



Seaford Rise Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Seaford Rise Primary School Number: 1855

Partnership: River Hub

Name of School Principal:

Andrew Messenger

Name of Governing Council Chair:

Jackie McCormack

Date of Endorsement:

13 February 2018

School Context and Highlights

Seaford Rise continues to enjoy strong enrolment numbers with 2017 concluding with 486 students enrolled. The school continues to receive the vast majority of our Reception enrolments from Seaford Rise Kindergarten which is located adjacent to the school. The school also has a purpose built Disability Unit for 16 children. It is anticipated that enrolments will stabilise around the 480 students. Statistically the school's enrolment map is: ATSI (6.4%); NESB (2.7%); EALD (1%) Students with Disabilities (7.4%) and School Card was 33%.

In 2017 the school reviewed the reasons behind, and effectiveness of, being aligned with the International Baccalaureate Organisation (IBO) in relation to curriculum structure and delivery. It was determined after due consideration to cease our involvement with the IBO at the conclusion of the 2017 school year. As a result teaching and learning will be based upon the Australian Curriculum and Teaching for Effective Learning (TfEL) frameworks in 2018.

The school program in 2017 included many highlights including once again our students being highly successful in the state wide Primary Maths Challenge. In addition the school embraced the opportunity for our students to participate in many excursions that enhanced their classroom learning, while the whole school enjoyed an excellent Sports Day and dressed up to celebrate Book Week. The School Choir also competed with distinction in the public schools, Festival of Music, which culminated with performing at the Entertainment Centre. Another highlight was the annual school concert where the students showcased their artistic flair in singing and dancing.

Governing Council Report

Another year gone! We welcomed a new principal in Mr Andrew Messenger, who has come to the school with a wealth of experience and has already made a positive impact on our school community. As I mention every year, a massive thank you goes to the fabulous staff of Seaford Rise Primary School (SRPS) who do an amazing job assisting our children as learners.

Also, as usual our Governing Council couldn't function without our members who commit their time to attend meetings and and raise funds for the students through a range of activities, and thank you to all the volunteers who help make SRPS a great school to be a part of.

I'm very much looking forward to seeing the future of SRPS.

Jackie McCormack
Chairperson

Improvement Planning and Outcomes

Throughout 2017 the school continued to focus strategically on Literacy and Numeracy. This focus was encapsulated in the school's Site Improvement Plan (SIP) where 'Numeracy for Learning' and Literacy for Learning' were the two key areas highlighted in the SIP.

The school's Literacy Agreement continued to provide the required direction for improvement in relation to student's performance in Running Records (R-2) and a consistent whole school approach to literacy incorporating two programs Jolly Phonics and Jolly Grammar. In addition, teaching staff increased their collaborative practices to ensure better continuity with expectations around genre writing and formative assessment, which was supported by strategic professional development opportunities in literacy. Intervention programs in literacy were on the whole successfully targeted to those students requiring extra consolidation of their learning in literacy.

In numeracy the school fully participated in the River Hub Partnership's Learning Design and Moderation (LDAM) initiative which saw clear changes to teacher's pedagogical practices in the teaching of Mathematics. This initiative was supported by extensive professional learning for teachers and has seen noticeable changes to classroom practices for teachers and students, which was visible in classroom observations and associated feedback sessions. Further work in this area will continue in 2018.

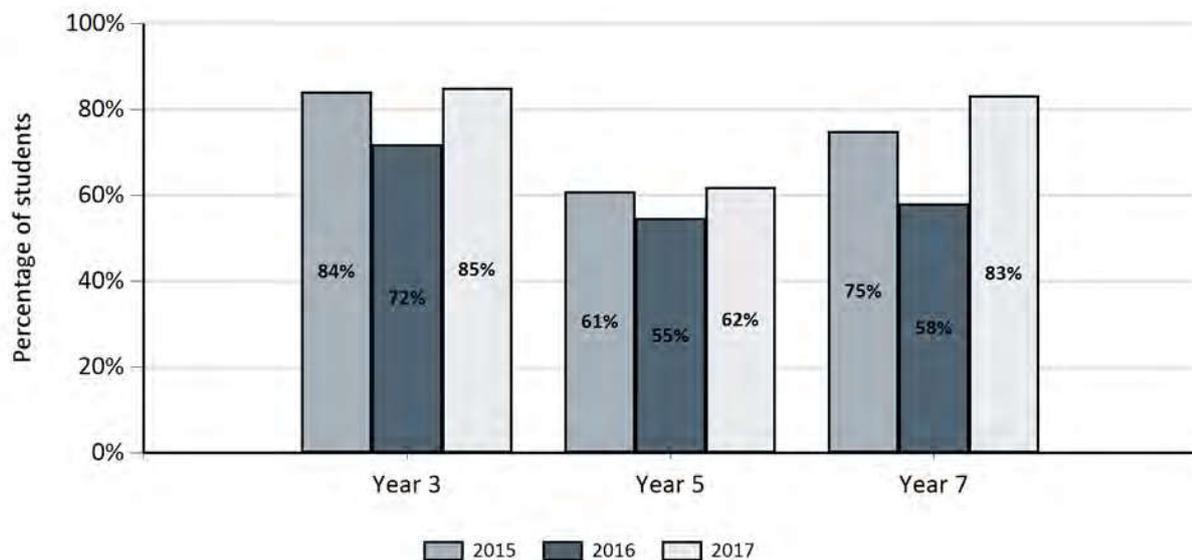
In Literacy and Numeracy the school has adopted a data driven focus to not only collect data but to analyse it deeply to enhance the likelihood of success with intervention practices. Data indicates an overall improving trend line, but with some anomalies in the Year 5 NAPLAN results. This area will be a focus for the 2018 SIP.

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.

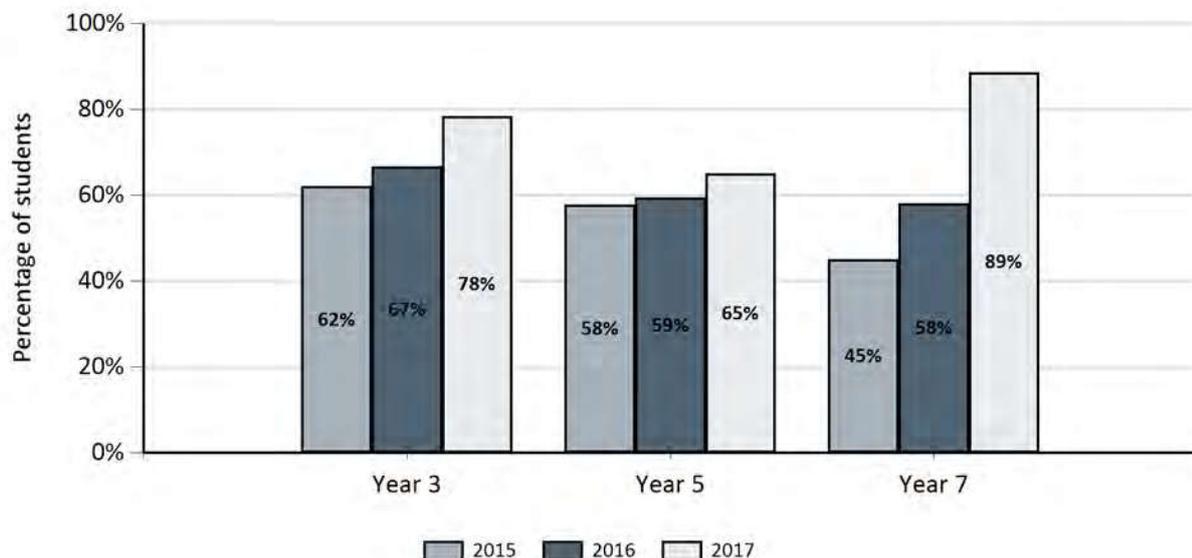
Reading



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 3-5	Year 5-7	State (average)
Upper progress group	22%	35%	25%
Middle progress group	41%	58%	50%
Lower progress group	37%	6%	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 5-7	Year 3-5	State (average)
Upper progress group	20%	17%	25%
Middle progress group	60%	50%	50%
Lower progress group	20%	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%.

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	60	60	20	13	33%	22%
Year 3 2015-17 Average	58.0	58.3	17.3	8.0	30%	14%
Year 5 2017	63	63	12	4	19%	6%
Year 5 2015-17 Average	63.7	63.7	10.7	3.7	17%	6%
Year 7 2017	36	35	5	3	14%	9%
Year 7 2015-17 Average	29.0	28.7	5.0	2.7	17%	9%

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

Our 2017 NAPLAN results again showed steady and encouraging signs of improvement in comparison to previous years. Both our Year 3 (85%) and Year 7 (83%) students achieved the highest percentage of students reaching the DECD Standard of Educational Achievement (SEA) on record at Seaford Rise for Literacy. Our Year 5 students achieved the highest percentage of students at SEA since 2013 at 62%.

Improvements in reading data can be attributed to a considerable emphasis being placed on reading intervention in the Early Years (R-2) through the Levelled Literacy Intervention program (LLI), and further consolidation of learning under the school's Literacy Agreement. This revised agreement provides continuity of learning for all students in Literacy at Seaford Rise. Regular tracking and monitoring of all students enables staff to identify those who are at risk of falling below the respective benchmarks.

Our end of year position in Running Records resulted in Year 2 (82%); Year 1 (77%) and Reception (55%) students either reaching or exceeding the year level expectations with reading in 2017.

NAPLAN Numeracy results indicated that our Year 3 students achieved their best result since 2008 with 78% of students reaching the SEA benchmark. Steady growth continued in Year 5 with 65% of students reaching benchmark, which was our highest percentage since 2012. Our Year 7 students once again historically achieved the best percentage of students reaching the DECD benchmark with 89% doing so.

Numeracy continues to be a significant focus within the River Hub Partnership, where consolidation of Number skills has and will continue to be an important teaching and learning focus at Seaford Rise in 2018.

Attendance

Year level	2014	2015	2016	2017
Reception	93.1%	89.7%	92.0%	91.0%
Year 1	90.2%	92.1%	90.8%	92.7%
Year 2	89.5%	89.1%	92.2%	91.8%
Year 3	90.3%	91.2%	90.5%	90.5%
Year 4	91.4%	90.3%	90.8%	89.8%
Year 5	90.6%	90.6%	88.9%	89.8%
Year 6	87.5%	89.7%	89.6%	88.5%
Year 7	89.5%	89.4%	90.5%	90.8%
Primary Other		85.9%	79.9%	85.9%
Total	90.4%	90.3%	90.3%	90.5%

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

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

Attendance Comment

In 2016 the school continued to focus on improving attendance rates by students, which averaged 90% in 2017.

Measures taken included teachers and administrative staff following up on unexplained absences, monitoring the impact of the Skoolbag app for online notification, attendance letters sent to parents and the intervention of the school counsellor.

To encourage excellent attendance, certificates of merit were issued to students.

Behaviour Management Comment

In 2017 the school reviewed the effectiveness of its student behaviour procedures. This review led to a significant rewrite and subsequent introduction of new procedures titled, 'Procedure for Student Behaviour at Seaford Rise'. Adherence to this procedure saw a considerable improvement in student behaviour under the four key pillars: Respect for Learning; Respectful Actions; Respectful Language and Respect for Safety.

This procedure was aligned with the school's values and belief that restoration of relationships is paramount when conflict arises. School leadership took a very proactive stance in supporting students and staff with the new procedure, including the appointment of a full-time counsellor.

Client Opinion Summary

To help gauge the parent voice a Parent Forum was instigated in 2017 at which parents were able to highlight strengths of the school and also raise areas for growth. Pleasingly strengths such as committed staff and sense of community far outweighed areas for growth. However, the need to continue to enhance better communication practices across the school came out as an ongoing focus, and in particular how the online communication app 'Skoolbag' can be utilised more fully. In addition, school parents were consulted on possible changes to the structure of the school day with their responses heavily influencing the final decision of the Governing Council.

Parents were also surveyed around the continuation of OSHC at Seaford Rise and the performance of the service provider.

Staff participated in the 'Staff Psychological Health Survey' which centred on six key aspects of their work life at the school. The results from the survey clearly indicated that as a whole the staff enjoyed healthy and productive work based relationships with satisfactory outcomes in relation to stress and morale, and they felt supported by leadership including having a high sense of role clarity. However, the survey also indicated there was room for staff to grow in relation to improving collaborative practices with higher levels of personal and collective trust.

Staff also provided input into school decision making through professional learning communities, the Professional Advisory Committee (PAC) and regular staff meetings

Students were surveyed using the 'TfEL Compass' survey tool and the 'Wellbeing and Engagement Collection'. Overall, the outcomes highlighted a pleasing level of satisfaction by students in relation to their learning and well being at Seaford Rise. One area identified by students for further growth was the opportunity for them to have more input into decisions around learning including different modes of learning that could be adopted, while there is also room for growth in relation to the students connectedness to school.

Students were also able to feed in to school life through the Student Representative Council which met on a regular basis and class meetings.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	13	9.8%
Other	2	1.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	19	14.3%
Transfer to SA Govt School	99	74.4%
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

Seaford Rise accesses DSCI screening online, follows DECD guidelines. Approvals is sought and documented in EDSAS and Excel spreadsheets.

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	53
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	25.6	0.3	11.0
Persons	0	28	1	17

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

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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	Focus on student language impairment resulting in targeted support for those students to enable them to more fully access and engage with the curriculum. PD around task design (differentiate) was a one strategy adopted.	Use of Speech SSO, and heavy focus on oral language in the classroom
	Improved Outcomes for Students with an Additional Language or Dialect	BSSO support for students with EALD	Special education teacher trained in EALD
	Improved Outcomes for Students with Disabilities	Targeted support and intervention (range of programs), particularly in literacy. 1:1 or small group support for students with disabilities including SMARTER goals through NEP process	Improved SEA and NAPLAN percentages on the whole
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	Tutoring for ATSI students using APAS funding Adopting a range of literacy intervention programs including LLI, Rocket Reading and Quicksmart Literacy Quicksmart Numeracy for intervention in Mathematics	Increased percentage of students reaching benchmark in SEA Increased NAPLAN results in years 3 and 5
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	SSO funding to target identified students accessing programs including intervention programs in literacy and numeracy	On average, student data shows growth
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students	Teachers R-7 accessed training and then implemented improved pedagogical practices through the LDAM strategy. Evidence shows better understanding of the need to engage all learners at their point of entry in Mathematics	
	Primary School Counsellor (if applicable)	RES funding of 0.55 school counsellor position, which the school increased to 1.0 to meet key priorities of student welfare and behaviour plus attendance	Improved whole school student behaviour and attendance stabilised at 90%