



Seacliff Primary School

2020 annual report to the community

Seacliff Primary School Number: 913

Partnership: Marion Coast

Signature

School principal:

Mr Steven Wallis

Governing council chair:

Luke Sandery

Date of endorsement:

12 March 2021



Government
of South Australia

Department for Education

Context and highlights

In 2020, Seacliff Primary School had 16 classes and ended the year with 438 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 remained very high. There were a few staff changes. Several contract teachers and SSO staff did join the school to cover staff change of time and to meet the increased hours being allocated to student support. Staff Professional Learning and Student Leadership and Wellbeing were both supported through the appointment of coordinator positions.

Highlights

The staff and school community response extremely well to COVID-19 restrictions, cancelations and postponements. Great strides in the use of ICT were made in preparation to facilitate 'Learning from Home'. A new website and newsletter format has supported improved communications with families along with the uptake of Seesaw, Teams and use of Learn Link accounts.

Mainstream and our languages teachers (Japanese) continued their participation in the 'Innovative Languages Program Grant'. Whole school 'art projects' associated with the school's newly established 'core values' have been produced through collaboration with our school community. A continued focus on Professional Learning Communities and their alignment to our School Improvement priorities has been well maintained.

Significant entries were once again submitted for the Oliphant Science Competition with several awards gained. TOOSmart! Maths intervention conferences were delivered to approximately 80 educators from other sites (Term 1 and Term 4).

A whole school music, dance and drama production was held in Term 4 and filmed to share with our families and the wider school community. This production gave students the opportunity to demonstrate their performance skills to the community.

Year 5, 6 and 7 students excelled themselves at Outdoor Education programs taking on a diverse range of team and physical challenges.

When able, students participated in a diverse range of sports at school, club and SAPSASA level.

The tradition Book Week parade and celebration was a modified community event and a big success as was the split sports days to enable Junior Primary and then Primary parents to attend.

The 2020 school year was marked by a sense of community collaboration and appreciation for the important place of education in the lives of our students.

Governing council report

Like the rest of society, 2020 heralded many unplanned challenges for Seacliff Primary School and I am proud in the way the Governing Council members, staff, students and the rest of our community have adapted and met these head on.

Mindful of the economic and emotional strain introduced by the pandemic, Kerryn Berry lead the Fundraising Committee to provide affordable and thoroughly enjoyable events for our kids throughout the year. The newly installed student kitchen has been solely financed through the huge efforts of Kerryn and her team and she will be sorely missed as she steps down from GC at the end of 2020.

Under the enthusiastic eye of Michelle Wesson Team Canteen continued to thrive and deliver a broader range of healthy and delicious food for our kids. The canteen also received some much-needed improvement with some new equipment and a face lift with the first of hopefully many community-led working bees.

Our OSHC continues to provide fantastic care for our children and improvements this year inside and outside the building will ensure it is a safe and functional space into the future. Governing Council wishes to thank all the OSHC staff for their work throughout the year.

Sofia Carlmark, Corey Treleaven and Leah Watkins progressed the visual aspects of the Values work with more fantastic installations continuing to emerge throughout the school grounds.

Improvements in the administration of Governing Council matters were driven by Treasurer Sam Parking, Suzi Ban and Secretary Kevin Gardner and whilst not as glamorous or obvious as some of the other works, have allowed the GC to spend more time focussing on what is important.

Governing Council welcomed Milos Milutinovic at the start of the year who will continue to provide great support on the council and also the Strategic Planning Committee. Previous GC Chair and current Deputy Chair, Clare Coupar will step down at the end of 2020 and the Governing Council pay thanks for all the effort, astuteness and enthusiasm she has brought to the group. Kerry Berry, Poppy Cumiskey and Sarah Davie will also depart the GC and we thank them for the generous contribution to our school.

Governing Council wish to thank all the members of our school community who generously gave up their time to provide support during 2020 and looking forward to your continued support in 2021.

Thank you to all the staff, children, parents and broader community for your contribution towards making this a wonderful environment for our children to thrive in.

Quality improvement planning

For Goal 1: Through formal and informal observation and development of the Number Talks strategy throughout the school the following Numeracy outcomes were discussed/identified:

- Improved presentation of logical thinking displayed through presentation of bookwork (comparative portfolios).
- Greater use of mathematical language, purposeful and collaborative work by students noted on classroom observations/walk-throughs.
- Improved capacity by students to articulate what they are doing in mathematics and why as noted in anecdotal recordings on class visits.
- Students use a range of efficient strategies to solve problems, building on understanding gained through number talks.
- Review and greater use of online Maths resources e.g. 'Prodigy'
- Greater engagement with Maths tasks noted, particularly with older students working from home and/or through Number Talks strategies.
- Students use mathematical language to reason and justify their answer (they can convince a skeptic).
- Students use a range of efficient strategies to solve problems.

For Goal 2: Through formal and informal observation and development of Reading strategies of goal setting and inferential comprehension throughout the school, the following Reading outcomes were discussed/identified:

- Students will use their phonic knowledge to decode.
- Improved outcomes in other school data collection tools e.g. PAT testing as a result of intentional teaching and Running Records.
- Purposeful and collaborative work by students on reading related activities noted on classroom observations/walk-throughs.
- Improved capacity by students to articulate what they are doing in reading and why as noted in anecdotal recordings on class visits.
- Online literacy resources explored and used e.g. 'Education Perfect', 'Pobble 365' and 'Literacy Planet'
- 2019 – Year 1 Phonics Screening Check 85% of students achieved 28 or more.
- 2020 – Year 1 Phonics Screening Check 72.5% of students achieved 28 or more. This was a drop of 12.5% on our very positive 2019 results.
- 2019 Year 1 Level 21-26 - Seacliff 3% & Like schools 28%
- 2019 Year 2 Level 27-31 - Seacliff 13% & Like School 28%
- Successful testing using Acadience reading tools to establish a pilot program for Year 4 - 7 classes in 2021.

For Goal 3: Student Agency - to build on authentic student voice, leadership, engagement and co-design of the curriculum.

- Greater student involvement in the negotiation of their learning.
- Clearly identified student leadership structures supporting student led initiatives.
- Students taking greater advantage of, and showing their awareness of opportunities to negotiate and co-design aspects of the school curriculum as identified through TfEL survey data.
- Student leaders working through new avenues such as Teams for school assemblies and meetings.
- Engagement with assignments and learning tasks through Teams, Education Perfect and Seesaw.
- Development and use of LearnLink accounts R-7 as a communication tool for staff, students and parents (e.g. negotiated and student managed assignments and teacher feedback).

Improvement: Aboriginal learners

In 2020 there were 9 Aboriginal students enrolled at Seacliff Primary School. Attendance rates were lower than previous year averaging at 85%. Many students were isolated during the Covid-19 outbreak in March which significantly impacted attendance data. There was also one student suffering a long term illness and was absent for a significant part of the 2nd half of the year.

Based on PAT testing and A-E grading 3 of 9 students were identified as students of concern (3 x reading including 1 mainly due to long term attendance). NAPLAN testing was cancelled in 2020

In-class SSO support was provided to all classes. SSOs worked with small groups on identified goals created by class teachers. Individual literacy support for one student, was provided outside of the classroom each week, on identified reading and writing goals.

Transition meetings were held with secondary school staff including the ACEO, for our Year 7 student.

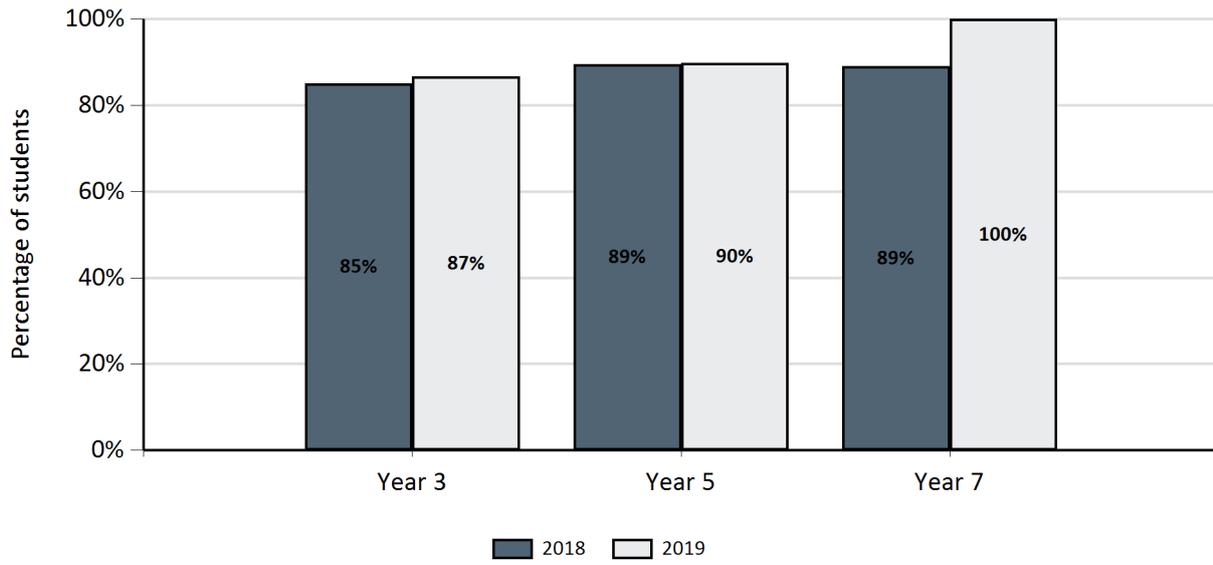
Every Aboriginal learner has a One Plan.

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

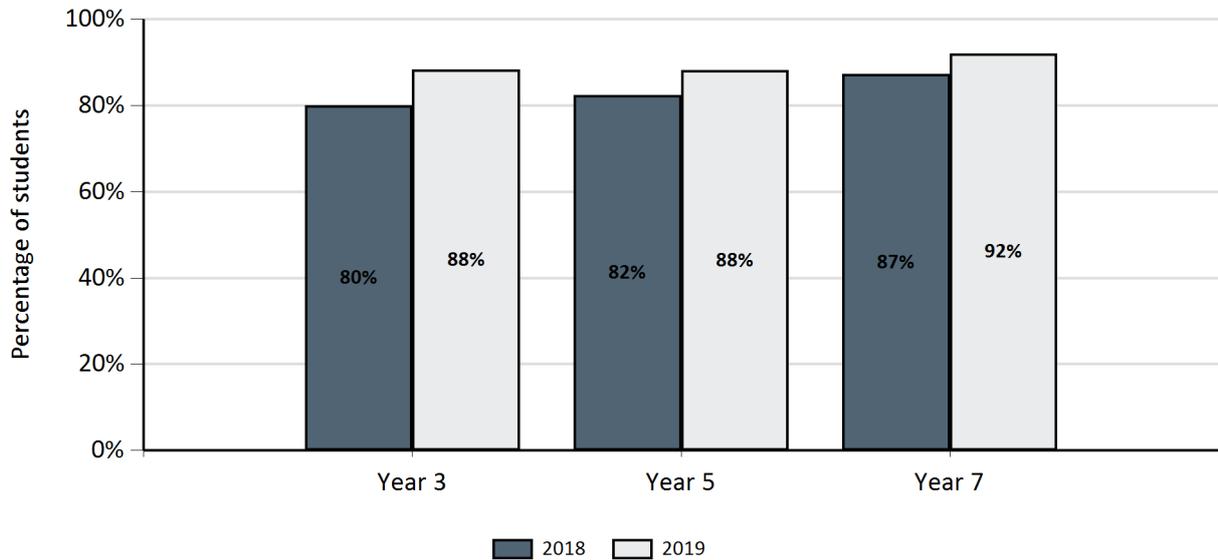


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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	23%	38%	25%
Middle progress group	56%	47%	50%
Lower progress group	21%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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%	38%	25%
Middle progress group	52%	53%	50%
Lower progress group	29%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	60	60	33	29	55%	48%
Year 3 2017-2019 Average	53.0	53.0	27.7	23.0	52%	43%
Year 5 2019	59	59	25	12	42%	20%
Year 5 2017-2019 Average	56.7	56.7	25.0	13.7	44%	24%
Year 7 2019	38	38	20	15	53%	39%
Year 7 2017-2019 Average	45.7	45.7	14.7	15.3	32%	34%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

As we are unable to use NAPLAN results for comparative comment we reviewed our Running Record, Phonics Screening and school A-E data to gauge performance.

Running Records

Year 1 Results: Comparing school to state performance, we had fewer students in the lower levels (levels 1 - 10). We had a much larger cohort of students in levels 11 - 20 and again, a slightly lower number of students in the 21 - 31 levels.

Year 2: We had a similar pattern in the Year 2 comparison with with extremely low numbers at levels 1 - 16 and the vast majority of students performing between levels 21 - 26.

The 2020 Running Records data reflects a very similar pattern/result to our 2019 data.

Year 1 Phonics Screening Checks

2020 – Year 1 Phonics Screening Check 72.5% of students achieved 28 or more. This was a drop of 12.5% on our very positive 2019 results.

(2019 – Year 1 Phonics Screening Check 85% of students achieved 28 or more.)

A-E School Based End of Year Data

2020 Term 4 English		A	B	C	D	E	Total A&B	% Achievement	Comparison with 2019
Seacliff PS	Year 1	3	14	30	5	0	52	32.7	- 6.7%
	Year 2	8	25	27	2	1	63	52.4	3.5
	Year 3	13	16	12	3	1	45	64.4	17.0
	Year 4	16	16	15	7	0	54	59.3	-13.2
	Year 5	9	18	15	3	0	45	60.0	24.4
	Year 6	4	28	27	4	0	63	50.8	-11.5
	Year 7	15	20	14	6	3	58	60.3	-20.7
2020 Term 4 Maths									
Seacliff PS	Year 1	2	17	28	5	0	52	36.5	2.1
	Year 2	11	23	29	0	0	63	54.0	2.9
	Year 3	11	15	15	4	0	45	57.8	18.8
	Year 4	12	19	22	1	0	54	57.4	-15.1
	Year 5	11	14	19	1	0	45	55.6	11.5
	Year 6	8	24	28	3	0	63	50.8	-9.9
	Year 7	16	15	17	7	0	55	56.4	-3.1

As you would expect, the comparison reflects improvements across some domains but not others. Teaching staff continue to work on moderation practices to ensure consistency of assessment across classes according to levels of achievement.

Attendance

Year level	2017	2018	2019	2020
Reception	93.0%	93.0%	93.5%	86.9%
Year 1	93.9%	93.8%	93.5%	88.2%
Year 2	93.4%	91.7%	90.4%	86.8%
Year 3	93.9%	95.9%	93.8%	86.5%
Year 4	94.1%	94.5%	93.7%	89.9%
Year 5	90.0%	94.9%	92.1%	88.8%
Year 6	94.2%	87.4%	91.7%	91.7%
Year 7	90.1%	93.1%	89.3%	84.2%
Primary Other	83.3%	N/A	N/A	N/A
Total	92.9%	93.1%	92.4%	87.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance Analysis For 2020									
Attendance rates decreased slightly in 2020 (overall 90.4%) compared to 2019 (overall 91.3%) but remain again remained relatively stable despite the potential impact of COVID-19.									
Breakdown of Attendance and Absence Rates by Year Level									
Attendance and Absence Rates %									
Year Level	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Overall Rate
Attended	90.2%	91.3%	89.4%	89.2%	92.2%	89.9%	92.1%	88.4%	90.4%
Attendance and Absence Rates Categories									
	Female %	Male % Attended							
	90.6	90.1							
Attendance and Absence Rates Categories									
	ATSI %	Non-ATSI % Attended							
	78.3	90.6							

Behaviour support comment

Student behaviour management interventions increased slightly relative to 2019. There were 8 suspensions and no exclusions. Support Services were utilised to support students suffering anxiety or with a trauma background. The 2019 class placement process for 2020 took into consideration potential issues where conflict between students could be anticipated/avoided. The continuing focus on student wellbeing, our school's core school values and greater student agency (e.g. SRC, Student Voice, Action Groups, Class leadership planning) is building optimism amongst students through uncertain times Teachers aimed to know their students well and have generally continued to work with students using a 'restorative justice' approach to behaviour management issues.

Client opinion summary

Parent Opinions 2020

The Seacliff Primary School Opinion Survey was sent to all parent/carers on our school email list. It was completed by 115 parents/carers. The survey used a 5 point scale with 1 being strongly disagree ranging to 5 strongly agree to various statements.

The aspects that received the most positive responses were "People respect each other at this school (83% agreement), "Teachers and students treat each other with respect at the school" (87%), "I feel like my child is important to the school" (76%).

The aspects that received the lowest response were "The school provides an opportunity for me to have an input about my child's learning (37% agreement), "I have useful discussions with the school about my child's learning" (44%) and "I know what standard of work the school expects of my child" (45%)

Student Opinions 2020

The Seacliff Primary School Opinion Survey was completed by 46 Students from Years 3-7. The survey used a 5 point scale with 1 being strongly disagree ranging to 5 strongly agree to various statements. The results were then averaged.

The aspects that received the most positive responses were 'my teachers expect me to do my best' (4.7), my teachers motivate me to learn (4.6), 'the school looks for ways to improve' (4.5) Students reported they 'feel safe at school' (4.2), The aspects that received the lowest response were 'my school is well maintained' (4.1), 'I can talk to my teachers about my concerns' (4.1) and 'my school takes students' opinions seriously (4.1)

No response averages were below a 4 average meaning students generally agreed or strongly agreed with each statement. This is a very pleasing response!

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	7.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	12	18.8%
Transfer to SA Govt School	47	73.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Seacliff Primary School has a data base of relevant DCSI screening and WWCC 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 planned for at the end of Term 1 2020 but this was disrupted due to COVID-19 concerns.

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	43
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	24.1	0.0	8.4
Persons	0	28	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,775,805
Grants: Commonwealth	\$7,250
Parent Contributions	\$154,547
Fund Raising	\$4,796
Other	\$74,891

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

2020 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 2020 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	Employment of a Student Wellbeing Coordinator and continued contract with our Pastoral Care Worker. Ongoing focus on Student Voice in Learning including classroom observations and feedback. Interoception Training.	Greater counselling promoted increased classroom time and engagement.
	Improved outcomes for students with an additional language or dialect	EALD leveling and professional development at staff meeting about the needs of students with an additional language or dialect.	Staff self-nominate to lead EALD leveling in future years.
	Inclusive Education Support Program	In class SSO support and reclassification to Level 2 - Learning Improvement Officer.	Reinvigoration of intervention programs throughout the school including in-class
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 Students taking alternative pathways IESP support</p>	Aboriginal students maintained priority access to intervention programs. Coordination of literacy and numeracy intervention support included training for identified staff, provision of time for teacher / SSO consultation and planning, a specific emphasis on literacy development in all Reception classes; consultation regarding the introduction of minilit for Junior Primary classes, One Plan development, one to one support to verified students and intervention programs:SSO In-classroom support, Quicksmart & TOOSmart!	Reducing numbers of students identified for Quicksmart intervention/support, progress similar to and often greater than comparative students in QuickSmart.
Program funding for all students	Australian Curriculum	Pupil Free Days involving SSOs and staff meetings to familiarize staff with the Australian Curriculum Scope and Sequence as well as the Units of Work.	Consistency of delivery of curriculum across year levels in multiple classrooms.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Integrated works and resources that involved student initiated programs and whole school initiatives such as raised vegetable gardens, a recycling depot, IT resources to facilitate SRC and student voice/action groups.	Increased sense of connection and belonging. Greater enthusiasm and ownership.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A