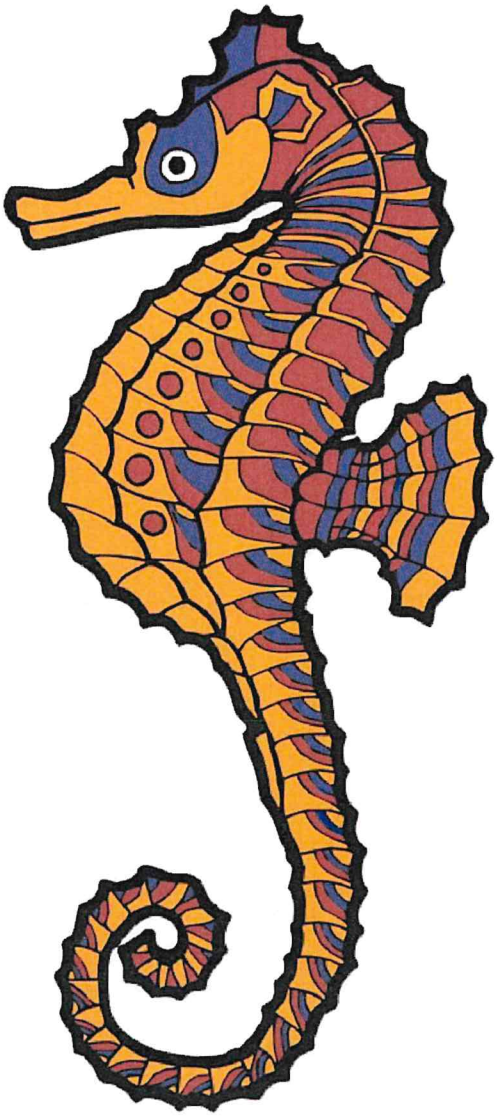


Seaview Downs Primary School

2020 annual report to the community

Seaview Downs Primary School Number: 984

Partnership: Marion Coast

		Signature
School principal:	Mr Sam Winters	
Governing council chair:	Dr Pauline Glover	
Date of endorsement:	5 March 2021	

Government of South Australia

Department for Education

Context and highlights

Seaview Downs Primary School caters for students from R-7. It is situated 16kms from the Adelaide CBD. The enrolment in 2020 was 302 students. The local partnership is Marion Coast.
The school has an ICSEA score of 1021.00 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage. Our Aboriginal and Torres Strait Islander student enrolment accounted for 0.66% of the enrolments. 6.29% of students had verified learning challenges and 9.27% of students were from Non English Speaking Backgrounds.

The teaching staff once again continued moving forward with the 2019-2021 Site Improvement Priorities including:
1) Increasing student achievement in number
2) Increasing reading comprehension achievement
3) Integrating Student Voice in STEM/ problem based learning

Whole school events were impacted by the global pandemic - sports day ran with just staff and students in attendance. Our STEM connections with industry partners was impacted somewhat, however our year 1/2 classes managed to complete an endangered species unit, problem solving habitat reconstruction with the Department for Environment. Classes were able to head out on camps throughout the year and all students who participated enjoyed getting out with peers away from the school site.

Governing council report

Reflecting back on 2020 is quite challenging from a personal perspective and a chairperson perspective. My message from the 2019 year book was a 'watch this space'. From a personal perspective my year has been like the rest of you. Being safe and keeping calm was what we all had to do. From a school perspective it has been interesting to see how the pandemic situation has been handled safely, quickly and well by the staff of the school. They have been well led by the Principal, Sam Winters and his deputy, Sue Matene.
OSHC is one of the businesses of the school and offers a fabulous service under the management of the director Kristy Weekly. The programs have been interesting and fun even with the COVID restrictions that the staff have had to work with. The second business if the canteen and this has been under the direction of our manager Sara Lloyd. Sara has made changes to the service that has seen new choices of food, an improved menu and service to Christ the King School. These small changes and ideas have the canteen prosper and is now a vital part of the school community and not just service. These businesses have some paid staff and volunteers and they have been integral to the functioning during a difficult year.
The Governing Council of 2020 has been myself as the Chairperson, Katrena Roberts (Deputy Chairperson), Antony Sheehan (Treasurer), Sam Winters (Principal), Samantha Hards, Alison Berends, Kristy McRae, Sharon Smith, Katherine Matthews, Nina Sheehan, Lauren Fletcher-Rees, Natasha Paul, Aneeta Pillay and Iain Stanley. A wonderful group of volunteers all with different areas of expertise who have met twice a term, using teleconference during lock down times, to attend Council meetings to ensure the governance of the school. The sub committees have been quite disrupted in 2020, however they have been meeting when they can. Parents and Friends have done a sterling effort to offer their support to the school community even though they have been, at times, homeless.
We are confident that the 44 students who graduated in 2020 will have the ability to be proud of their primary school time together as they continue to inquire and inspire. Their year 7 will be one to tell their own children about at a later time.
Thank you to all parents, grandparents, carers and families of Seaview Downs Primary School for the contribution you have made to the fabric of the school. Last but by no means least is a special acknowledgement to the teachers, school support officers, administrative staff and all ancillary staff. Your tenacity and resilience in 2020, has been positive to ensure the best for the students.

Dr Pauline Glover

Quality improvement planning

Our three priorities from 2019-2021 include:
1) Increasing student achievement in numeracy, particularly the number strand for all students.
2) Increase student achievement in Reading Comprehension across the school.
3) Student voice is evident in the design of STEM/ problem-based learning across the school.

In 2020, to meet our challenges with the associated priorities we:

• Continued to run a fortnightly teacher professional development routine as guided by the numeracy guidebooks – to ensure teachers could design learning following the Big Ideas in Number sequence, focusing on mathematical processes and strategies. Each fortnight teachers used resources identified in the numeracy guidebooks to support critical thinking and planning for number learning R-7. To ensure the teacher learning has impact on achievement in 2020 we aim to continue to implement targeted and explicitly structured lessons.

• Reviewed our literacy practices to ensure we were consistent across Junior Primary, Middle Primary and Upper Primary classes. We reviewed and updated our literacy agreement to ensure data collection and analysis could occur to group students for targeted comprehension support. We worked through Progressive achievement Tests, analyzing students' individual challenges and planned for them through groups. We updated text resources for upper primary students to ensure diversity of text types and availability of material.

• Attempted to partner with industries on problem-based learning, using our Engineering Design Process which enables students to collaborate with professionals in contextual ways. each class was prepared to progress through problem based learning but there were many cancelled opportunities due to health restrictions across schools and communities.

Improvement: Aboriginal learners

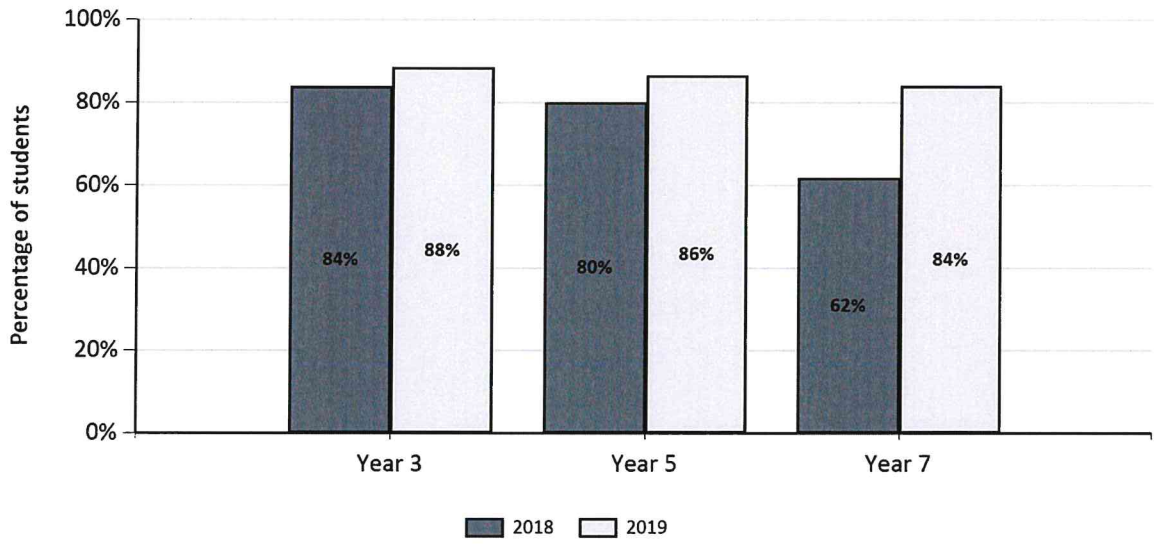
The school continued to support ATSI learners through whole, small and individual instruction.

Performance Summary

NAPLAN Proficiency

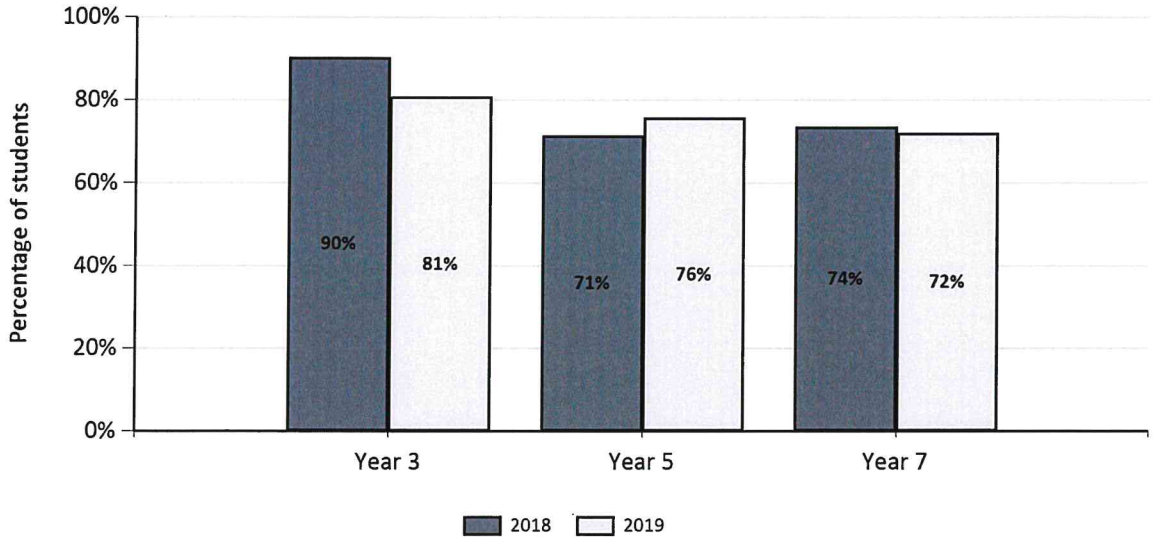
The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and 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



*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.
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



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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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	29%	45%	25%
Middle progress group	57%	30%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	*	*	25%
Middle progress group	56%	58%	50%
Lower progress group	26%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	26	26	10	5	38%	19%
Year 3 2017-2019 Average	28.7	28.7	12.0	7.7	42%	27%
Year 5 2019	37	37	14	3	38%	8%
Year 5 2017-2019 Average	32.3	32.3	7.3	4.0	23%	12%
Year 7 2019	25	25	5	2	20%	8%
Year 7 2017-2019 Average	30.7	30.7	7.0	4.7	23%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.
^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

Due to Covid-19 no National Assessment Program Literacy And Numeracy testing is recorded for 2020.

Of the students who participated in the National Assessment Program Literacy And Numeracy (NAPLAN) the numbers of students achieving the expected level of achievement (the Standard of Educational Achievement) in 2019 was:

NAPLAN READING
YEAR 3 - 23 students out of 26. Year 3 students had an increase in result from 2018.
YEAR 5 - 32 students out of 37. Year 5 students had an increase in result from 2018.
YEAR 7 - 21 students out of 25. Year 7 students had an increase in result from 2018.

NAPLAN NUMERACY
YEAR 3 - 21 students out of 26. Year 3 students had a decrease in result from 2018 of 9%.
YEAR 5 - 28 students out of 37. Year 5 students had an increase in result from 2018.
YEAR 7 - 18 students out of 25. Year 7 students had a decrease in result from 2018.

The NAPLAN results do indicate our Site improvement Priorities as outlined in the 2019-2021 plan intend on improving numeracy - specifically number sense, which is a need as two cohorts declined in achievement result in 2019.

Attendance

Year level	2017	2018	2019	2020
Reception	92.4%	94.5%	94.3%	91.5%
Year 1	93.8%	93.5%	95.3%	90.4%
Year 2	91.3%	94.6%	91.6%	91.3%
Year 3	93.2%	92.1%	93.8%	90.8%
Year 4	92.5%	94.3%	92.0%	91.4%
Year 5	94.7%	93.1%	93.8%	90.0%
Year 6	93.4%	93.8%	90.7%	90.9%
Year 7	92.3%	92.7%	91.8%	89.6%
Total	92.9%	93.5%	92.9%	90.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

In 2020 90.7% was the school attendance rate achieved.
The recorded attendance rate across all year levels R-7 was lower than the previous three years.
There was 2.4% absence due to Family/ Social reasons.
There was 3.0% absence due to Illness without certificate.
There was 2.7% absence which was unexplained/ unsatisfactory.
We acknowledge that many families attendance was impacted during term 1 when communities were concerned with potential Covid-19 outbreaks.

Behaviour support comment

Students are supported to learn positive school community behaviour through whole school agreements and procedures. Play is The Way social and emotional development program and class agreements primarily proactively promote positive engagement and participation through activities about learning responsibly in our school.
The school has behaviour management procedures to ensure individuals who make poor choices have opportunities to think, learn and change.
The school has proactively managed to build an interoception space which students access when they feel bumpy, angry, unable to concentrate, have friendship challenges etc. The interoception space teaches appropriate responses to feelings.
In 2020 there were six suspensions and five take homes.

Client opinion summary

We engaged in the School Parent Engagement Survey in 2020.

The following statements and percentages are linked to the response choices of:
1) Strongly disagree
2) Disagree
3) Don't disagree or agree
4) Agree
5) Strongly agree

People respect each other at this school
8% Did not agree or disagree, 55% Agreed, 33% Strongly Agreed

Teachers and students treat each other with respect at the school
8% Did not agree or disagree 56% Agreed 33% Strongly Agreed

I feel like my child is important to the school
19% Did not agree or disagree 47% Agreed 31% Strongly Agreed

I receive enough communication from the school
5% Strongly Disagreed 9% Disagreed 11% Did not agree or disagree 53% Agreed 22% Strongly Agreed

The school communicates effectively with me
7% Strongly disagreed 9% Disagreed 8% Did not agree or disagree 55% Agreed 20% Strongly Agreed

I know what standard of work the school expects of my child
12% Disagreed 27% Did not agree or disagree 45% Agreed 14% Strongly Agreed

Teachers at this school provide my child with useful feedback about their schoolwork
5% Strongly disagreed 12% Disagreed 26% Did not agree or disagree 43% Agreed 14% Strongly Agreed

I have useful discussions with the school about my child's learning
8% Strongly disagreed 16% Disagreed 26% Did not agree or disagree 38% Agreed 12% Strongly Agreed

I talk with my child about what happens at school
93% - Often 7% - Sometimes

The school provides an opportunity for me to have input about my child's learning
7% Strongly disagreed 25% Disagreed 32% Did not agree or disagree 30%Agreed 7%Strongly Agreed

Overall, my child has a good routine around reading, studying and learning at home
18% Disagreed 15% Did not agree or disagree 58% Agreed 10% Strongly Agreed

I think that education at school is important to my child's future
25% Agreed 73% Strongly Agreed

I feel equipped to help my child plan what they will do after they leave school
7%Disagreed 22% Did not agree or disagree 46%Agreed 20% Strongly Agreed

I would like more help from the school with my child's learning
28% Yes- to help me address their needs 25% Yes-I would like the school to address their needs better 47%- No

The school encourages parents to help students to learn
15% Disagreed 25% Did not agree or disagree 45%Agreed 12% Strongly Agreed

The school provides me with useful tips on how to help students learn at home
8% Strongly disagreed 25% Disagreed 25% Did not agree or disagree 37% Agreed 5% Strongly Agreed

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	6	14.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	7.0%
Transfer to SA Govt School	34	79.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff, TRTs, canteen and OSHC workers have clearances as part of their 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 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.
Government 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.

Qualifications held by the teaching workforce 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	27
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	1.0	15.6	0.0	4.8
Persons	1	18	0	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	$2,834,639
Grants: Commonwealth	$6,630
Parent Contributions	$99,997
Fund Raising	$6,728
Other	$0

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

2020 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 2020 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 wellbeing and engagement	Funded students were supported with SSO hours to manage regulation of learning behaviours and engagement in class programs.	Engagement in classrooms was possible due to SSO support.
	Improved outcomes for students with an additional language or dialect	The school engaged a teacher for one day a week to support English growth in students with English recognised as an additional language dialect.	Literacy growth was achieved for most students accessing the support.
	Inclusive Education Support Program	Funding released the Deputy to work with teachers to create One Plans for students with Disabilities, and monitor goal achievement.	All students had SMARTAR goals regularly reviewed and updated each term.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	A program focused on phonological awareness R-2 continued. Students with Disabilities and Students with Learning Difficulties grants funded intervention program resources and SSO time to manage them. Reading & Numeracy intervention programs included: Levelled Literacy Intervention, MultiLit, Quicksmart Math, TooSmart Maths. 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.	Students accessing support to reach agreed goals toward the SEA from R-7 continued to learn through intervention programs.
Program funding for all students	Australian Curriculum	Staff released to engage in Learning Design Assessment and Moderation training.	Staff trained in LDAM, A-E with applicable resources.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding for students identified through NAPLAN as under SEA to access Quicksmart Maths program. Used to fund Student Support Officers to run programs for 210hours (30 x 7hrs).	Students achievement will be reflected in 2021 result for NAPLAN.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A