



Seacliff Primary School
2018 annual report
to the school community



Government
of South Australia
Department for Education

Seacliff Primary School Number: 913

Partnership: Marion Coast

Name of school principal:

Steven Wallis

Name of governing council chair:

Clare Coupar

Date of endorsement:

School context and highlights

In addition to school highlights, include brief contextual information for this year, including characteristics of student body.

In 2018 Seacliff Primary School had 15 classes and ended the year with 410 enrolments. The enrolment numbers remained relatively stable throughout the year.

In general, Seacliff students come from stable socio-economic backgrounds. The school is extremely well supported by its community. Staff retention was very high. There were a few staff changes as the school welcomed Beck Frears as our Performing Arts teacher and Anna Theodosi teaching Yr 5/6 to cover Chanele Litchfield on maternity leave. Steven Wallis joined the school as Principal, taking over from Scott Francis who returned to his role as Deputy Principal. Ben Papps joined the school in Term 4 taking over from Richard Kingdon who covered Mardi Angus' class (due to illness).

Highlights

Increased Japanese to two lessons per week for all students R-7. Whole school Harmony Day and Hanami Picnic on the oval and integrated work with the Book Week Theme - Find your Treasure - Japanese kanji treasure maps

- Significant entries into the Oliphant Science Competition with several Awards
- TOOSmart! Maths project success continued as the students demonstrated growth of an average of 3.5 years. We presented 1 conference to schools on site and one to teachers in the South East of the state.
- An end of year concert in conjunction with a School Community Celebration evening gave students the opportunity to demonstrate their performance skills to the community. The concert items attracted large audiences and the quality of the performances was outstanding. Beck Frears did an outstanding job coordinating the majority of the class performances.
- Seacliff Senior Choir performing in the Festival of Music.
- Many medals were won at the Beach Volleyball Carnival and again, over 80 students participating. Our senior Volleyball Team participated in the national competition finishing a creditable 7th in their division.
- Several class visits by teachers from Japan
- The "Find Your Treasure" Book Week parade and celebration.
- Science Week workshops and demonstrations by outside presenters and senior students
- The contributions of our Flinders and Curtin University Pre-Service teachers to the school during and after their placement.
- Parent information evening.
- The purchase of 2 class sets of iPads & lap top computers to support student learning. The 33 PCs purchased for the computer suite.

Governing council report

Governing Council were delighted to welcome Principal Steven Wallis in January 2018. Governing Council also welcomed five new members, Sam Parkin (Treasurer), Kerryn Berry (Fundraising Committee Convenor), Larissa Leese (OSCH Committee Convenor), Kate Hubl and Sophia Calmark.

The Fundraising Committee raised in excess of \$18,000 during 2018! This contributed to the final payment of the playground equipment and the purchase of 7 iPads for the Junior Primary classes. As ever, the Halloween Disco and Celebration Night were particular highlights. The Fundraising Committee finished the year with \$11,000 in the bank, which will be earmarked for new projects in 2019...watch this space.

Governing Council welcomed the appointment of OSCH Director Sarah Burgan and promotion of Emerson Barrowcliff to Assistant Director in May 2018. 2018 has seen record attendance numbers for OSCH and the out of school care programs offered throughout the year have continued to be well-received by the school community. Governing Council wishes to thank all the OSHC staff for their work throughout the year.

Governing Council wish to applaud the Canteen Committee and the 'Team Canteen' volunteers for the significant effort and time spent during 2018 to ensure the long-term viability of the service. Governing Council wish to thank Emma Fitch, for her services as Canteen Manager from February to September, 2018 and for Michelle Wesson stepping in to take over thereafter.

Governing Council wish to thank all the parents and caregivers who have provided volunteer support during 2018. Of note, after 6 years, Governing Council will be farewelling Greg Hill (Secretary), also Nicole Mays (Deputy Chairperson) and Tony Riches who have been members for 3 years.

Thank you all for your valuable contribution, commitment and service.

Clare Coupar
Governing Council Chairperson
On behalf of Seacliff Primary Governing Council

Seacliff Primary

Improvement planning and outcomes

Our focus in 2018 was on three key goals.

Goal 1: To improve student learning outcomes and attitudes through deeper and common understanding and consistent implementation of effective pedagogy (Numeracy/Literacy).

Objective 1: To implement professional learning to support consistent approaches to pedagogy, learning design and assessment. Outcomes achieved:

- Greater collaboration with site colleagues
- Established release time for PLT's to be developed and meet
- Provided PD to teachers in Learning Design in PLT's with LDAM practices embedded
- Provided 'in-house' PD of TfEL identifying practical ideas with TfEL Compass - Teachers conversant with TfEL domains - - -
- Provide PD on Formative assessment through PD activities in school and at Partnership meetings/days. Sharing of formative assessment strategies in PD and effective formative assessment strategies visible in classrooms

Objective 2: Staff to identify and program for students not meeting the SEA.

- TOOSmart, QuickSmart, Bee Smart Students were identified and timetabled for these programs with appropriately trained teachers & SSOs delivering these intervention programs
- Equitable approach to early intervention programs in literacy and numeracy were used as students were identified and timetabled for across all year levels using Westwood/ACER/ Benchmarks RR.

Objective 3: Staff to identify and program for students in the higher bands for their year level in order to maintain, challenge and motivate.

- Consistent, in-class pedagogies with differentiation strategies in place including Student Voice. Student awareness of negotiated assignment criteria and assessment rubrics. Open ended, stretch thinking learning opportunities embedded into classroom practice
- Development of a staff proforma for consistent programming for the higher band students
- Increased opportunities for student lead learning e.g. kids teaching kids, peer conferencing and assessment

Goal 2: To build on authentic student voice in learning. We were able:

- To develop a common understanding of 'What is student voice in learning?'
- To implement professional learning for staff to support consistent approaches to student voice in curriculum delivery.
- To further develop authentic opportunities for student leadership.

Goal 3: To build teacher capacity through strategically led and regular Professional Learning. We were able:

- To implement professional learning for staff to support consistent approaches to student voice in curriculum delivery.
- To provide time for teachers in (PLT's) to participate in Action Learning Projects with Numeracy / Literacy / SVIL Focus
- To familiarize new staff with current agreements, policies, procedures and educational strategies
- To provide opportunities for a balance between DECD, Partnership and site Priorities with Personal Learning Goals

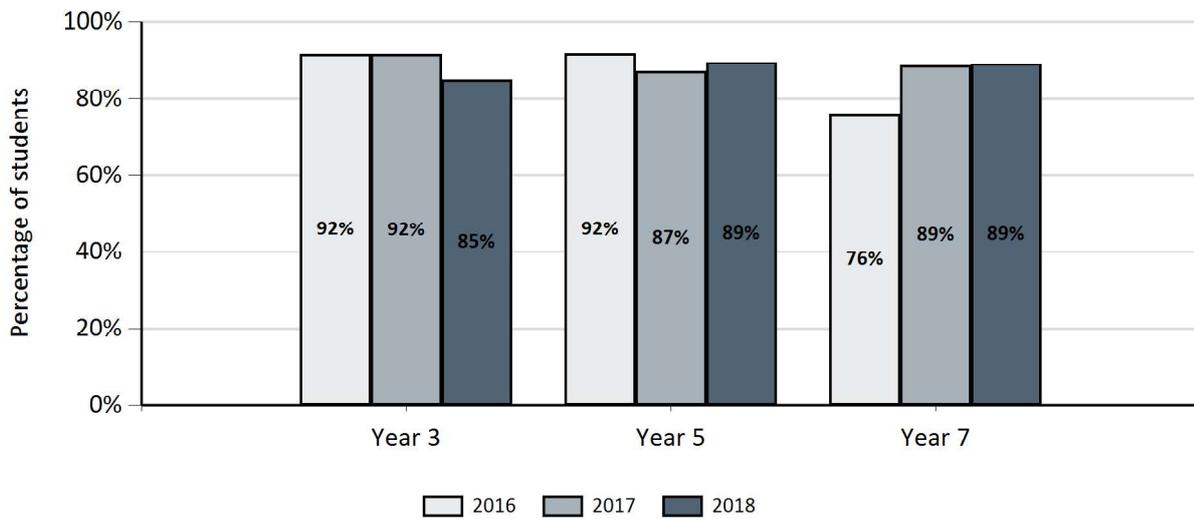
2018 has paved the way for continuous school improvement in 2019!

Performance Summary

NAPLAN Proficiency

The Dept. 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.

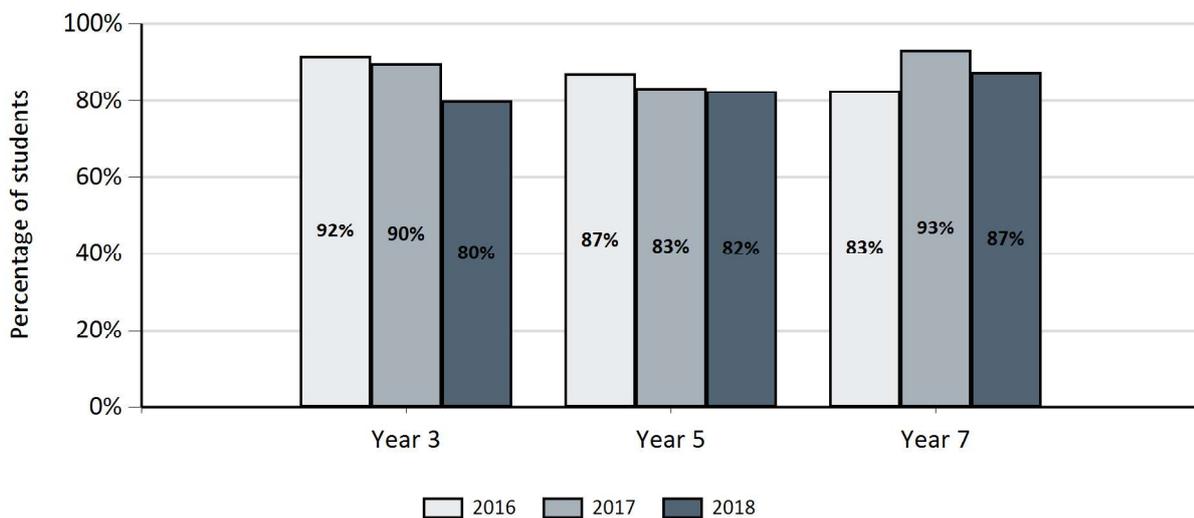
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	30%	9%	25%
Middle progress group	53%	72%	50%
Lower progress group	17%	19%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	19%	25%	25%
Middle progress group	62%	56%	50%
Lower progress group	19%	19%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	40	40	22	17	55%	43%
Year 3 2016-18 average	53.0	53.0	30.0	22.3	57%	42%
Year 5 2018	57	57	27	17	47%	30%
Year 5 2016-18 average	57.3	57.3	25.0	12.7	44%	22%
Year 7 2018	55	55	7	12	13%	22%
Year 7 2016-18 average	48.3	48.3	13.3	14.3	28%	30%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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

NAPLAN Achievement

Reading

Seacliff Year 3 Cohort achieved a Reading score of 437.5 which is a slight increase on 2017 results and is a good outcome. Seacliff Year 5 Cohort achieved a Reading score of 529.7 which is the fourth consecutive year of improving scores. 98% of the students achieved the National Minimum Standard. Seacliff Year 7 Cohort achieved a Reading score of 536 which is a significant drop from the 2017 results.

The Year 1 & 2 Running Record results indicate that the percentage of students who met the DECD Standard of Expected Achievement did not change considerably from 2017 and remains below DECD targets. Investigation into reasons why this trend continues occurred and it was identified that teachers at Seacliff are testing for fluency and comprehension compared to the DECD requirement of testing for fluency only. This is an agreement made by our staff and the Education Director is aware of it and the impact on our Running Record results. Consistently strong Year 3 NAPLAN reading outcomes support the continuation of this method of testing.

The percentage of students in Middle or Upper progress group in reading:

Year 5 - 83%

Year 7 - 81%

The Seacliff Year 3 cohort had 55% of students achieve in the upper 2 bands - a increase from the 2017 result.

The Seacliff Year 5 cohort had 47% of students achieve in the upper 2 bands - a slight increase from 2017.

The Seacliff Year 7 cohort had 13% of students achieve in the upper 2 bands - a disappointing, but not unexpected drop on the 2017 results.

Overall these are strong results in reading and continue the trend of the last 8 years.

Numeracy

Seacliff Year 3 Cohort achieved a Numeracy score of 415.4 which is a slight decrease on the strong 2017 result but still higher than results in the early years of testing. Results continue to reinforce the benefit of the TooSmart program.

Seacliff Year 5 Cohort achieved a Numeracy score of 499.2 which is an improvement on the 2017 result and is an area of steady improvement over the last 3 years.

Seacliff Year 7 Cohort achieved a Numeracy score of 544.3 which was a drop back to results prior to the 2017 cohort who did very well.

The Seacliff Year 3 cohort had 43% of students achieve in the upper 2 bands - an increase from the 2017 result.

The Seacliff Year 5 cohort had 30% of students achieve in the upper 2 bands - an increase from 2017.

The Seacliff Year 7 cohort had 22% of students achieve in the upper 2 bands - a significant decrease from the previous year.

Overall these, results in numeracy continue the general trend of improvement over the last 8 years. The results highlight the need to look at maintaining students' achievement in the top two bands throughout their years at Seacliff.

Attendance

Year level	2015	2016	2017	2018
Reception	91.4%	93.7%	92.9%	93.1%
Year 1	93.3%	93.3%	93.5%	93.9%
Year 2	93.9%	94.5%	93.0%	91.7%
Year 3	92.0%	94.3%	94.2%	96.0%
Year 4	91.5%	90.6%	93.5%	94.6%
Year 5	90.9%	92.4%	89.2%	95.0%
Year 6	88.4%	91.5%	93.9%	87.6%
Year 7	84.5%	90.3%	88.9%	93.2%
Primary other			88.9%	
Total	91.1%	92.6%	92.5%	93.3%

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

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

Attendance comment

Attendance rates increased slightly in 2018 compared to 2017 but remain relatively stable. Results continue to be impacted by a long term absence that was referred to Support Services.

Behaviour management comment

Student behaviour management interventions continued to decreased relative to 2017. There were just two suspensions and no exclusions. Support Services were utilised to support students suffering anxiety. The 2017 class placement process for 2018 identified potential issues and teachers generally continued to work with students with a 'restorative justice' approach.

Client opinion summary

The Seacliff Primary School ACARA Opinion Surveys were completed by 46 Students from Years 3-7, 27 Staff Members and 33 Parents. The surveys used a 5 point scale with 1 being strongly disagree ranging to 5 strongly agree to various statements.

Student Feedback

The aspects that received the most positive responses were "my teachers expect me to do my best" (100%), "I like being at my school" (87%) (students reported they "feel safe at school" (82%), "I can talk to my teachers about my concerns" (76%), "my teachers motivate me to learn" (80%) "the school looks for ways to improve" (91%).

The aspects that received the lowest response was "student behaviour is well managed at my school" (44% either disagreed or were neutral). 28% percent of students were also unsure if their teacher provided them with useful feedback about their school work.

Parent Feedback

The aspects that received the most positive responses (either agree or strongly agree) were "my child feels safe at this school" (100%), "my child likes being at this school" (100%) and "teachers at this school treat students fairly" (91%), "I can talk to my child's teachers about my concerns" (84%), and "Student behaviour is well managed at this school" (88%).

The aspects that received the disagree or neutral responses were: "This school takes parents' opinions seriously" (31%), "Teachers at this school provide my child with useful feedback about his or her school work" (24%) and "This school is well maintained" (18%). (N.B. - Most of the responses to the above were in the neutral category.)

Staff Feedback

In the 'Perspectives Survey, staff rated most highly in these areas:

Expert teaching (94%), Engagement (89%), Personal Job Perceptions (76%) and Leadership (72%). Aspect of the survey which yielded less favourable responses were Voice (43%), School Improvement Perceptions (43%), Reward and Recognition (54%) and Shared Leadership (57%).

While there is direction here from the above surveys that will help us to improve as a school, no issues came through as major areas for concern. These results, however, will inform school leadership and Governing Council in their future decision making processes.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	15	16.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	17	18.7%
Transfer to SA Govt School	59	64.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Seacliff PS has a data base of relevant DCSI screening checks. This is updated regularly. All volunteers and private instrumental music providers have current clearances. All staff including Canteen and OSHC workers have current clearances. A volunteer induction session was conducted in Term 4 2018 in preparation for 2019 and included information on DCSI screening.

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	38
Post Graduate Qualifications	7

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	21.1	0.0	6.1
Persons	0	23	0	8

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$3,335,250.59
Grants: Commonwealth	\$7,800.00
Parent Contributions	\$285,704.93
Fund Raising	\$11,115.69
Other	\$161,415.92

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

2018 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 2018 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 behaviour management and engagement	Follow up with families and Support Services e.g. RAAP funding, as required. SSO support both academic and through mentoring in classroom and playtime. The development of and implementation of Individual Learning Plans.	Greater engagement and improved attendance rates of targeted students
	Improved outcomes for students with an additional language or dialect	Literacy and numeracy intervention programs: Literacy: Bee Smart & Quicksmart Numeracy: TooSmart & Quicksmart	Consistently high levels of improvement noted through effect size changes
	Improved outcomes for students with disabilities	Literacy and numeracy intervention programs, individual SSO support, particularly with verified Speech and Language students, purchase and use of assistive technology e.g. iPads and laptops	Improved confidence and academic engagement for all targeted students.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Twelve Aboriginal students achieved age appropriate benchmarks in the learning apart from three students. These students had access to intervention programs in both literacy and numeracy as well as direct support and mentoring from the ACEO (Aboriginal Community Education Worker). All other students had priority access to intervention programs when necessary. Attendance levels were very good for most students with one having 75%. Intensive literacy programs were used including Quicksmart Reading, LAP support and programs taken by SSOs for students with Speech and Language difficulties.	Continued progress at or above expectation for all targeted students.
Program funding for all students	Australian Curriculum	Australian Curriculum was implemented.	N/A
	Aboriginal languages programs initiatives	N/A	N/A
Other discretionary funding	Better schools funding	Intensive literacy and numeracy intervention programs: Literacy: Bee Smart & Quicksmart Numeracy: TooSmart & Quicksmart	Data indicates improvement for targeted students
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A
	Primary school counsellor (if applicable)	N/A	N/A