

Seaford K-7 A Birth to Year 7 Campus 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Seaford K-7 A Birth to Year 7 Campus Number: 1207

Partnership: River Hub

Belinda Adams

Darrien Henson

Name of School Principal:

07/03/17

Name of Governing Council Chair:

Date of Endorsement:

School Context and Highlights

Seaford K - 7 School is an outer metropolitan, Reception to Year 6 School located in Southern Adelaide. It is located close to the picturesque coastline of Port Noarlunga South and is situated on beautiful open grounds.

Under the main roof is a co-located Preschool which enables a smooth transition for many of our families. Close by, Seaford Secondary College also provides another clear transition point for our students and their families as parents and carers see the benefits of at the end of Year 6, students moving into the Middle Schooling environment at Seaford Secondary College. Seaford K-7 School in 2016 had 130 families and 225 students. We are a Level 4 Category of Disadvantage, characterised by a school card percentage of approximately 50% and a mixture of owner occupied; community housing and private rental accommodation. We do experience a high turnover of transient families which impacts considerably on the provision of educational program for these students.

In 2016 we had nine mainstream classes and two special classes, with 7 part time and 8 full time teachers. There were two, one year vacancies appointed to the school in the Year 2/3 class and The Arts curriculum area with the rest being permanently stable. Our specialist subjects are Physical Education, Japanese and The Arts. A Regional Junior Primary and Primary Special Small Class are on site with 20 students enrolled under the DECD Students with Disabilities Policy. We have 7 Aboriginal and 4 Non-English speaking background students and a small number of students under the Guardianship of the Minister enrolled at the school. 21 students were identified for extra support: one identified with an Intensive level of support, 5 with a Direct level of support and 15 with an Additional level of support.

Highlights for the year have included our Dress Up Parade and Book Fair to celebrate Book Week, planting of native shrubs in support of National Tree Day, Showcase of Learning open night with a focus on literacy and numeracy, participation in SAPSASA events, the Special classes attending the Ladies of Variety Christmas Party and the continuation of Breakfast Club.

Improvements of the aesthetics and use of the school grounds has been a continuing focus with the following occurring: installation of a long jump pit /sand pit, purchase of Junior Primary portable sand pits, painting of the school buildings, upgrade of the turtle pond area, new flagpoles and addition of a nature play space.

Governing Council Report

Students of Seaford K-7 School have had a year full of fun, learning and creativity. It was also a year of challenges and successes and as a school we should feel proud of how our community has worked together.

The leadership team, staff and our school community has worked hard to provide a wonderful learning environment for our students with many new additions to the school in 2016. Council is pleased to report the following progress through the year: Whole rebuild of the turtle pond and surrounds, Installation of tables and chairs for the students within the turtle pond area, Library re-paint/refurbishment.

Throughout the year the Fundraising Committee successfully conducted the following events: Mothers' and Fathers' Day stalls, Family Photo Day, Junior and Senior Disco, Election BBQ, End-of-year raffle and community celebration raised enough funds to purchase water fountains for the school.

The generosity of families in our school community to give up their time, effort, goods and services to help provide such a wide variety of experiences and memories for the students at Seaford is something we should all be very proud of.

Our School Council continued its proud and strong history of stability and teamwork in following the strategies for the longer term future of the school as well as maintaining oversight of the school's shorter term operations.

School Council's policy making leadership for the provision of quality facilities, programs and resources continues as a prominent and guiding force in the educational focus of Seaford K-7 School. Our School Council is made up of the following representatives from Parents, Staff and the Community: Parent members: Darrien Henson (Chairperson), Ruth Casper (Treasurer), Kathryn Riddle (Secretary). Staff representatives: Belinda Adams, Heather Fels (Outgoing), Heather Morony, Bernie Smith, Rick Whitbread, Margaret Ray, Ann McLoughlin.

Once again we express our gratitude and thank all our School Councillors for their integrity and valuable contributions in maintaining Seaford K-7 School's high standards and principles. I take this opportunity to thank all involved for your time and contributions.

Thank you to those families who have created such a wonderful community for all our kids to thrive in. Governing Council would like to thank the school community, teachers, parents, families and most importantly, our students here at Seaford K-7 and Preschool for helping to make our school special.

Darrien Henson
Chairperson

Improvement Planning and Outcomes

The 2016 Seaford K-7 School Site Improvement Plan (SIP) developed integrating priorities, targets and strategies from DECD Results Plus, the River Hub Partnership Improvement Plan (PIP), DECD standard of educational achievement and school learning achievement data. In consultation with staff the following became our priorities: Literacy, Numeracy, Attendance and Teaching and Learning. We use a Quality Improvement Cycle and review process to monitor and evaluate progress.

Literacy - Higher standards of learning achievement in reading

- *Data Wall – mapping/tracking Running Record progress
- *Data collection and analysis – leadership, learning teams and individual teachers
- *Whole school Scorelink Data System
- *Intervention programs – PASM, Quicksmart Literacy
- *Implementation of Daily 5 Literacy Program R-7

Numeracy - Higher standards of learning achievement in Numeracy

- *Intervention programs – Maths for Inclusion, Quicksmart Numeracy
- *"I Can Do Maths" assessments for Years 1 and 2
- *Growth Mindset introduced across all year levels with curriculum and resources provided
- *Changes in teacher pedagogy targeted and emphasis on open ended problem solving -River Hub Maths project

Teaching and Learning - Improve teaching and learning

- *Professional Development to improve pedagogy in Teaching and Learning - Daily 5, Growth Mindset, Natural Maths
- *River Hub Running Record training for consistency
- *TfEL Engagement Modules for all staff with Partnership Teacher Consultant

These key priorities have been instrumental in improving student outcomes as evidence in the School Performance section and in the recommendations for 2017.

2017 Recommendations:

Literacy and Numeracy

- *The development of whole school Literacy and Numeracy agreements and assessment schedules
- *Setting up the Data Room and PLC's to look at student individual and cohort data
- *Teachers to evolve case management structure uses, "Putting the Faces on the Data" literature
- *Intervention programs – MultiLit, PASM
- *Whole staff Jolly Phonics and Grammar training an purchasing of resources

Teaching and Learning - To improve student social and emotional wellbeing, engagement and motivation

- *You Can Do It - Social and Emotional Program will be initiated across the site
- *Student Voice will be heard through regular class meetings and feedback to SRC
- *School ground development to promote Nature Play, reconnecting students with nature
- *Play Pods introduced with loose parts

Attendance

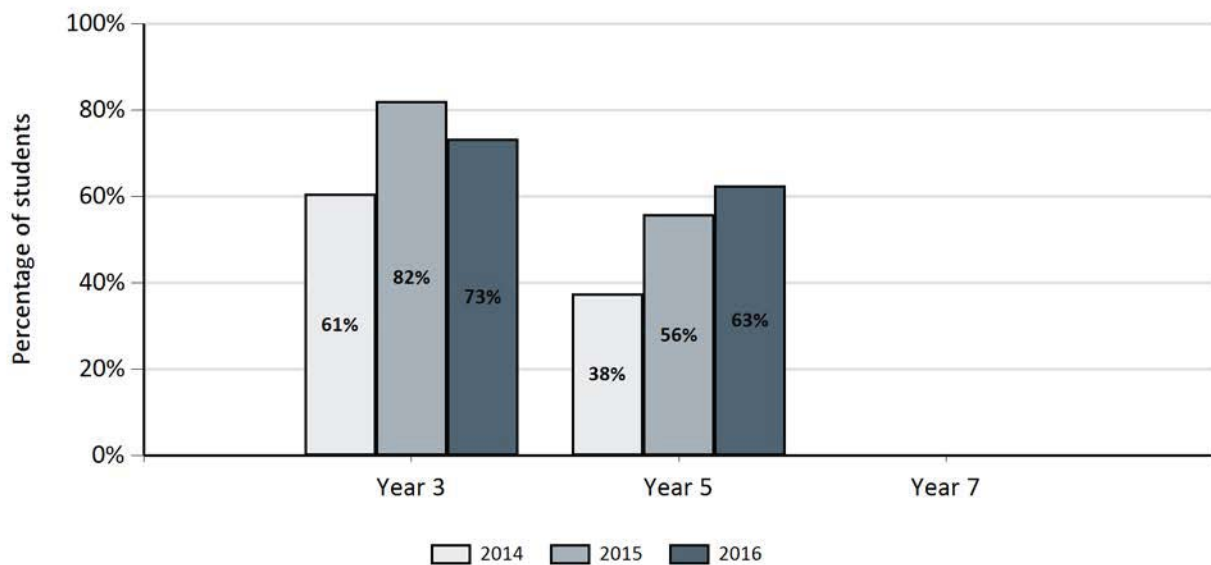
- *Children who achieve 95-100% attendance receive a canteen voucher each term
- *In Terms 2, 3 and 4, those who improve by 15% get a voucher

Performance Summary

NAPLAN Proficiency

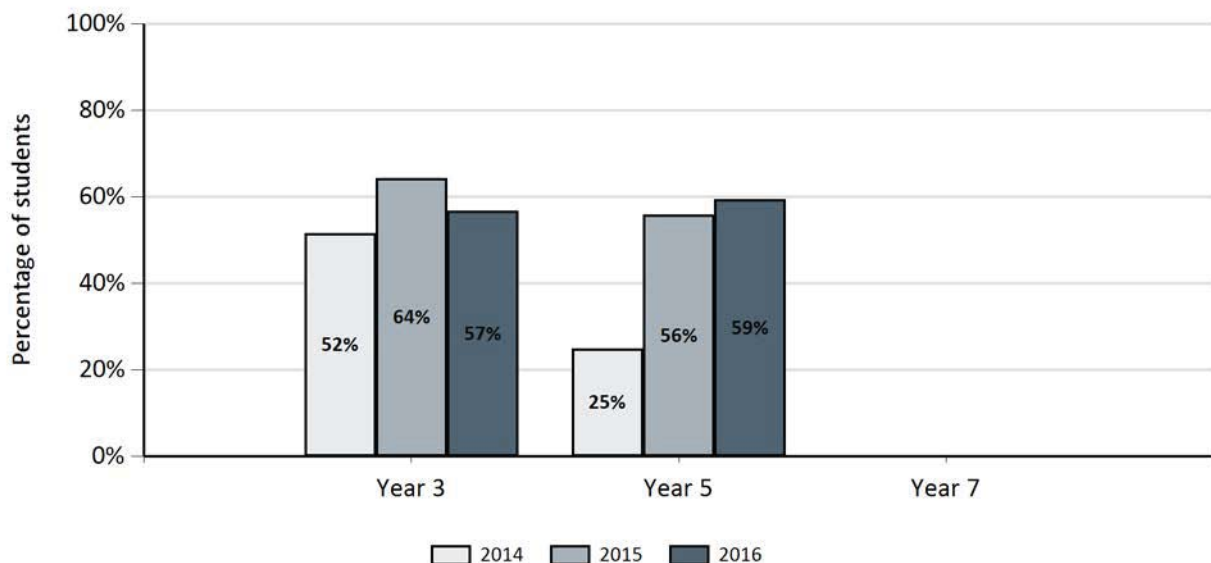
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	28%	*	25%
Middle progress group	52%	*	50%
Upper progress group	20%	*	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	38%	*	25%
Middle progress group	33%	*	50%
Upper progress group	29%	*	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	30	30	3	2	10%	7%
Year 3 2014-16 Average	30.3	30.3	6.7	4.3	22%	14%
Year 5 2016	32	32	2	4	6%	13%
Year 5 2014-16 Average	30.0	30.0	4.3	2.3	14%	8%
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

We have had mixed NAPLAN results for 2016

Year 3 Results: Our results in reading and numeracy have decreased however both are still higher than those three years ago.

Year 5 Results: This Year 5 cohort have demonstrated pleasing improvements with the results for both reading and numeracy showing the third consecutive year of improvement.

Our progression rates from Year 3 to 5 are higher than the state average in reading in the middle group and in numeracy in the upper group indicating that our students are making progress.

In regard to the number of students in the top two bands, this is extremely disappointing and we will be continuing to work hard to improve the learning achievement outcomes of all students, and hence aiming to have more students in these bands in the future.

Running Records at Seaford K-7 have been low in comparison to the state over the past few years. We have worked hard to improve these levels by providing the correct training and development for consistency, resources for all teachers and the expectation that teachers use this data to inform their planning and intervention programs such as PASM. We have been pleased with the following results:

	Year 1	Year 2
2015	19%	41%
2016	63%	69%

In 2016 Seaford students in Year 3 to Year 7 participated in PATR testing. PATR (Progressive Achievement Tests in Reading Comprehension) Progressive Achievement Tests in Reading Comprehension assess students' reading comprehension skills. Comprehension assesses retrieving directly stated information, interpreting explicit information, interpreting implied information and reflecting on texts in multiple-choice format.

The percentage of students at or above the DECD Standard of Educational Achievement are detailed below.

In 2016 there was a 10% increase in Years 3 and Year 5 and 5% increase in Year 6 scores. Year 4s had a 5% decrease.

	Year 3	Year 4	Year 5	Year 6
2015	48%	65%	65%	57%
2016	58%	60%	75%	62%

Recommendations:

We will continue to address our students learning achievements and engagement in our Site Improvement Plan (SIP) and focus on whole school processes and programs, appropriate resourcing and training and development in Literacy and Numeracy for all students R-7.

Attendance

Year level	2014	2015	2016
Reception	88.4%	91.4%	93.2%
Year 01	89.2%	88.8%	91.0%
Year 02	87.7%	90.5%	93.0%
Year 03	92.5%	90.2%	91.0%
Year 04	91.1%	91.1%	91.0%
Year 05	90.9%	91.9%	90.9%
Year 06	89.4%	92.5%	91.3%
Year 07	93.8%	73.0%	
Primary Other	85.0%	88.5%	87.1%
Total	89.6%	90.7%	91.2%

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

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

Attendance Comment

Our attendance has made only a slight improvement and is quite significantly below the DECD goal. However, it is pleasing to see some growth in many of the year levels, as we have been working hard with parents to reiterate the importance of being at school. Consistently, our figures in the "Primary Other" are lower than the rest of the school due to the cohort being two Regional Special Classes. Impacting on this percentage is the variety of factors associated with these students ie the types of disabilities they have, that they do not live locally and the complexity of their circumstances.

Behaviour Management Comment

We have some students who have social and diagnosed conditions that can mean that their reactions to situations are physical. We do treat these students appropriately on an individual basis where students are continually learning how to regulate themselves and respond appropriately. We have clear processes for managing and documenting behaviour. In partnership with parents/carers site leaders reinforced appropriate choices with students.

Client Opinion Summary

We had a great response from our parent community for the Parent Survey and received 60 respondents. The responses showed improvement in all statement responses which is very encouraging and heartening to staff as we have been trying to address and improve in many of the areas identified in previous surveys.

In all questions, 50% or more responded that they agree and strongly agree, with these 3 statements having a total of 49/60 responses each "Teachers at this school expect my child to do his or her best", "My child feels safe at this school" and "I can talk to my child's teachers about my concerns".

46 students responded to the Student Survey and agreed or strongly agreed with nine out of the twelve statements, with "My teachers expect me to do my best" agreed upon the highest. Of concern is 18 students neither agreed or disagreed with "My school takes students' opinions seriously". This year we are hoping to strengthen student voice with more class meetings and the Student Representative Council (SRC) having a greater presence at assemblies and in decision making in the school.

It was very disappointing that there were only 8 staff responses to the Staff Survey. Maybe this is because it was on line and administered at a very busy time of the year. Pleasingly, there weren't any "strongly disagreed" statements unlike previous years and 50% or more respondents agreed or strongly agreed with 9/12 statements.

Overall, the results from the school community were positive and an improvement from past surveys.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	8.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	9.5%
Transfer to SA Govt School	56	75.7%
Unknown	5	6.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

The changes to the DECD policy and procedures that now allow parents to support students without the DCSI criminal history screen have been welcomed. We have continued to offer parents/carers and volunteers termly training in Responding To Abuse and Neglect with a school induction session and complied with the correct DCSI criminal history screen if they want to participate on school camps, class programs and sport.

The documentation for this process is supported by office staff who ensure that all relevant information is entered into EDSAS and HRS as required.

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	32
Post Graduate Qualifications	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	18.8	0.6	8.4
Persons	0	21	1	13

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$2,322,794.00
Grants: Commonwealth	\$19,680.00
Parent Contributions	\$56,099
Fund Raising	\$2,542.00
Other	\$162,896.00

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

2016 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 2016 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	The Primary School Counsellor has worked with staff to refine attendance procedures and developed attendance incentives for those with high and improved attendance.	Improved consistent processes for staff Students received incentives
	Improved Outcomes for Students with an Additional Language or Dialect	An SSO was employed to support EALD students with a Reading Intervention and Support program (PASM).	Students are individually tracked and monitored and received targeted support .
	Improved Outcomes for Students with Disabilities	Our mainstream students verified with disabilities with guidance from the Deputy Principal, receive support through individual SSO's working with teachers on student's NEP learning goals.	Students are well supported to achieve their NEP - SMARTR learning goals
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Our ATSI students all have Individual Learning Plans (ILPs) to direct teaching and learning. The AET (0.2) tracks and monitors each student. The ACEO monitors their well-being and connects with the families. She also works with the classes for improved cultural understandings. Literacy and Numeracy are priorities in our Site Improvement Plan so we have spent funds on professional development and training in whole school initiatives, purchased resources to implement and support programs. An SSO was employed to support identified students in Numeracy with the Maths for Learning Inclusion (M4LI) program.	Improvement in identified targets The implementation of the Literacy program Daily 5 across the site has improved student's engagement in reading
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	NIL	
Other Discretionary Funding	Better Schools Funding	At Seaford we have used the Better School Funding of \$48,600 to develop our Numeracy and Literacy intervention (Quicksmart) programs to meet the needs of identified students in years 4-7.	Students have improved their number fact automaticity and reading comprehension
	Specialist School Reporting (as required)	NIL	
	Improved Outcomes for Gifted Students	NIL	
	Primary School Counsellor (if applicable)	The Primary School Counsellor's salary has been increased by the school so she is on site 3 days a week. This has provided more availability for counselling and working with students, parents and staff.	Development of whole site well being procedures and consistent practices