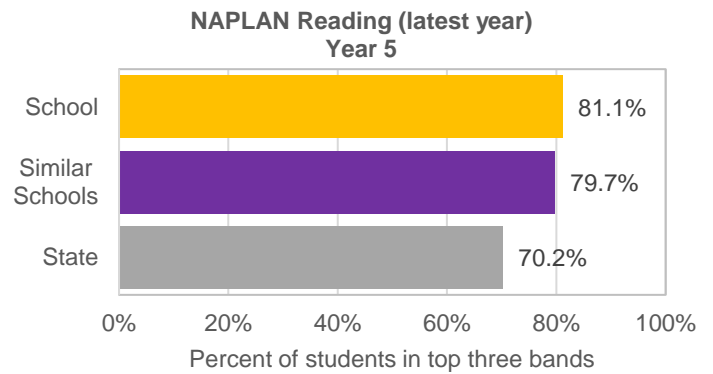
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.4%	83.9%
Similar Schools average:	85.4%	85.1%
State average:	76.6%	76.6%



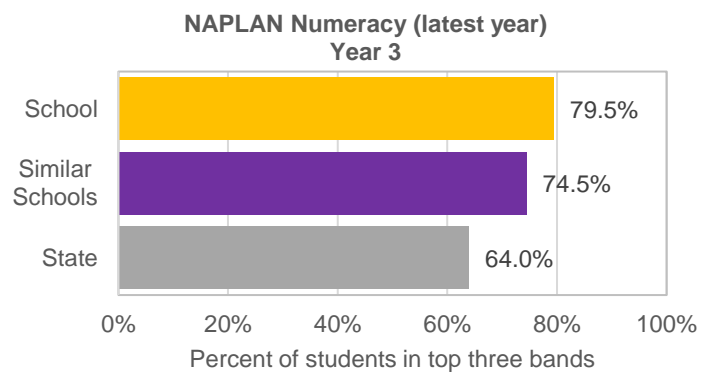
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.1%	80.3%
Similar Schools average:	79.7%	78.8%
State average:	70.2%	69.5%



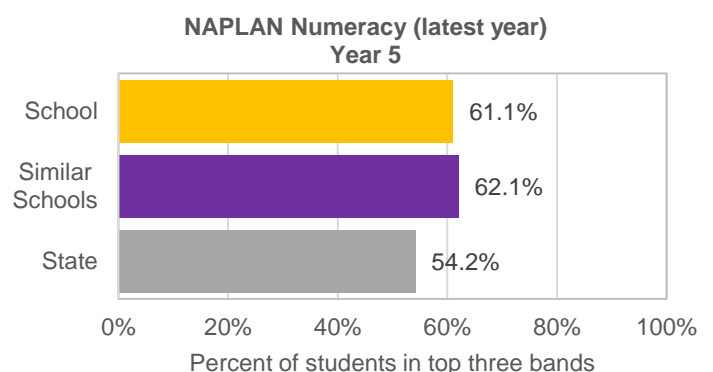
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.5%	73.4%
Similar Schools average:	74.5%	76.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.1%	72.2%
Similar Schools average:	62.1%	67.6%
State average:	54.2%	58.8%



## WELLBEING

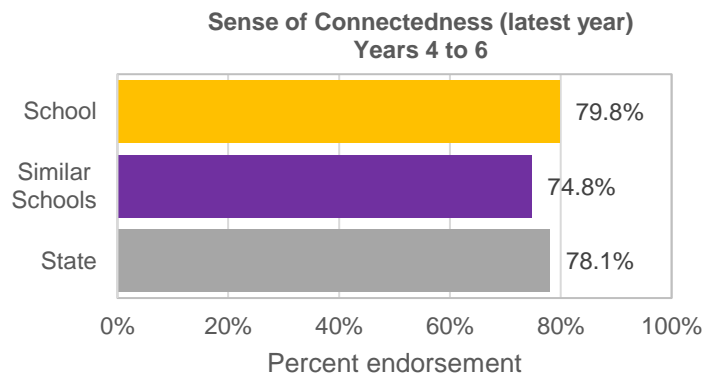
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	79.8%	75.7%
Similar Schools average:	74.8%	77.3%
State average:	78.1%	79.5%

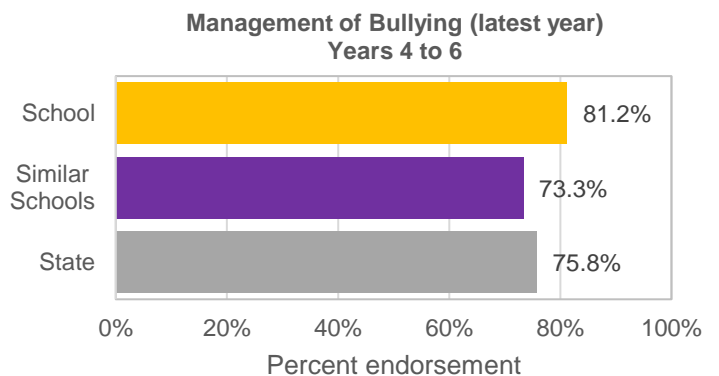


### Student Attitudes to School – Management of Bullying

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:	81.2%	80.6%
Similar Schools average:	73.3%	77.0%
State average:	75.8%	78.3%



## ENGAGEMENT

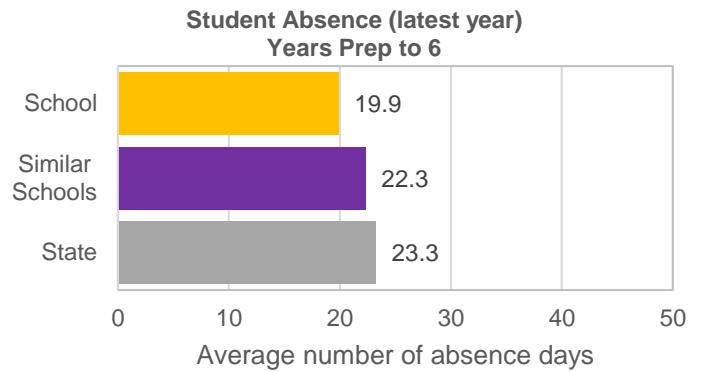
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.9	12.9
Similar Schools average:	22.3	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%	91%	89%	91%	90%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,939,551
Government Provided DET Grants	\$299,574
Government Grants Commonwealth	\$104,088
Government Grants State	\$25,000
Revenue Other	\$27,641
Locally Raised Funds	\$311,998
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,707,852</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$16,405
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$16,405</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,038,401
Adjustments	\$0
Books & Publications	\$9,274
Camps/Excursions/Activities	\$122,359
Communication Costs	\$2,944
Consumables	\$93,913
Miscellaneous Expense <sup>3</sup>	\$10,837
Professional Development	\$19,303
Equipment/Maintenance/Hire	\$16,187
Property Services	\$41,598
Salaries & Allowances <sup>4</sup>	\$209,398
Support Services	\$94,642
Trading & Fundraising	\$42,361
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,317
<b>Total Operating Expenditure</b>	<b>\$3,734,534</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$26,682)</b>
<b>Asset Acquisitions</b>	<b>\$26,030</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$849,971
Official Account	\$50,103
Other Accounts	\$7,664
<b>Total Funds Available</b>	<b>\$907,738</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$111,435
Other Recurrent Expenditure	\$127
Provision Accounts	\$4,918
Funds Received in Advance	\$79,085
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$211,000
Maintenance - Buildings/Grounds < 12 months	\$6,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$432,564</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.*