

Seaton Park Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Seaton Park Primary School Number: 397

Partnership: Inner West

Name of School Principal:

Pina Fitzharris

Name of Governing Council Chair:

Sharon Manka

Date of Endorsement:

29/03/2017

School Context and Highlights

Seaton Park Primary is a metropolitan school in the western suburbs, 9km from the Adelaide GPO. The school has experienced declining enrolments and currently 135 students attend the school. The school has an ICSEA score of 959, and is classified as Category 3 on the DECD Index of Educational Disadvantage.

The school population includes 12% Aboriginal students, 11% Students with Disabilities, 26% students with English as an Additional Language or Dialect (EALD), and 50% of families eligible for School Card assistance.

The school leadership team consists of a Principal in her third year at the school, and a Counsellor.

The school serves students and families from a broad cross section of the community. Students come from many non-English speaking backgrounds: Indian and many African backgrounds form the largest components, with currently 28 cultures represented. Over 50% of students access school card. There are currently 20 Aboriginal students. In recent years a large percentage of the school population has become transient.

Numbers have declined steadily since an enrolment peak in the 1970s. From 2011 the relocation of families for the Woodville West Housing Redevelopment resulted in a significant drop in enrolments.

Highlights for 2016:

- * admin and staffroom upgrade
- * reviewed at our MARBLES program and decided to have a focus around Growth Mindset instead of specifically focusing on each of the MARBLE values.
- * successful parent events.
- * expand community garden
- * Purchase 30 laptop
- * purchase 25 ipads
- * upgrade reading materials
- * front of school landscaping

Governing Council Report

I would like to share with you what I believe has been the highlights of 2016 for Seaton Park Primary School.

This is now my second year as governing council chairperson for Seaton Park Primary School.

We start the year with the administration re development finally completed. This has been a very positive thing for our community because it has instilled a sense of pride among the families but especially the students. Many people who have visited our school have comments what a great entrance this is to the school. I believe that first impressions are important and we have certainly created an excellent impression in our community.

Seaton Park Primary School continues to work hard to develop positive relationships with families. Throughout the year we have had many opportunities to connect with the school.

We started the year with a well-attended Acquaintance Night. It was a great way to start the year knowing how to support your children with learning at home. Then throughout the year we had other event to promote parent involvement and participation.

The BIG breakfast was a new event for our school that encouraged families to share breakfast with staff and students.

Another highlight for me was the Growth Mindset Competition. Every class designed a doorway that encouraged students to use their growth mindset. Every door looked great. The community was then invited to view the doors and vote for their favourite one. What impressed me the most was how students were able to talk to all the adults about their doorways and their understanding about Growth Mindset. It was a very proud moment. We had so many parents, carers and community members at this event.

We have now had a full year of implementing the new school colours. The school sport tops was also introduced and many students have expressed how much they like it. Once again many new families have expressed how smart the school colours look.

As always maintaining a budget with declining enrolments continue to be a challenge especially when we want to improve facilities and resources for students. We were able to replace many books in our library that were old and dated. Raelene our Library SSO worked throughout the year bring new life in the library. She has done an excellent job. The school then purchase up to date and high interest books for students to borrow. The school also purchased 25 mini ipads which have been used in the classroom and other areas such as science and health.

Improvement Planning and Outcomes

Literacy

The continuation of a Literacy Coach employed using school funds, working one day each week has maintained a continued focus targeting Literacy Improvement for all students from Reception to Year 7.

A dedicated Data Room is a feature providing whole school focus on improvement. Comparative data across year level tests is displayed in a way that the information can be easily retrieved. This information is regularly used by teachers. DATA collated from a range of assessments in NAPLAN, PAT R , Single Word Spelling Test and Oral Language. Retrieval of assessment information is used by teachers on a regular basis as they plan for Literacy Improvement.

Student engagement in texts remains a high priority and has included careful selection and purchase of texts for the library and for both small group and individual instruction.

Reading with a focus on explicit instruction, matching students to relevant and engaging text has remained a high priority .Teachers have endeavored to ensure appropriate and engaging texts have been provided at both individual and small group instruction.

Relevant data retrieved from NAPLAN, PAT R and Running Records assessments support teachers in planning for instruction. Teachers have also used the Tap and Read as informal assessment ensuring individual students have the opportunity to read aloud on a regular basis to the teacher. Note taken during this time provides clear and ongoing identification of student progress as well as evidence of misconceptions and misunderstandings. Guided Reading remains the method for providing explicit, small group instruction based on identified need.

Spelling Intervention: Data collated for the results of the Single Word Spelling Test informs classroom instruction. In 2016 this information was used to develop individualised spelling programs for students considered at risk in spelling and were identified as below bench mark. Programs were written by the Literacy Coach and implemented by a specific SSO. Students were shown to have made significant progress along the scale and this is reflected in scores.

Writing: Analysis of NAPLAN writing data 2015 clearly highlighted the need to focus explicit instruction on writing. Engagement in writing was also identified as a critical priority as teachers described how many students just did not want to write. Individual Writers Notebook was introduced as a whole school strategy with the form reflecting each year level. This method proved a turning point for many students who actually started writing.

Students performed at low levels in both punctuation and paragraphing in NAPLAN Testing and this information has been used to inform the Professional Learning Communities. Moderation of work samples across the year levels clearly reflected the identified issues from NAPLAN.

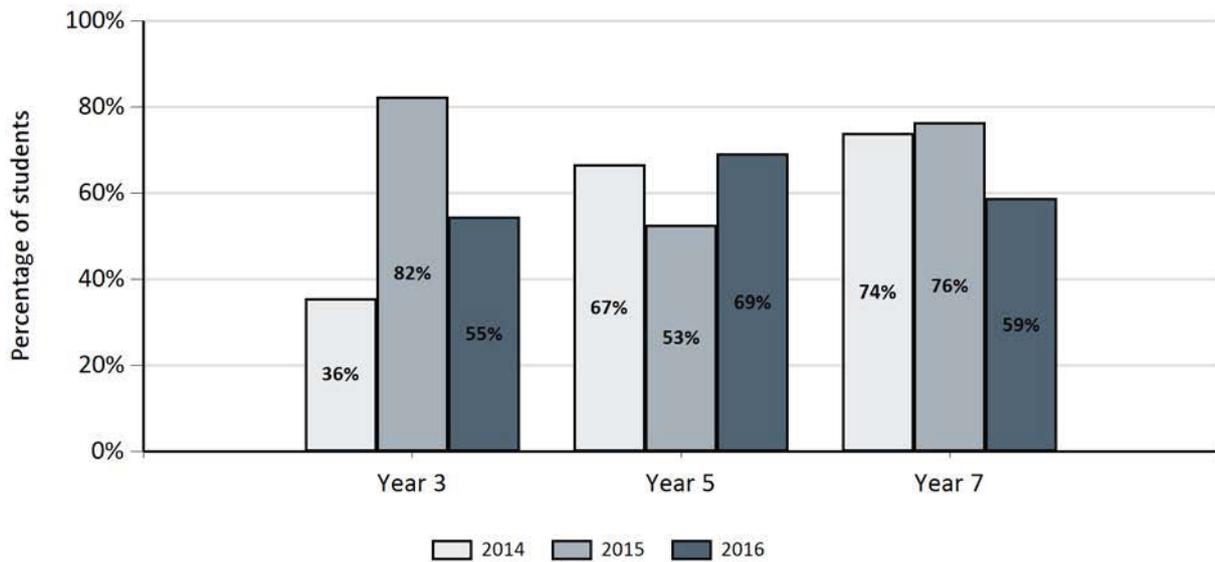
All teachers attended presentation by Chris Topfer titled Bump it up Writing and as a direct result wanted to embed this methodology into class practice. The PLCs provide the avenue where teachers engage in deep professional conversations and participate in moderating work samples as they delve deeper into student writing Teachers have used this process to support students to identify individual goals for writing improvement.

Performance Summary

NAPLAN Proficiency

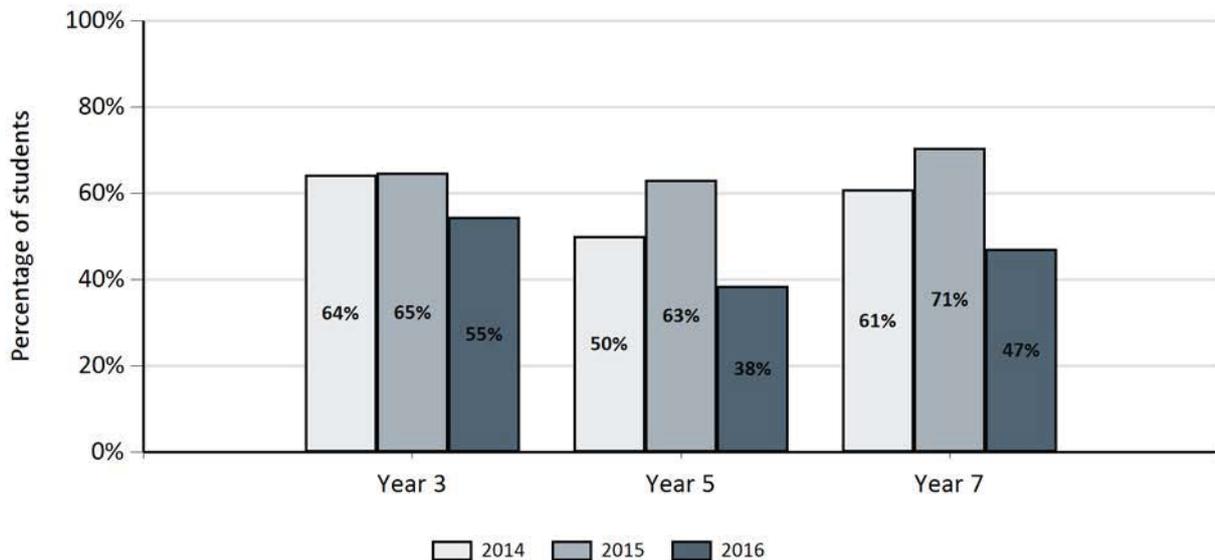
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	0%	11%	25%
Middle progress group	57%	56%	50%
Upper progress group	43%	33%	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	43%	22%	25%
Middle progress group	29%	33%	50%
Upper progress group	29%	44%	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	11	11	4	0	36%	0%
Year 3 2014-16 Average	14.0	14.0	3.7	0.7	26%	5%
Year 5 2016	13	13	1	1	8%	8%
Year 5 2014-16 Average	16.7	16.7	2.0	0.7	12%	4%
Year 7 2016	17	17	1	2	6%	12%
Year 7 2014-16 Average	19.0	19.0	1.7	1.3	9%	7%

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

Continued and ongoing changes in school enrolments over the last three years have complicated the comparison of year level data of literacy and numeracy improvement. The school had a high number of students leave the school as well as a high number of new students.

To be able to track improvement and performance we look at students who have attended two or more NAPLAN tests. This will help show whether the programmes we put in place have been successful.

In 2016 we had a total of 39 students attended NAPLAN

11 Year 3 students participate - 100% participation rate - 1 student exempted

12 Year 5 students participate - 93% participation rate - 1 student exempted

16 Year 7 students participate - 94% Participation rate - 1 student absent

From 39 students across the year levels 13 students were new to our school 2016. This means that 26 students who have been at Seaton Park Primary School over a period of time sat NAPLAN. This has a significant impact on our results and our ability to track student improvement over a period of time.

When we analyzed our NAPLAN data and focused on students who have been involved in our targeted Literacy and Numeracy programmes we have been able to demonstrate success for all students.

Year 3 students:

From ten students six enrolled in our school in 2016. The 4 students who have been in our school from reception met NAPLAN achievement standards in all areas.

Year 5 students:

From the twelve students six were enrolled in 2016. The six students that we have been able to track from Year 3 to Year 5 demonstrated improvement in all areas.

Year 7 students:

From the sixteen students three were new to our school. Thirteen students showed improvement from 2012, 2014 and 2016.

By implementing strategic and targeted whole school planning and intervention based on an initial analysis of the data in 2014 has resulted in significant improvement across all areas of NAPLAN.

Our focus in 2017 will be to implement strategies that will place our students into the higher bands.

Attendance

Year level	2014	2015	2016
Reception	87.2%	87.5%	86.9%
Year 01	87.1%	89.6%	89.9%
Year 02	88.7%	85.6%	89.6%
Year 03	87.5%	90.4%	89.1%
Year 04	86.5%	88.6%	91.4%
Year 05	87.0%	91.0%	85.9%
Year 06	83.1%	93.3%	81.9%
Year 07	88.2%	87.6%	90.8%
Primary Other		86.8%	
Total	87.0%	89.4%	88.4%

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

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

Attendance Comment

Attendance at Seaton Park Primary has always been a priority. This year we have worked with a number of families to improve attendance outcomes for their children. This included regular meetings, providing food, alternative programs and working with our attendance officers.

The data reflects a small number of students who have consistently shown poor performance.

We referred 4 families to support services who had in turn made contact with these families and offered support at home.

We also have worked with families who are consistently late.

Behaviour Management Comment

In 2016 there were a total of 27 incidents recorded for behavior. This is a reduction from 2015 where we had 97 incidences. We believe our consistent approach and set boundaries have help create a more successful and positive school environment for our students. We also ensured students who were having trouble managing their behaviour have support either through different agencies or systems within our school. This year we have 2 students who are attending Positive Pathways to assist them in building skills in managing their behavior and emotions.

The Child Protection Curriculum was another focus at our school for 2016. We looked at building our resources and increasing parent knowledge by having more information in our newsletters.

Client Opinion Summary

This year we received 23 survey replies from our families. Overall we have seen steady improvement in responses and an increase level of satisfaction.

In our community families strongly agreed in these areas:

- * The school is caring
- * The school is well managed
- *The staff at this school are approachable
- * The school has high standards of student behaviour
- * The school has a safe and secure environment
- * Teachers at the school motivate my child to want to learn.
- * My child's teachers are committed and enthusiastic in their approach.

Positive comments include:

"When there is an issue regardless what it is - the school is onto it and working out a solution. We have been happy since day one with everything in regards to my child's learning and also associating with other teachers as well".

" We have seen a big changes in the school since the principal started. Those changes have improved the school".

" Behaviour is dealt with quickly. The children understand their job is to learn" .

"The teachers work hard at Seaton"

Areas of improvement include:

- * This school has high academic standards
- * My child's reports are informative in that they indicate achievement levels.

Improvement Comments include:

"I think the school should have music for all students - a must. More sports serious playtime. Maybe teachers to wear a uniform to help children".

" More music, swimming, gymnastic opportunities would be great.

In 2017 Governing Council will work together with staff to develop ways of improving parent engagement across the school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	6.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	4.2%
Transfer to SA Govt School	64	88.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All employees at Seaton Park Primary School have relevant history screening.
 The school has sighted and copied history screen of all volunteers.
 Volunteer programmes include:
 * Governing Council
 * Learning Support Programmes
 * Breakfast Club
 All service providers has given our school of there history screening.
 All history screening are filed and mapped to monitor when screenings expire.

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	14
Post Graduate Qualifications	4

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	7.6	0.0	2.7
Persons	0	9	0	3

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

Financial Statement

Funding Source	Amount
Grants: State	\$ 30162.00
Grants: Commonwealth	\$ 26055.00
Parent Contributions	\$ 31632.72
Fund Raising	\$ 2848.25
Other	\$ 40.000

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
	Improved Behaviour Management and Engagement	N/A	
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Funding was used to increase SSO support for students who recently exited IELP.	Student were able to transition smoothly and have reading support.
	Improved Outcomes for Students with Disabilities		
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	N/A	
Program Funding for all Students	Australian Curriculum	Funding was used to support Professional Learning in Curriculum development.	Teaching and learning programmes are more targeted.
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Funding is used to increase teaching and learning strategies across the school to improve literacy and numeracy for all students.	Implement intervention support for students working below SEA.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Seaton Part school counselor is .8 (funding allocation is .45) The counselor supports Child Protection Curriculum, Growth Mindset programmes and student and family wellbeing.	All classes have weekly CPC lessons and every class discuss mindset strategies.