



Seaview Downs Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Seaview Downs Primary School Number: 984

Partnership: Marion Coast

Name of School Principal:

Des Hurst

Name of Governing Council Chair:

Dr Pauline Glover

Date of Endorsement:

School Context and Highlights

Enrolment began with 236 students in 9 classes and grew to 247 by December. New Deputy Sue Matene managed resources for students with disabilities, liaising regularly with Support Services to target support for these 26 students, establishing intervention programs, working with staff & parents to set goals and review progress every 5 weeks. Faye Gorman appointed Literacy Coordinator for the year, led staff in developing agreements about literacy practice across the school. Finalised in December, all staff committed to the Literacy Agreement's implementation in 2018. Christine Pearson, appointed as Well Being Coordinator for one day a week, led an anti-bullying campaign, creating student perception surveys to gather base line data, developed two brochures to summarize our Anti Bullying policy for parents and students. She led the Play is The Way social behavior learning program, including whole staff training in December facilitated by the author & creator. All staff committed to rigorous implementation of this approach from 2018. Christine also led a staff review of our Classroom Behaviour Learning agreement.

A \$1 million STEM Works grant initiated discussion about STEM teaching & learning, & contemporary classroom spaces. In collaboration with architects and builders a major renovation began in Building 2, to create a new general Making Space and three new classrooms for senior students. We outsourced a strand of the digital technology curriculum to Scope IT who provided 20 coding workshops for R-5 students with their teachers, through Term 2 & 3.

Nathan Bald revitalized our PE & sports programs and added more athletics to our annual Sports Day program. Participation in sport and SAPSASA events increased significantly. Fiona Delaine staged a successful School Concert in Term 3, showcasing students' skills in dance drama and music. Jo Downes, Andrew Seyfang, parent Mark Dunkin & students established a sustainable garden in vacant land between the gym and Greenfield Road. GC Fundraising Committee provided a \$5000 start up grant to buy raised garden beds and good quality loam and later another \$2400 to install a water tap. A grant from Yates funded a 10 tree orchard and one from NRM for an indigenous bush garden to be planted in Spring 2018. From Term 2 a special program for 3 autistic students was hosted in Room 10. These students made significant growth but added a new complexity. Of the 34 Year 7s graduates, 31 went to Seaview HS, 2 to Brighton SS.

Governing Council Report

Governing Council structures and processes were implemented & DECD Standing Orders adopted
 Established Sports & 50th Anniversary Committees
 Chair met with local politicians about DECD funding & Marion City Council about working together
 Hosted a Governing Council information table on Sports Day to talk about Council activities to encourage participation
 Appointed a new Director of OSHC & implemented formal contracts for all OSHC & canteen staff
 Developed a new space for an OSHC office and rooms & a new bench top in Canteen
 Provided successful Before, After & Vacation Care programs & improvement in all AECQA standards 2018
 Uniform Shop maintained quality service to parents with high quality uniforms and on-line options
 Maintained a high quality Canteen service based on Rite Bite program to the school and a private school nearby with record numbers of volunteers including students at recess times.
 Successful Walk to School Day breakfast enjoyed by the school community
 STEM building and development finalized with minimal disruption
 Buddy Seat decorated by students installed and the concept explained to students
 Successful garden & orchard created by teachers, parents & children with grants from Council and government agencies
 Students again planted shrubs in the O'Halloran Hill Conservation Park to support the regeneration effort
 Liaised with Marion City Council traffic control to identify some 'kiss and drop' areas and disability parks
 Fun Run and Quiz Night were great fun & very successful financially
 Chairperson attended assemblies, Graduation, School Concerts and Sports Day and presented awards & an address.
 Frequently wrote messages for the Newsletter.
 Recognized 3 outstanding parent volunteers in 2017 and had their names added to the plaque from the Office for Volunteers.
 Published a Year Book for 2017
 Maintained membership of the South Australian Association of State School Organisations Inc

Improvement Planning and Outcomes

We set 5 improvement priorities:

1. Implement effective pedagogical approaches to the teaching & learning of numeracy & Literacy
2. Prepare staff and students for the focus on STEM teaching & learning
3. Improve learner dispositions through differentiated teaching, Growth Mindset, Resilience and
4. Authentic Student Voice to support effective learning
5. The progress of all learners is tracked and monitored effectively

Main strategies actioned & outcomes:

Undertook professional learning to develop common effective pedagogy, based on researched best practice in literacy resulted in trials of new strategies and a Literacy agreement for a more consistent approach 2018

Implemented the Literacy Levels Intervention for targeted groups which resulted in 22 students all making a minimum gain of 5 reading levels or more.

Participated in MCP moderation staff meetings and Pupil Free Day learning meant more As and Bs were assigned to student achievement

Teachers shared the learning done through the Marion Coast Partnership Results+ numeracy project to implement effective strategies which promoted intellectual stretch & redesigned tasks which allowed students to perform at higher levels and earn more As & Bs. 2 teachers will continue in 2018 and continue to share their learning & developing expertise.

Implemented ScopeIT Education program in Terms 2&3 with teachers participating along side the students. Many students developed skills in coding and have continued to use scratch at home to create digital animations.

Student Voice in Learning teams conducted observations of classroom practice to identify growth mindset, intellectual challenge & provided recommendations to staff. This will continue in 2018 with the goal of more teachers participating & beginning to involve their students in the creation of success criteria & co-designing assessment tasks.

Implemented Play is the Way as a common approach and underpinning philosophy to student management & well being. All teachers were trained in December and an Action Team formed to lead and support implementation in 2018

All teachers continued to build student self-esteem and resilience, with an emphasis on cyber bullying and internet safety and Responsible Use Agreements for older students

Developed a pre-referral process to identify student needs, support offered and further required. One Plans were written for every SWD and effective relationships were established with Support Services personnel.

Monitored absences and regular 'late arrivers' and 23 reminder letters were sent to families of concern. Phone calls are now regularly made on day 2 of unexplained absence.

Data was tracked mainly by Leadership and shared with staff. New goal is for teachers to own the data analysis process and act on it to target teaching in 2018.

OUTCOMES

2017 Goal: More 3-7 students achieve in the NAPLAN higher bands

Numeracy targets: Yr 3 >30%; result 24% Yr 5 > 30% result 20%; Yr 7 >30% result 24%

Reading targets: Yr 3 >45% result 41% ; Yr 5 >50%;result 8% Yr > 50% result 41%

2017 Goal: All Yr 1 & Yr 2 students exceed the Reading Term 3 benchmark

RR target set: >75% year 1 achieved SEA result 73%; >75% year 2s achieved SEA result 85%

The External Review in June 2017 made the following recommendations:

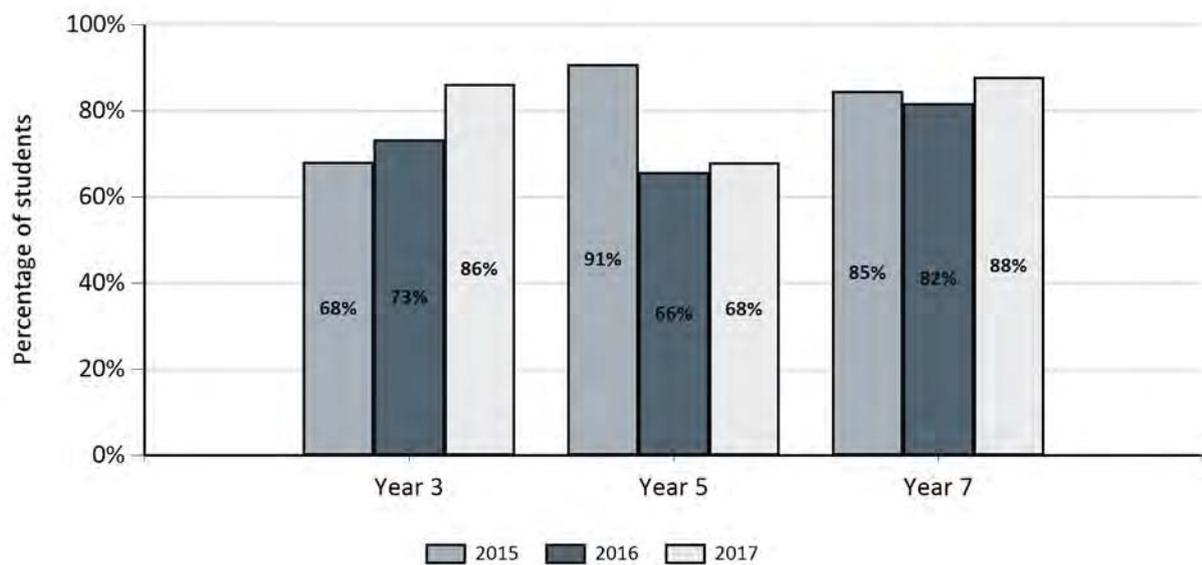
1. Deliver challenging & engaging learning opportunities across all areas through collaborative learning & assessment design
2. Meet the needs of all learners & ensure each learners potential is maximized through intentional teaching informed by data
3. Establish collective responsibility for improvement plans that are then monitored by regular systems of self-review
4. Deliver learning experiences that enable students to understand, monitor and assess their learning
5. Build teacher capacity & efficacy

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

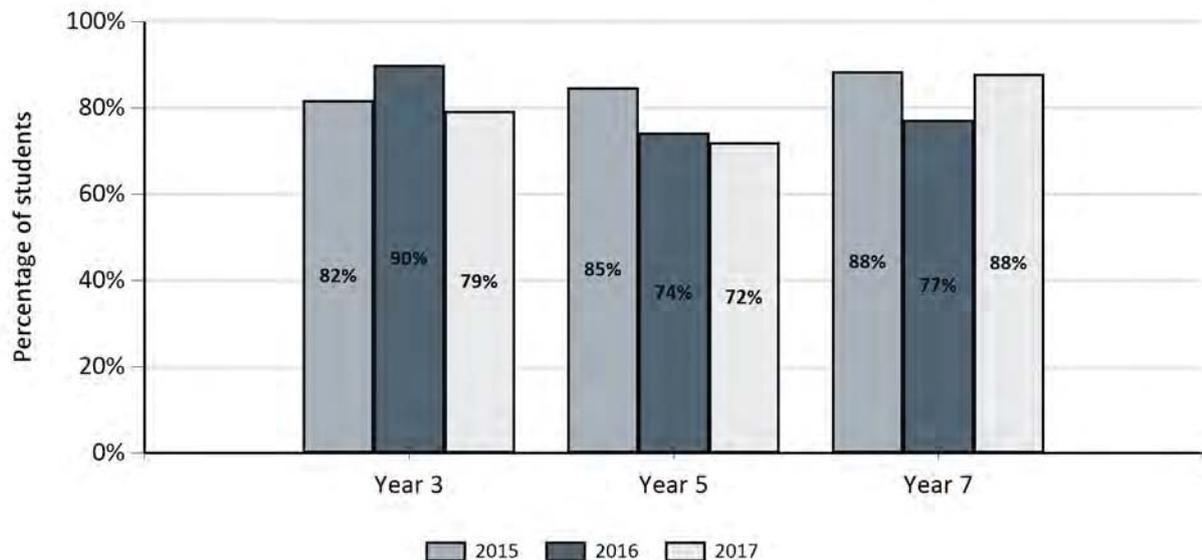
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	11%	17%	25%
Middle progress group	63%	50%	50%
Lower progress group	26%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	6%	15%	25%
Middle progress group	33%	59%	50%
Lower progress group	61%	26%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	29	29	12	7	41%	24%
Year 3 2015-17 Average	27.0	27.0	10.0	6.3	37%	23%
Year 5 2017	25	25	2	5	8%	20%
Year 5 2015-17 Average	31.0	31.0	9.0	6.0	29%	19%
Year 7 2017	33	33	11	8	33%	24%
Year 7 2015-17 Average	27.0	27.0	11.0	6.7	41%	25%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School Performance Comment

As a school that often has only 20-30 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Nevertheless the following data shows an encouraging trend in the take up of reading skills in the early years of school. The year 1 & 2 results are the Running Records data showing the percentage of students achieving the standard. It affirms our increased rigor in the Jolly phonics program at Reception and Year 1 and its impact in Year 3 performance in NAPLAN.

READING Students Demonstrating Expected Achievement (SEA)

The 2014 Year 1 cohort achieving SEA was 34%, increased to 53% in Year 2 and then to 73% in Year 3 and we have high hopes for their achievement in Year 5 in 2018

The 2015 Year 1 cohort achieving SEA was 53%, increased to 72% in Year 2 and then to 86% in Year 3 and we have high hopes for their achievement in Year 4 in 2018

The 2016 Year 1 cohort achieving SEA was 74%, increased to 85% in Year 2 and we have high hopes for their achievement in Year 3 in 2018

NAPLAN PROFICIENCY in READING & NUMERACY

This chart shows again the steady upward trend in Year 3 performance. The Numeracy results are more steady but it is interesting to add that in 2014 (not shown) 76% of Year 3s, 72% of Year 5s and only 59% of Year 7s achieved SEA.

NAPLAN Progress

This table shows in Reading & Numeracy that too many of our students make only middle progress from Year 3-5 and from Year 5-7 where we would hope that more than 25% would be in the upper progress range rather than coasting.

NAPLAN Upper Two Bands Achievement

Our priority since 2015 has been to see more and more students achieving in the Upper two NAPLAN bands. Our progress here is seen more easily below:

READING Percentage of Students Performing in Higher Bands

Year 3 2014 was 42.1% 2017 was 41%. Year 5 2014 was 24% 2017 was 8.0%. Year 7 2014 was 27.3% 2017 was 33.3%

NUMERACY Percentage of Students Performing in Higher Bands

Year 3 2014 was 21.1% 2017 was 24.1%, Year 5 2014 was 16 % 2017 was 20% Year 7 2014 was 9.1% 2017 was 24.2%

Consequently we have much more to do to ensure our high achieving students remain in the group of high achievers and don't slip back. We are confident our focus on intellectual stretch and growth mindset especially in mathematics will begin to take traction and in fact begin to increase the overall number of students showing persistence when faced with challenging problems in maths and comprehension.

Attendance

Year level	2014	2015	2016	2017
Reception	93.2%	90.6%	92.1%	92.4%
Year 1	94.3%	94.0%	90.7%	93.8%
Year 2	93.2%	91.6%	93.6%	91.3%
Year 3	94.1%	90.7%	93.2%	93.2%
Year 4	92.9%	93.4%	94.3%	92.5%
Year 5	94.5%	94.2%	94.1%	94.7%
Year 6	94.5%	94.3%	93.1%	93.4%
Year 7	93.4%	94.4%	93.7%	92.3%
Primary Other		89.5%		
Total	93.8%	93.0%	93.1%	92.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

In 2017 we published the DECD Attendance policy and emphasized the expectation that all children must arrive on time and also that approval must be sought from the Principal for holidays of more than 5 days. 14 families applied for this approval during the year, one family travelling for more than 4 weeks without approval. The number of term time family holidays is increasing which makes it more difficult to achieve our target of 95%. We continued to monitor individual student absence each term in 2017 & wrote 23 letters of reminder to families where attendance for the term was less than 80%.

Behaviour Management Comment

Behavior management structures and processes continued to be reviewed and refined throughout the year. The school's Behavior Agreement was reviewed. The introduction of a new process for behaviour incidents that involved leadership intervention was introduced to include contacting parents. This resulted in a reduction in repeat behaviours. & much more rigorous data collection. Anti Bullying Policy was developed and brochures sent home. Our focus resulted in a decrease in the number of reported incidents of bullying. 4 were formally investigated and successfully resolved. Incidents of Violence or Threatening Safety & Well Being in the yard data shows detentions in Term 1:30, Term 2:46, Term 3: 45, Term 4:8 increased overall from 107 in 2016

Client Opinion Summary

128 students, 18 staff & 32 parents responded to the survey. Score of 1 is strongly disagree-5 strongly agree. The graphs below show the responses in an aggregated form giving each statement a comparative rating

It is very affirming that teachers and student respondents rated 'Teachers expect students to do their best' as the factor of highest satisfaction and parents & students higher than last year (students 4.6, parents 4.3 and staff 4.6) This reflects our emphasis on high expectations of all students and our focus on growth mindset, encouraging students to strive for understanding rather than give up when challenged.

Teachers at this school treat students fairly was rated highly by all groups (students 4.1, parents 3.9 and staff 4.6) Our focus on explicit behavioral expectations and restorative justice approach to behavioral issues could explain this opinion.

This school looks for ways to improve was also rated among the highest satisfaction by all cohorts (students 4.2, parents 4.3 and staff 4.4)

Students feel safe at this school also rated well (students 3.9, parents 4.1 and staff 4.1) and our ongoing implementation of Play is the Way and a Pastoral Care program with a youth work focus should further strengthen this perception.

Students like being at this school was rated 4.3 by parents 4.3 by staff and 4.3 by students. This small decline is interesting Student behavior is well managed at this school was the lowest rated factor by students and parents and staff (students 3.3, parents 3.8 and staff 3.2)

This is discouraging given the work teachers have done to standardize their responses to behavior in a new whole staff agreement, a behavior log book which travels with the class to other lessons, the phone calls leadership make to parents when students present at the library or office for time out or the extra teacher on yard duty at playtime. This perception then could be influenced by a small group of students whose significantly disruptive and sometimes violent behavior is often observed by many. Despite ongoing and intense input and resources from DECD Support Staff these students continue to struggle to overcome their social and emotional challenges and regulate their in school behavior.

The most concerning parent feedback was in two important areas:

Teachers at this school provide my child with useful feedback (3.8) My child's learning needs are being met at this school (3.8)

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	10.3%
Other	1	2.6%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	10.3%
Transfer to SA Govt School	30	76.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All staff, TRTs, canteen & OSHC workers have clearances as part of their registration and eligibility for employment and hard copies are on file in the Front Office
 Governing Councillors hold current clearances
 Outside providers all submit a hard copy of their clearance and these are also filed
 Parent volunteers working with their own children no longer need a clearance but those with one have submitted a copy
 DPTI contractors declare on the sign in sheet that they have clearances.
 Performers & guest presenters also present their certificates before interacting with children

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	33
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	15.4	0.0	6.6
Persons	0	17	0	12

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	26,550
Grants: Commonwealth	11,500
Parent Contributions	76,257.25
Fund Raising	11,347.42
Other	13,078.32

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	RAAP funding was received for four students. 3 in the CEDARS class with 2 full time teachers and 28 hours SSO support and the other was an ATSI/GOM student who was mainstream with 1:1 SSO support full time.	increased from 50 days absent in 2015 to 15 in 2017. CEDARS class of assessed
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Increased our funding to employ a teacher 0.2 and supported 15 students	all progressed one level
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	Funding was used to purchase SSO hours to provide small group support and intervention programs. The Deputy's teaching load was reduced to create time to manage the NEP/One Plan process, Student Review Team and referrals	timely support provided and SMARTAR goals achieved and review every 5 weeks.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Several new intervention programs were introduced in addition to the continuation of QuickSmart Numeracy. Levelled Literacy Intervention targeted JP students and TooSmart Numeracy targeted identified Year 1 – 5 students. Multilit was also provided to a group of our MP students who had plateaued with their literacy development	All students who accessed these support programs received targeted sessions 3 times each week and showed significant growth
Targeted Funding for Groups of Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Levelled Literacy Intervention kits were purchased along with Quicksmart licence and a Too Smart Literacy kits purchased.	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Built Leadership capacity by funding Deputy's attendance at Partnership PLCs Supported low SES & ATSI students attend excursions, concert and choir, wear the uniform and have a Year Book.	
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	All students who accessed these support programs received targeted sessions 3 times each week and showed significant growth	Number of reported incidents of bullying reduced