



Seaford K-7 A Birth to Year 7 Campus 2017 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

Name of School Principal:

Belinda Adams

Name of Governing Council Chair:

Darrien Henson

Date of Endorsement:

22/02/2018

School Context and Highlights

Seaford K - 7 School is an outer metropolitan, Reception to Year 7 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 2017 had 130 families and 230 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 2017 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 4/5 class and The PE curriculum area with the rest being permanently stable. Our specialist subjects are Physical Education, Japanese and The Arts. An increase in leadership to support student's engagement saw the introduction of the Drum Beat program.

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 10 Aboriginal and 5 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: 3 identified with an Intensive level of support, 5 with a Direct level of support and 3 with an Additional level of support.

Highlights for the year have included our Dress Up Parade to celebrate Book Week, Harmony Day celebrations, 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: upgrade of the both primary toilet blocks and the library, the development of our orchard and beginning of our nature play space with a new sand pit.

Governing Council Report

Once again, it is my pleasure to present a report on Seaford K-7 Joint Governing Council progress for the year.

For our school 2017 was a busy and productive year. The role of School Council in that busyness is not always a highly visible one. Mostly we work behind-the-scenes to create a school environment where our students can reach their full potential.

Council is pleased to report to the school community the following progress through the year:

- Establishment of a fruit orchard
- The replacement of goal posts on the football oval
- Installation of water bubblers with more to be installed in the near future
- New sun-shade sails over our two student playgrounds
- Our first school Bunnings BBQ at Seaford
- Seaford Kindergarten 'Market Day' which proved to be a huge success

Another important function of council is approving fund raising activities for the year. Without this additional fund raising support to the school's finances we would be in a far poorer position. Many people within the school community contribute to this important activity; however it is the tireless group of the fund raising committee volunteers led by Ruth Casper that I wish to make a special mention. A huge thank you and we look forward to prioritising those funds back to our students in 2018.

Council is made up of the following representatives drawn from Parents, Staff and the Community:

Darrien Henson (Chairperson), Ruth Casper (Treasurer), Kathryn Riddle (Secretary), Mark Wooding, Megan Lindberg, Kate Smith and Leeanne Kilgallon.

Staff: Belinda Adams, Nikki Garner, Heather Morony, Bernie Smith, Jess Tietgen, Margaret Ray, Ann McLoughlin & Anthony Parina.

December 2017 saw the retirement of a dedicated teacher, Gary Barnett and also our canteen manager for the past 10 years, Annette Marshall has moved on. Thank you and good luck in your future endeavours.

It is a delight to chair such a terrific cross-section of the school community in our school council. The council has worked very hard this year and have steered the school through the numerous issues and projects that are both planned and unplanned. There has been the regular recurrence of school traditions, like the ANZAC service, Sports Day and popular whole-school 'Show Case of Learning' and newer events such as the dress-up parade for Book Week, becoming an integral part of Seaford K-7culture.

Thank you to all for your commitment to making our school the fantastic place it is.

Darrien Henson
Chairperson

Improvement Planning and Outcomes

The 2017 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 meeting regularly

*Whole school use of Scorelink Data System - collation of assessment data for analysis and use by teachers and Intervention staff

*Intervention programs – Introduction of Macqlit program and CELF 4 Language Screener

*Expectation of the Daily 5 Literacy Program R-7

Numeracy - Higher standards of learning achievement in Numeracy

*Intervention programs – Increase time for the Maths for Learning Inclusion, Quicksmart Numeracy programs

*Changes in teacher pedagogy targeted and emphasis on open ended problem solving and growth mindset & stretch using teachers involved in the River Hub Maths project

*Teaching and Learning - Improve teaching and learning through the River Hub LADAM strategy - Learning design, moderation and assessment

*Professional Development to improve pedagogy in Teaching and Learning - Daily 5 and Jolly Grammar

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

*You Can Do It - Implementation of YCDI - Social and Emotional Program across the site and development of Wellbeing Policy

*Student Voice will be heard through regular class meetings and feedback to SRC

*Implementation of the Drum Beat program to support disengaged students

These key priorities have been instrumental in improving student outcomes as evidence in the School Performance section and in the recommendations for 2018.

2018 Recommendations:

Literacy and Numeracy

*The development of whole school Literacy and Numeracy agreements

*Development of PLC's to look at student individual and cohort data

*Appoint a coordinator to manage all the school's intervention programs

*Intervention programs – Continuation of MacqLit, Early Years PASM, Maths 4 Learning Inclusion programs

*Involvement in the DECD Brightpath Writing moderation and the Phonics Testing initiatives

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

*"Getting Off to A Good Start" - use of YCDI and CPC in the first two weeks of school to develop relationships and agreements in the classrooms

*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

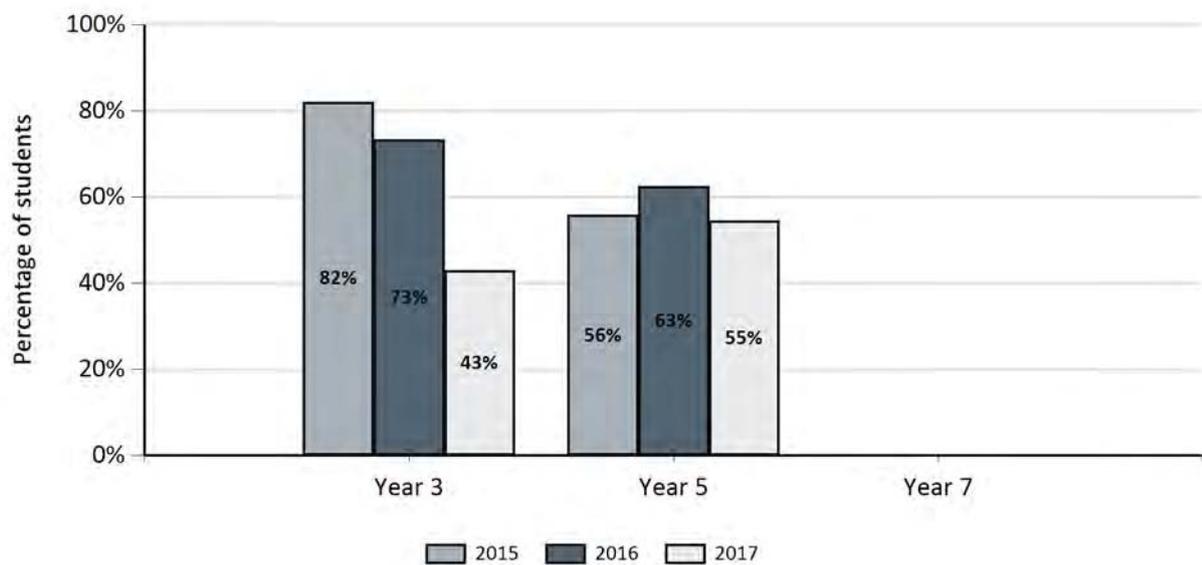
*In Terms 2, 3 and 4, those who improve their attendance by 15% get a voucher

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.

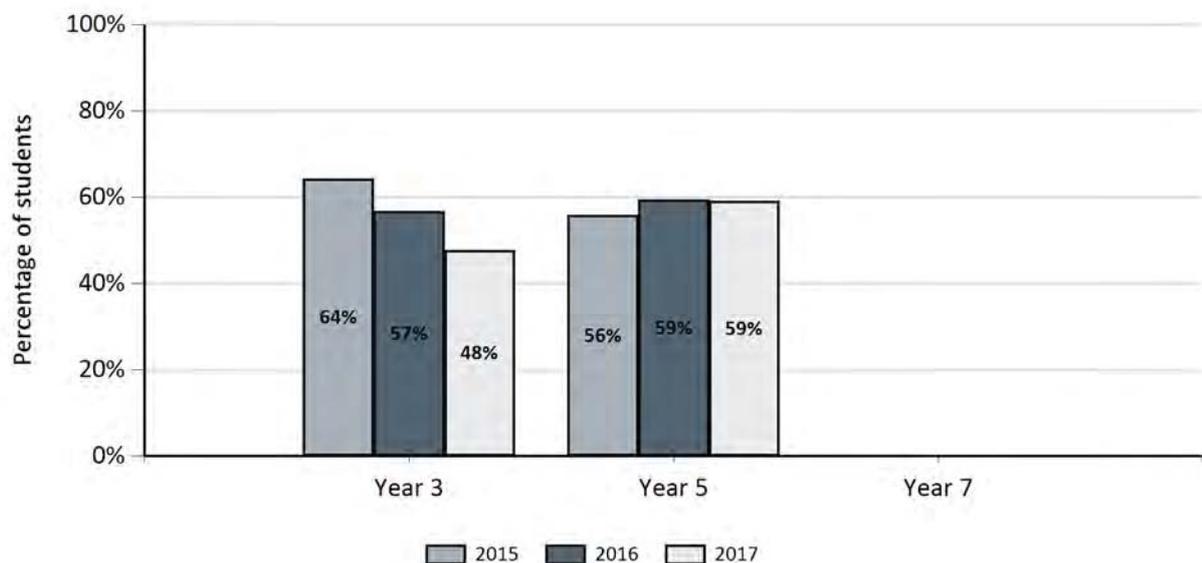
Reading



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	*	5%	25%
Middle progress group	*	40%	50%
Lower progress group	*	55%	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	0%	*	25%
Middle progress group	50%	*	50%
Lower progress group	50%	*	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	21	21	1	0	5%	0%
Year 3 2015-17 Average	26.3	26.3	4.0	1.7	15%	6%
Year 5 2017	22	22	3	1	14%	5%
Year 5 2015-17 Average	29.3	29.3	3.7	2.3	13%	8%
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

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

In 2017 our NAPLAN results were disappointing

Year 3 Results: Results in both areas have decreased and are quite a bit lower than 2015 and 2016

Year 5 Results: This Year 5 cohort demonstrated consistent results in both reading and numeracy comparatively but are still low. Our progression rates from Year 3 to 5 are the same as the state average in numeracy in the middle progression group but higher in the lower bands. This is demonstrating that are students are progressing but at a low level. In reading there was movement/ progression in all groups and pleasingly 5% into the upper band.

In regard to the number of students in the top two bands in both numeracy and reading, this is once again extremely disappointing and we will be continuing to work with teachers to improve the learning achievement outcomes of all students in reading and maths. These results will be used to identify students to be supported in the appropriate intervention programs. In regard to having more students in the higher bands in the future, teachers will be working on individualizing learning programs, task design and moderation to assist students to stretch their learning.

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. The establishment of a Data Room for the tracking and monitoring of our student's RR levels, reading goals and progress has been used throughout the year, providing a whole picture of our student's results. Continual analysis and discussions with teachers and leaders has supported the development of individual targets and learning plans and identify students needing support.

In 2017 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.

PAT Reading targets for 2018

Year 3: In 2017 12/20 students achieved the DECD benchmark of 95+= 60%.The target for 2018 is 75%

Year 4: In 2017 30/35 achieved the DECD benchmark of 106+= 86%.The target for 2018 is 75% (has to less as current Y4s did so poorly on 2017 but we have intervention in place)

Year 5: In 2017 18/ 26 achieved the DECD benchmark of 112+= 69%. The target for 2018 is 92%

Year 6: In 2017 25/30 achieved the DECD benchmark of 118+= 83%. The target for 2018 is 80%

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, intervention, appropriate resourcing and training and development in Literacy and Numeracy for all students R-7.

Attendance

Year level	2014	2015	2016	2017
Reception	88.4%	91.4%	93.2%	90.4%
Year 1	89.2%	88.8%	91.0%	92.1%
Year 2	87.7%	90.5%	93.0%	91.5%
Year 3	92.5%	90.2%	91.0%	90.0%
Year 4	91.1%	91.1%	91.0%	93.0%
Year 5	90.9%	91.9%	90.9%	92.4%
Year 6	89.4%	92.5%	91.3%	89.5%
Year 7	93.8%	73.0%		91.5%
Primary Other	85.0%	88.5%	87.1%	81.4%
Total	89.6%	90.7%	91.2%	90.5%

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

Throughout the year we implemented break time activities to engage students during lunch and recess times. This included Art and Lego Clubs, nature play areas (with sticks and cubbies) visiting the local skate park and using the rock climbing wall. This improved the number of students going to our Reflection Room.

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

Once again we had a great response from our parent community for the Parent Survey and received 61 respondents. The responses showed improvement in all statement responses which is very positive and encouraging as we have been trying to address and improve in many of the areas identified in previous surveys.

In all questions, 74% or more responded that they agree and strongly agree with all the statements. The highest 3 statements having 98%, 95% and 93% responds are "I can talk to my child's teachers about my concerns", " Teachers at this school provide my child with useful feedback about their school work" and "Teachers at this school expect my child to do his or her best" respectively. Two of these 3 were also indicated in the 2016 survey showing that we are consistently improving in these areas. Pleasingly the comments we received from parents and carers were very positive, especially about their child's learning and progress. For example: • Fantastic reading and writing progress this year. Awesome, supportive class teachers, • Student struggled in first half of the year. Spoke to teacher who helped and supported us to get him settled and learning. • They have been improving their abilities to read and write. I have been very impressed.

• I have seen more emphasis on literacy this year which is good.

The question of " Student behavior is well managed at this school" had the broadest responses with parents indicating that 3% strongly agree and 11% disagree and 11% neither disagree or agree, leaving 75% agreeing or strongly agreeing. However as this has been continually high in both parent and staff surveys, we will be addressing this in 2018 with our "Getting Off to A good Start" program, incorporating the YCDI social and emotional program being strengthen across the site with the consistent language and use of the Keys to Success and Habits of Mind, development of classroom agreements and student leadership.

Staff responses to the Staff Survey were an improvement on the previous years with many responses moving from the negative to the positive. Pleasingly, there weren't any "strongly disagreed" statements unlike previous years. As mentioned above student behaviour management was an issue, as was staff not feeling valued and supported. We will be addressing this issue through Performance Development Plans (PDPs) and whole staff activities.

Overall, these results from the school community were much more positive than past surveys.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	7.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	13.8%
Transfer to SA Govt School	51	78.5%
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

The changes to the DECD policy and procedures for volunteers has enabled us to review our policies with emphasis on the importance of ensuring the DCSI criminal history screening, Responding To Abuse and Neglect and the on-line volunteer induction course are included correctly.

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	33
Post Graduate Qualifications	8

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	15.7	0.0	11.3
Persons	0	18	0	16

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

Financial Statement

Funding Source	Amount
Grants: State	25000
Grants: Commonwealth	9400
Parent Contributions	74128
Fund Raising	860
Other	10965

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	Implementation of the You Can Do It -social and emotional program across the whole school	Consistent use across the site and improvement of student's self regulation skill
	Improved Outcomes for Students with an Additional Language or Dialect	Employment of SSOs to provide English support using appropriate programs and resources. Use of data including PASM to identify appropriate strategies ie Macqulit	1 on 1 support and tracking of student's progress in data room
	Improved Outcomes for Students with Disabilities	Verified students are monitored and tracked using Negotiated Education Plans(NEPS) with teachers, leadership, support services and families. SSOs are allocated to provide the appropriate support class.	Students are supported to achieve their NEP SMARTR 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 individualize and target their learning. Our ACEO monitors their wellbeing and connects with families and works with teachers in classes to track and monitor learning. Literacy and Numeracy continue to be priorities in our Site Improvement Plan (SIP) so we have developed a data room to track and monitor all our students in reading. We have also provided resources and training in the Daily 5 literacy program.	Individualized targets identified for students by teachers and ACEO Leadership and teachers meet to monitor students data to develop targets for improvement
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	NIL	
	Better Schools Funding	We have continued to increase our intervention programs in Literacy and Numeracy having more time allocated to Quicksmart Literacy and Numeracy and introducing Macqulit.	Students in the programs are tracked and have improved their learning outcomes.
	Specialist School Reporting (as required)	NIL	
Other Discretionary Funding	Improved Outcomes for Gifted Students	NIL	
	Primary School Counsellor (if applicable)	The Primary School Counsellor's salary has been increased by the school to 3 days a week. This has provided the opportunity for working more with staff, students and parents.	Continuing to improve our whole site well being procedures and practices.