



# Seaview Downs Primary School 2018 annual report to the school community



Government  
of South Australia  
Department for Education

Seaview Downs Primary School Number: 984

Partnership: Marion Coast

Name of school principal:

Desmond Hurst

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Name of governing council chair:

Pauline Glover

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Date of endorsement:

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## School context and highlights

The school enrollment grew to 245 in 2018 requiring the establishment of a 10th class. Students with School Card assistance grew from 13% to 20% due to the increase in family income eligibility threshold. Numbers of ATSI (2) SWD (24) and EALD (28) students remained much the same as 2017.

At the end of Term 2 the new STEM spaces were completed and the senior classes moved into their next generation classrooms and a fully equipped STEM lab for all student to access. Building on an extensive knowledge of inquiry processes, teachers have extended their expertise to encompass STEM problem based learning under the leadership of a newly appointed STEM Coordinator. They partner their students with industry professionals for the authentic context of a real world problem to promote higher student engagement. Teachers were keen to execute cutting edge STEM learning and to develop student skills in critical and creative thinking. This program is a school wide, student driven approach which allows for academic stretch and student voice supported by a strong engineering design process. This practice is recognized as exemplary and Departmental personnel have filmed our staff & students in action to create teacher support videos to share this practice across the system. Specialist programs continued to engage students with participation in competitive sport reaching a pleasing high of over 100 students, from SAPSASA to school based clinics.

A Cooking program was established in the STEM lab, and processes trialled to provide support from canteen staff which included recipe oversight, shopping and setting up the kitchen ready for cooking and then a final clean and sanitizing of equipment and surfaces.

School camps were enjoyed by Year 3/4/5 students to Hindmarsh Island and Year 5/6/7 students to Glenhaven Park.

Community grants enabled the establishment of a native garden, building a propagation shed, and expansion of our orchard.

The Minister for Education and Local MP officially opened the STEM spaces and later in Term 4 the Chief Executive visited the site.

## Governing council report

Continued to use Governing Council structures and processes & DECD Standing Orders to ensure effective and efficient Council meetings

Continued to maintain a close and collegial working relationship with the Principal

Chair met with local politicians about DfE funding to improve facilities at the school

Worked with the Director of OSHC to increase student capacity for before and after school care and vacation care places.

We have worked to improve all AECQA standards

Developed a policy manual which is available to all parents who use the OSHC service

All OSHC & canteen staff are on formal contracts

Appointed a Canteen Manager (Paid position)

Maintained a high quality Canteen service based on Rite Bite program to the school and a private school nearby

Uniform Shop maintained quality service to parents with high quality uniforms and on-line options

Successful Walk to School Day breakfast enjoyed by the school community

STEM building officially opened and STEM projects implemented with outside organisations across all classes. Presentations of projects with industry partners highly creative and successful.

Fruit orchard is flourishing with lots of spring growth.

Students again planted shrubs in the O'Halloran Hill Conservation Park to support the regeneration effort

In collaboration with Marion City Council disability carparks established at school gates

Worked with an active and successful fundraising committee to conduct 2 major event, a Fun Run and Quiz Night which 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.

Planned 2 functions for the 50th anniversary year in 2019. Alumni event on 1 February and a Spring Fair in October.

Published a Year Book for 2018

Continued to maintain membership of the South Australian Association of State School Organisations In South Australia

Working with the Department to appoint a new Principal for 2019

## Improvement planning and outcomes

Our strategic actions for improvement included...

### LITERACY

- Whole Site Literacy agreement implemented
- Continued implementation of Jolly Phonics, Jolly Grammar and phonological awareness has improved consistency across the school
- Timely and targeted literacy intervention programs were implemented for identified students
- Running Record Data indicates 73% of Year 1 students achieved SEA in 2017 and 91% of this same cohort achieved SEA in 2018. 82.4% of Year 2 students achieved SEA in 2017 and this cohort increased to 83.9% in 2018
- A reading data schedule including benchmarks for each term is has been implemented. Running record data is collected and analyzed at a site level at the end of each term and a data wall has been established for R-2
- PAT and Running Record data used to inform teaching practice and to target next teaching points
- Professional Learning Teams were introduced and operated successfully throughout the year supporting staff to reflect on practice, plan and moderate collaboratively and try new strategies in classroom

### NUMERACY

Student improvement in numeracy is an ongoing goal and this year teachers worked in teams across the Partnership to plan and teach rich maths tasks and then met to moderate student work samples. One teacher participated in the Partnership Numeracy Project and two attended a 5 session course called Thinking Maths for upper primary.

- Teachers have analyzed recent NAPLAN and PAT data to determine areas of focus for mathematics teaching next year and identified those students who will be targeted for support that should enable them to achieve the SEA in 2019. .
- Across the school teachers are designing more rich and challenging maths problems and stretching student thinking. Teachers are supporting students to persevere more with a growth mindset rather than give up. Students are more able to describe their thinking and name the strategies they are using.

### STUDENT VOICE IN LEARNING

- Wellbeing and Engagement Survey for Year 3-7 children undertaken
  - In 2017 all staff were trained in the 'Play is the Way' social and emotional learning program and an implementation team established. All staff deliver this program within teaching teams
  - Eight Year 5 -7 children participated in the Student Voice in Learning Partnership project. These children stretched their own thinking, conducted observations of peers and provided feedback to teachers.
- The school will use STEM problem-based inquiries as a pathway for student voice across R – 7 in 2019 to build on the rigorous work achieved in this area this year

### STEM

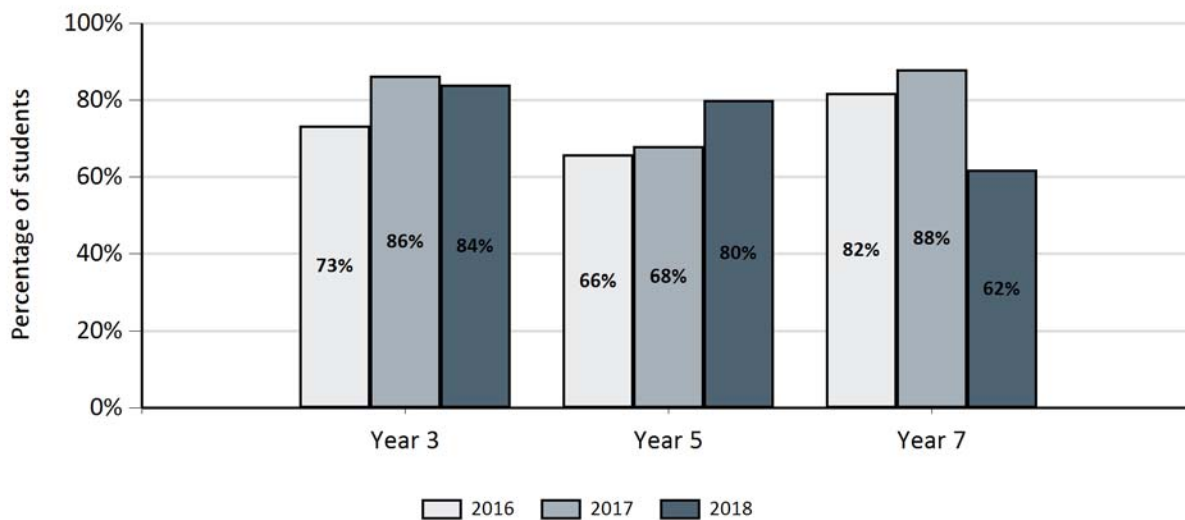
- 2018 saw a pedagogical shift to STEM problem based learning in partnership with industry. Students, reception to 7 engaged with a real world problem supported by an engineering design process. This process remained consistent throughout and built on the inquiry approach to learning adopted by the school.
  - Teachers were supported in this change through the appointment of a STEM coordinator who facilitated training and modelled quality teaching.
  - Teachers also attended a national conference and heard from those on the cutting edge of contemporary education; since adopting these ideas in their classroom.
- Confidence in teaching and learning STEM disciplines has increased, supported by the recent Bebras results indicating a 13% increase in computational thinking skills from March to September in our upper primary students. This increased ability will foster a continued commitment to STEM education in 2019 and see teachers lead their own problem based learning inquiry in partnership with industry. Specialist teachers will be the focus of support from the STEM coordinator next year as we look to achieve a genuine whole school approach to STEM.

## Performance Summary

### NAPLAN Proficiency

The Dept. for Education 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 1 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 SEA for reading and numeracy.

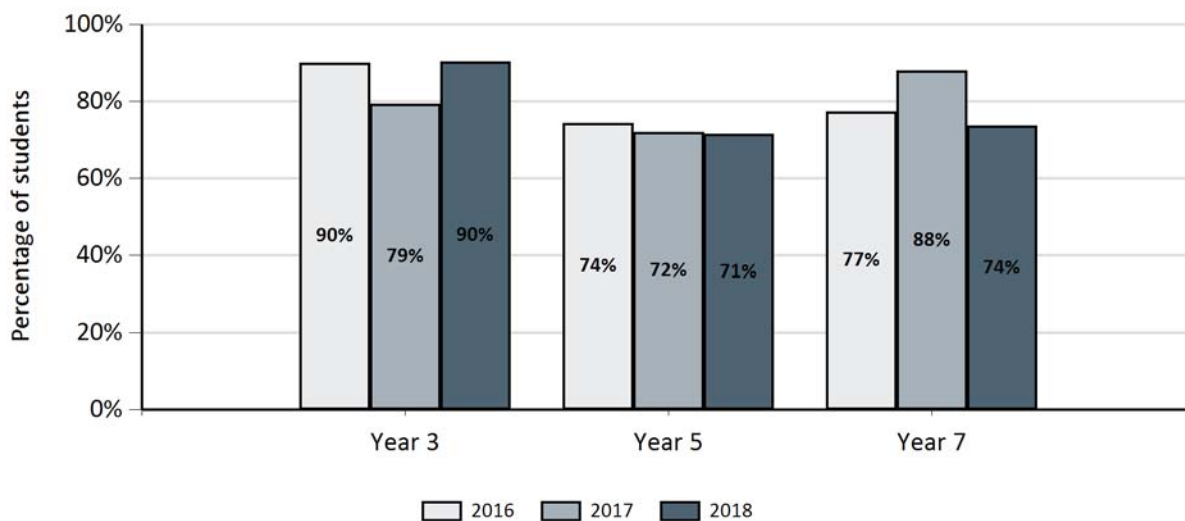
#### Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

\*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

\*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 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	11%	14%	25%
Middle progress group	71%	57%	50%
Lower progress group	18%	29%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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	15%	14%	25%
Middle progress group	44%	54%	50%
Lower progress group	41%	32%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	31	31	14	11	45%	35%
Year 3 2016-18 average	30.0	30.0	13.0	8.7	43%	29%
Year 5 2018	35	35	6	4	17%	11%
Year 5 2016-18 average	31.7	31.7	5.7	4.0	18%	13%
Year 7 2018	34	34	5	4	15%	12%
Year 7 2016-18 average	29.7	29.7	8.0	5.3	27%	18%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

<sup>^</sup>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

It is important to note that each student is represented in the data by approximately 3% for a school this size.

### TRACKING THE RESULTS SINCE 2014

The NAPLAN data from 2014-18 shows us that in general terms we are showing an upward trend in the number of students reaching the SEA in numeracy and reading since 2014 although the current Year 7 cohort have performed lower than previous cohorts

Tracking the Year 1 cohorts since 2014 SEA achievement data shows their Reading has improved over the 5 years.

The current Year 5 & 7 cohorts' SEA achievement data shows their Reading has steadily declined since they were in Year 3.

The current Year 5s and Year 7 cohorts' SEA achievement in Numeracy has also declined since 2016

The NAPLAN 2018 data shows that in general terms we are showing a downward trend in the number of Year 5-7 students achieving in the upper bands in numeracy and reading since 2014

### IMPLICATIONS

Before the end of the year we identified aspects of the NAPLAN & PAT tests where our students did poorly and any associated gaps in our curriculum and then committed to new practice that will specifically address these. This will be captured in the Site Improvement Plan goals for 2019

We identified students in the upper bands and especially those who have fallen from the upper bands and will ensure we reverse this decline by targeting teaching for this group. .

We will also target the students just below SEA achievement in numeracy and reading and will agree on wave 2 interventions to get them 'across the line' in 2019.

## Attendance

Year level	2015	2016	2017	2018
Reception	90.7%	92.1%	92.4%	94.7%
Year 1	93.0%	90.0%	92.7%	93.6%
Year 2	91.3%	92.8%	90.6%	94.6%
Year 3	90.7%	92.8%	93.2%	92.1%
Year 4	92.5%	94.7%	92.6%	94.4%
Year 5	93.0%	93.9%	94.8%	93.2%
Year 6	93.2%	92.5%	92.5%	93.8%
Year 7	93.5%	92.7%	91.9%	92.8%
Primary other	89.5%			
Total	92.3%	92.7%	92.5%	93.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

## Attendance comment

We are very happy to have almost met our 93% target this year with an attendance of 92.7 as of November. Students appeared as chronic attendance alerts this year and 4 of these had short term exemptions to attend family holidays. 12 students appeared as habitual non attendees One has chronic illnesses like Diabetes or asthma requiring frequent hospitalization. One Year 7 student at risk has attended 77% this year representing her best and steady improvement since Year 4. We continue to phone home on the second day of unexplained absence. Approaching parents personally improves attendance.

## Behaviour management comment

This year there has been a more consistent use of the behaviour management procedures by staff of all year levels and a commitment to teach and encourage positive behaviour through a whole site implementation of 'Play is the Way' social emotional learning program. More thorough record keeping has been prioritized along with close communication with families. Data reflected that students were sent to the office most consistently for non-compliance with reasonable instructions. There were 4 take homes, 18 suspensions and 1 exclusion to a learning centre during the year. The CEDARS class was disbanded at the end of Term 1. An Interception space was then established and supported children to regulate their feelings. Over 200 accessed it over 3 terms.

## Client opinion summary

The 139 students who completed the survey indicated the most positive aspect of this school is the 'My teachers expect me to do my best' 4.6 out of 5 agreement score. Second in the survey with a score of 4.3 was 'My school looks for ways to improve' Then they rated at 4.1 agreement ... 'My teachers provide me with useful feedback about my school work' and 'my teachers motivate me to learn' This is a very positive result as the state wide priority involves engaging students in the learning more by giving them useful formative assessment throughout a segment of learning.

This year we added STEM questions: 'At this school I am able to develop my own solutions to STEM problems' and 79% of students agreed with this statement. This response is validating the work we are doing to allow them to design aspects of their own learning as the important part of the problem based learning process we are implementing R-7.

This year the STAFF survey included 6 questions taken directly from our Beliefs & actions Narrative.

- Students at this school are involved in co-designing their learning and developing success criteria. 63% agreement
- Teachers at this school use formative assessments to identify students requiring more targeted support 88% agreement
- Teachers at this school make time for students to set goals and assess their progress. 93% agreement
- Teachers at this school strive for continuous improvement, target our teaching & track progress 88% agreement
- Staff at this school aim to develop a positive mindset etc & Teachers at this school plan for students to develop their thinking skills Both 94% agreement The overall high agreement confirms that staff are committed to our joint beliefs about our learners

41 parents responded and the 4 questions receiving highest satisfaction 4.4 or 4.5 out of 5, were 'I can talk to my child's teachers about my concerns', 'Teachers at this school expect my child to do his or her best', 'My child likes being at this school', 'The school looks for ways to improve' These results match the student and staff areas of most satisfaction. We asked two more questions of parents to assess their awareness of our STEM focus. 'Teachers partner with industry to create meaningful learning for students at this school' 81% agreement; 'The school's approach to STEM has engaged my child this year' 83% agreement shows that parents are aware of our STEM learning and have noticed their child's engagement.

## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	5.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	12.3%
Transfer to SA Govt School	47	82.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

## Relevant history screening

All staff, TRTs, canteen & OSHC workers have clearances as part of their eligibility for employment and hard copies are on file in the Front Office. Governing Councilors hold current clearances  
 Outside providers all submit a hard copy of their clearances 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  
 DIPTI contractors declare on the sign in sheet that they have clearances. Performers & guest presenters, STEM industry partners 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	36
Post Graduate Qualifications	5

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	14.6	0.0	6.7
Persons	0	17	0	11

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

## Financial statement

Funding Source	Amount
Grants: State	219668
Grants: Commonwealth	3596
Parent Contributions	133189
Fund Raising	15301
Other	47757

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

## 2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	2 students were RAAP funded providing 30 & 15 hours SSO time respectively to help regulate behaviour to enable engagement in classroom programs 5 students had Discretionary Support Funding to support social skills	2 Year 7 boys participated more All students supported engaged more frequently
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect	17 students in small groups received EALD support once per week	All reached the age appropriate Literacy Level
	Improved outcomes for students with disabilities	Funding released the Deputy to work with teachers to create One Plans for 26 SWD and monitor goal achievement.	All students had SMARTAR goals regularly reviewed & updated each term
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	N/A A program focused on phonological awareness R-2 was implemented Students with Disabilities & Students with Learning Difficulties grants funded intervention program resources and SSO time to manage them. Reading & Numeracy intervention programs included: Levelled Literacy Intervention :21 students, MultiLit:6, Quicksmart Maths:10 TooSmart Maths:12 students. Satisfactory progress was made by all students involved and about half graduating from the respective programs. Funded our STEM focus with consumables purchased for problem based learning inquiries with industry partners.	LLI - 8/21 Yr 1-4 caught up with age group MultiLit 3/6 graduated from the program Quicksmart 10 Yr 5-7 Too Smart 12 Yr 1-3 6 STEM projects undertaken
Program funding for all students	Australian Curriculum Aboriginal languages programs initiatives Better schools funding Specialist school reporting (as required) Improved outcomes for gifted students	N/A N/A Funded PD for teachers and aspiring leaders to build Leadership capacity in the school. The deputy was released to attend Partnership Leaders PLC sessions throughout the year. N/A N/A	Both Deputy and acting DP attended & contributed confidently to Partnership PLC
Other discretionary funding	Improved outcomes for gifted students Primary school counsellor (if applicable)	0.2 Well Being salary funded resources for Play is The Way resources and release of the Implementation Committee to support the implementation of the program across the school.	Every teacher committed to PITW Successes were regularly shared at PLTs