



Seaford Rise Primary School

2022 annual report to the community

Seaford Rise Primary School Number: 1855

Partnership: River Hub

Signature

School principal:

Mrs Mandy Hackett

Governing council chair:

Jennifer Harrison

Date of endorsement:

24 March 2023



Government
of South Australia
Department for Education

Context and highlights

Seaford Rise Primary School and Disability Unit has a school population of some approximately 400 students with the children from Seaford Rise Kindergarten being responsible for a large percentage of Reception enrolments. The school maintained its unwavering focus on Literacy and Numeracy improvement in 2022 which is enhanced by the continual focus on identifying, verifying and providing targeted assistance to students who require additional support with their learning. The actions of the Inclusive Education team working closely with classroom teachers has continued to see capacity building in teachers and SSO's as they strive daily to best meet the needs of students. In 2022 all staff participated in professional development with the Department for Education's occupational therapist self-regulation service which coached staff in developing strategies for successful inclusion of all students within the classroom.

In 2022 the transition program for students transitioning from kindergarten to school was extended and was run across two terms. This allowed the students transitioning to develop strong relationships with the school and their teachers. The transition program also gave parents the opportunity to get to know key staff at the school and the school community.

One of the highlights of 2022 was the completion of an external school review, which recognised there had been a big cultural shift with all staff taking on the collective responsibility to drive further improvement, and teachers collecting more evidence of student growth through extensive data collection, to determine next steps. Greater collaboration around sharing school and cohort data with colleagues is evident. There was also a greater focus on higher band students, through vehicles such as professional learning communities (PLCs) and year level teams

Additional highlights of the year led by a strong school culture in another year of external challenges. In 2022 students were once again able to attend swimming and aquatics, sports day, Book Week Parade, Mother's and Fathers' Day Stalls and a School Disco. In addition, the schools commitment to Science was once again seen through the student's participation in Science Week and the Senyszyn Science Awards. The most notable highlight was the staging of the School Concert – 'On the Green' in early December, where the children were superb as they sang and danced in front of a large and appreciative audience.

Governing council report

2022 started out to be another challenging year at Seaford Rise Primary School (SRPS). Navigating the latest directions of Covid-19, from trying to keep it at bay, to learning how to manage it. Once again, much praise goes to the entire staff of SRPS for their adaptability during this time. Making our students resilient, while ensuring their learning journey is a positive one.

The school year started with at home learning. The general consensus from students, community and staff was positive. Making the learning from home, back to the school environment, a smooth transition. A huge credit to our leadership team and staff. It was noted there were vast improvements from the previous years home learning. This made the experience more manageable for both students and their parents.

The school has maintained strong fiscal results with another outstanding financial audit well done to the school's business manager! Together with our fantastic results for our external review it puts our school in great stead for success.

OSHC numbers are on a steady increase both morning and afternoon. There's been improvements to the area to make it more manageable for the staff and students alike.

SAPSASA sports are on the rise with more interest from the students. Soccer, netball, football and athletics were attended with outstanding results across the board. Well done to those who were involved.

With the covid restrictions lifting it made for a full calendar for the year of fundraising. The students had some normality once again. Thank you to the volunteers that help to make the fundraising happen. We had the annual Mother's and Father's Day stalls, a school disco and to finish the year off with a bang.... the colour fun run! All of which has been a huge success.

Thank you to all the SRPS community for helping make the year 2022 a pleasant and successful one.

Jennifer Harrison
Chairperson
Governing council

Quality improvement planning

The school's 2022 Site Improvement Plan drove the professional learning and development of staff this year with a focus on reading, writing and maths.

Literacy continued to be shaped by the school's commitment to the Department for Education's Big 6 in Reading. This work built upon previous learning resulted in all classes identifying Tier 2 and 3 vocabulary across key learning areas. An explicit teaching approach to writing through literature based literacy was used across all classes. The Literature Based Literacy (LBL) project under the guidance of expert Literacy consultants was widened to include all teachers from Year 1-7. This project saw an ongoing building of teacher capacity in scaffolding and teaching a learning sequence that moves from reading through into student's writing. Through this approach, gains have been achieved in student learning outcomes, as evident in student learning data during pre and post testing of writing samples. Writing outcomes for students have noticeably improved as a result of this whole school approach. Feedback from teachers in relation to these initiatives has been highly positive and it has been clear that there is a high level of ongoing commitment going forward.

In 2022 teachers worked with a math's coordinator to improve teaching and learning in mathematics. All teachers committed to identifying and working on a PEERS goal to strengthen their expertise in the teaching of mathematics and the use of high impact teaching strategies. PEERS goals are developed to be powerful by having a socially significant impact on students, emotionally compelling in that they matter deeply to teachers and students, easy, reachable with a strategy and a measurable outcome that has been identified and student-focused so they have an impact on student engagement or achievement, or both. The introduction to PEERS goal setting and high impact teaching strategies have seen an improvement in teacher knowledge and understanding of mathematics and a deeper engagement in mathematics learning by students..

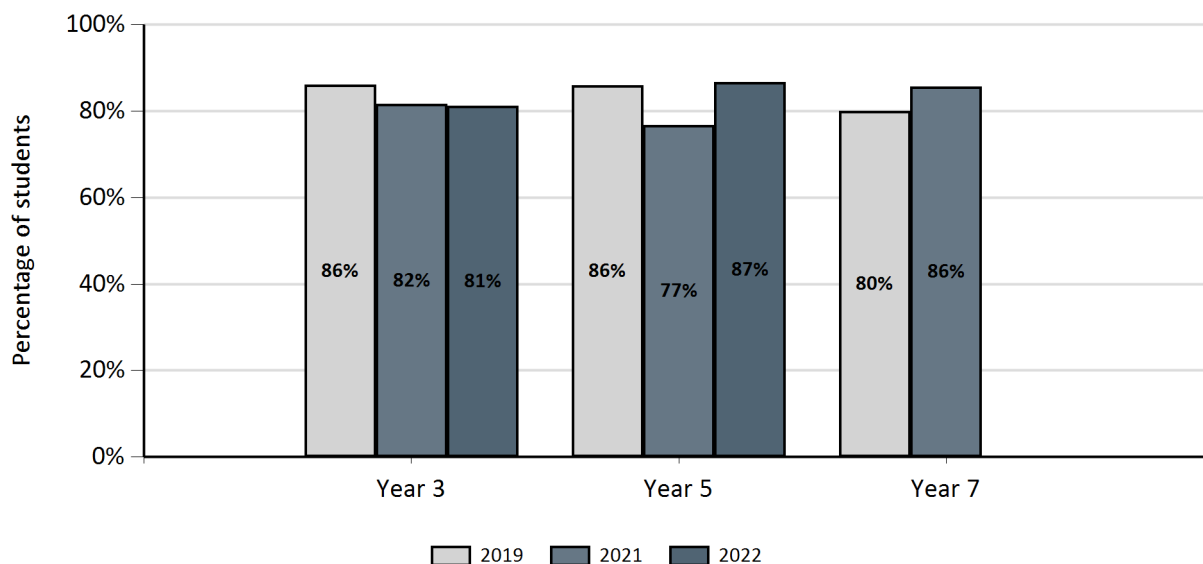
Diagnostic testing continues to be a major focus which has contributed to improvement in student learning as evidenced by teachers better tailoring their differentiated instruction based on results from PASM, Phonics Screening, Running Records, NAPLAN and PAT testing regimes. An ongoing and focused commitment by teachers to One Plans has been essential in achieving growth for students with identified learning needs. Underpinning all of the above improvements has been a deliberate and sustained commitment of teachers and leaders to work in a collaborative manner which has led to a visible and real enhancement around a 'culture of improvement' at Seaford Rise Primary School.

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

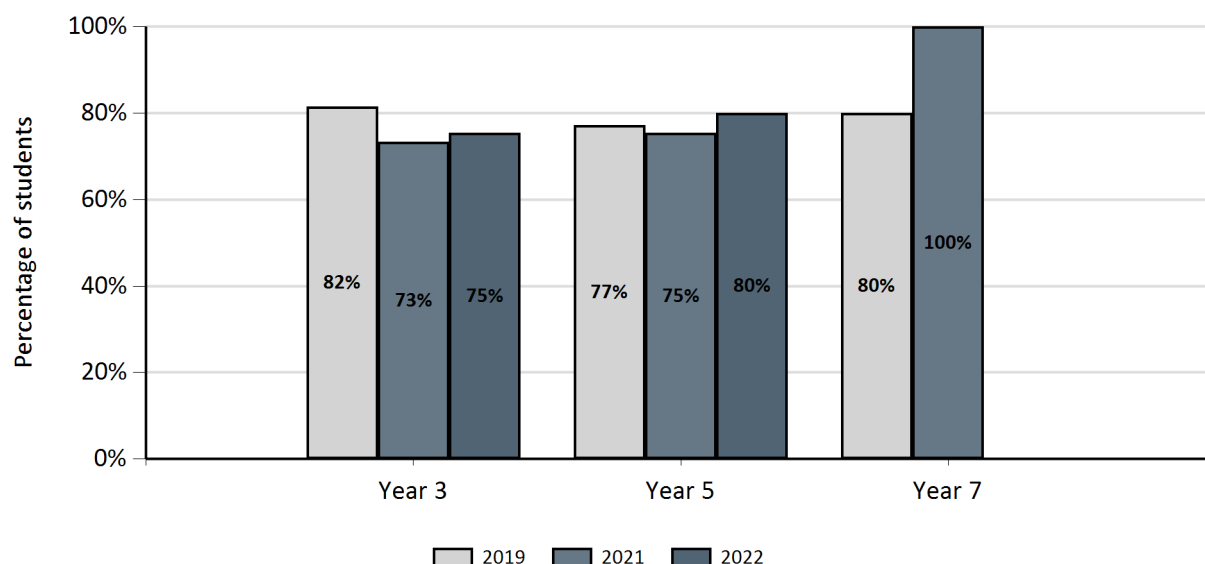


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



*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 2022.

*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 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 03 2022	69	69	31	21	45%	30%
Year 03 2021-2022 Average	64.5	64.5	25.0	16.0	39%	25%
Year 05 2022	60	60	20	15	33%	25%
Year 05 2021-2022 Average	64.5	64.5	17.5	11.0	27%	17%
Year 07 2021-2022 Average	7.0	7.0	2.0	2.0	29%	29%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

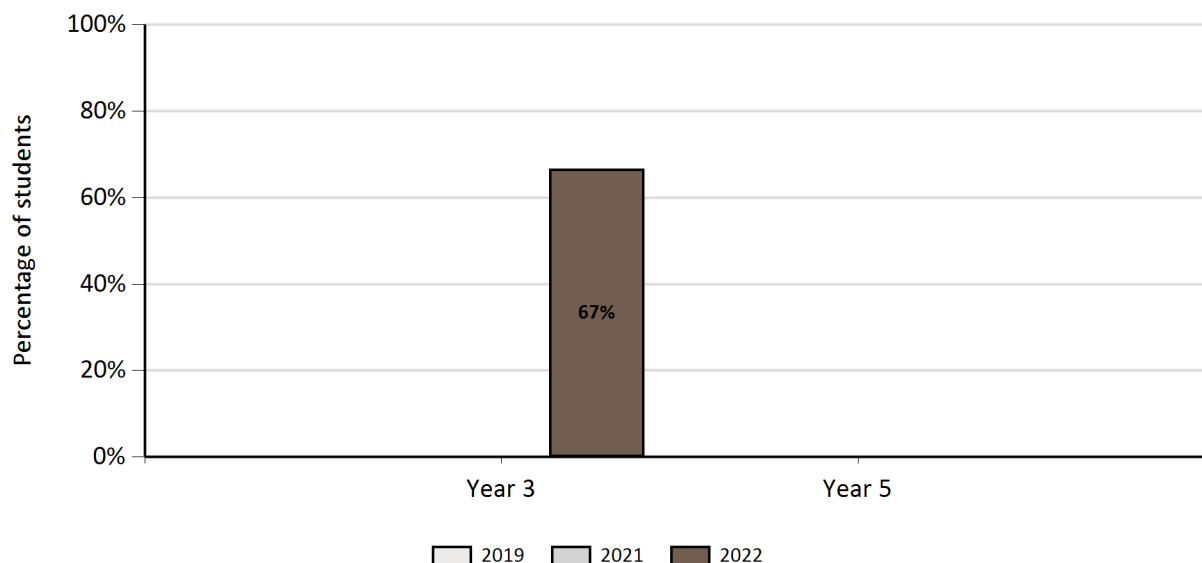
[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



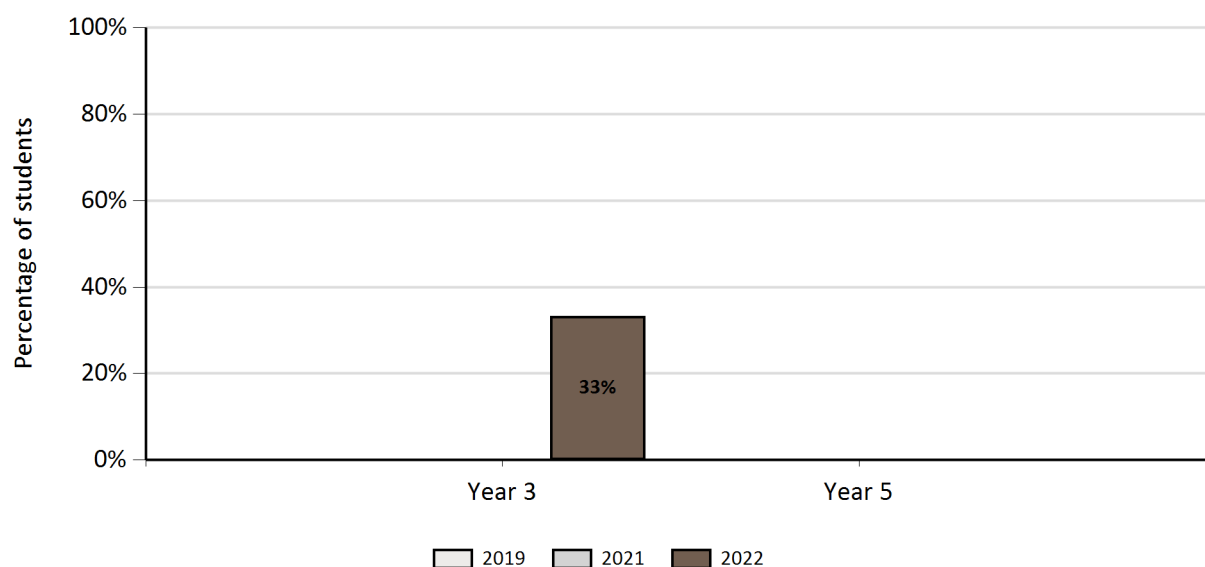
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	6	6	1	1	17%	17%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

This year SRPS have effectively collected and collated data from every Aboriginal Learner. This data is presented on their own spreadsheet to show individual data and growth throughout the year, this information was disseminated with all staff. This information was regularly shared with parents and carers. The AET worked with individual teachers to address the needs of each learner. This data was used to identify students who required additional support in both numeracy and literacy. The data also identified students at risk and interventions were targeted for these students needs. One Plan meetings involved a 'team around the child approach' having parents, support workers, Aboriginal Education team, classroom teacher and the wellbeing leader present to develop suitable and achievable goals for the learner.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

This year at SRPS we have had APAS tutoring for both literacy and numeracy targeting year 1 – 4 Aboriginal learners. Along with APAS we have had an Aboriginal Education Teacher 2 days a week and an AECO for 14 hours per week. In numeracy 17% of year 3 Aboriginal students achieved higher bands in numeracy, and 33% achieved the standard of education achievement. In year 5, 33% of students achieved the standard of education achievement. In reading 17% of Aboriginal students achieved higher bands in reading, and 67% achieved the standard of education achievement. In year 5 33% achieved the standard of education achievement in reading. In addition 67% of Aboriginal students showed growth in their reading ability.

School performance comment

In 2022 the school had a focus on reading, writing and mathematics in the Site Improvement Plan. Students have continued to make gains in these learning areas and an increase of students reaching higher bands was observed across all three learning areas.

In year three the following results were achieved:

Reading:

45% of students in year 3 achieved higher bands, which is up from 31.7% in 2021. In addition to this 23% of students were close to higher bands.

33% of students in year 5 achieved higher bands, which is up from 22% in 2021. In addition to this 38% of students were close to higher bands.

Numeracy:

30% of students in year 3 achieved higher bands in numeracy, up from 18% in 2021. In addition to this 16% were close to higher bands.

25% of students in year 5 achieved higher bands in numeracy, up from 10% in 2021. In addition to this 20% were close to higher bands.

Writing:

35% of students in year 3 achieved higher bands in writing, up from 33% in 2021.

8% of students in year 5 achieved higher bands in writing, up from 6% in 2021.

In running records 53% of year 1 students achieved benchmark in running records. In year 2, 89% of students achieved benchmark in running records.

Attendance

Year level	2019	2020	2021	2022
Reception	92.4%	92.3%	92.7%	82.5%
Year 1	88.9%	90.5%	93.1%	84.6%
Year 2	91.2%	89.7%	92.4%	87.3%
Year 3	90.8%	90.9%	91.5%	86.4%
Year 4	91.6%	89.6%	91.3%	84.8%
Year 5	92.1%	87.8%	90.5%	83.5%
Year 6	88.5%	90.7%	87.2%	84.0%
Year 7	91.2%	90.9%	91.3%	N/A
Primary Other	83.2%	88.2%	87.0%	81.4%
Total	90.6%	90.1%	91.1%	84.7%

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

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

Attendance comment

The school had an attendance rate of 85.1%, which is a drop from the previous year. However, all but 2% of these absences were explained absences. The disruption of Covid-19 on school operations, with multiple families being impacted, some twice in the school year, has contributed to the average absence rate. The continued use of Seesaw by teachers and ongoing improvements in how the school is using Skoolbag (online app) around communication with the community has led to better connection between the home and school which has in turn had a positive effect on parents reporting student attendance. The school's text messaging service has also helped with the attendance percentage by allowing the school to contact parents in the morning of any student unexplained absence. Where there is chronic non-attendance the school works closely with the department's Truancy Social Worker which may see home visits activated.

Behaviour support comment

The school's 'Procedure for Student Behaviour' is adopted across the school with the school values of Respect, Responsibility and Resilience being at its centre. The whole of school ownership model has seen gains made previously in reducing anti-social behaviours being maintained, resulting in acceptable levels of leadership intervention. Restorative practices continue to underpin the restoration of relationships when they are put under pressure or fractured. When required SSOs have been activated to work with targeted students who exhibit a need for support, especially during play periods. The department's allocated Behaviour Coach is consulted and works in tandem with the school's Student Wellbeing Coordinator as required.

Parent opinion survey summary

The department's Parent Survey was used in 2022 to gauge the effectiveness of the school across a number of criteria. In 2022 there was a drop in participation by parents with the parent engagement survey, with approximately 25% responses. While there were numerous positive areas identified by parents the two that stood out were the high level of respect that exists between different sectors of the Seaford Rise community and effective communication processes between home and school. The desire of parents to have more input into the child's learning was again highlighted as an area that needs further work by the school. With the change in direction around COVID restrictions, we are once again seeing parents and carers becoming more active participants across the site.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	11.8%
QL - LEFT SA FOR QLD	2	11.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	76.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The school follows the Department for Education guidelines for relevant history screening.

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	51
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	27.1	0.0	14.2
Persons	0	32	0	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$4,959,963
Grants: Commonwealth	\$11,104
Parent Contributions	\$100,092
Fund Raising	\$24,036
Other	\$0

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

2022 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 2022 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	Students working with support in individual and small groups with a focus on social and emotional strategies such as what's the buzz, to improve wellbeing and behaviour. The school engaged the Department for Education's Self-Regulation Service, to work with teachers to develop pro-active strategies that could be used in the classroom to engage students and/or help them to regulate emotions.	Students engaged in learning leading to better learning outcomes. Students able to use regulation strategies when engaging in learning.
	Improved outcomes for students with an additional language or dialect	Targeted interventions in writing and reading through Minilit and in class support.	Improved student ability to engage in literacy and numeracy.
	Inclusive Education Support Program	Funding directed to targeted students through a range of intervention strategies delivered by inclusive education team in tandem with class teachers.	Strong growth achieved in literacy and numeracy for targeted students.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Implementation of Minlit in groups and some modified 1:1 for ATSI students and several with complex needs. Speech articulation 1:1 Intensive social skills and interoception program for ASD students to improve regulation and engagement with the curriculum. In class SSO support for complex students to increase engagement and to provide a modified program aligned to One Plan goals. Numeracy intervention in Trusting the Count through small withdrawal groups for students in years 1-4 to meet minimum standards. APAS tutoring of ATSI students in reading.	Students achieved significant improvement to their reading and speech goals after interventions. Students achieved the trusting the count benchmark.
Program funding for all students	Australian Curriculum	Teachers worked with partnership curriculum lead to develop deeper understanding of curriculum and implement DfE units of work, leading to clearer differentiation for individual students.	Students engagement with the curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	The addition of a specialist maths coordinator to coach teachers in the delivery of maths in classrooms. SSO funding for literacy and numeracy interventions and increased time for ACEO to work with ATSI students.	Growth in student learning outcomes.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

