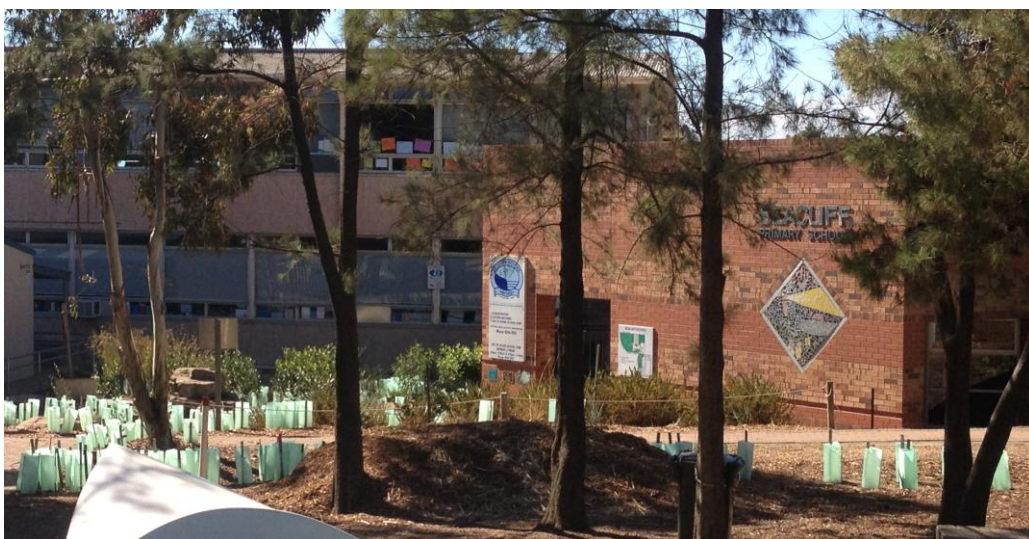




# Seacliff Primary School Annual Report 2015



**Government of South Australia**  
Department for Education and  
Child Development

## 1. CONTEXT

**School Name:** Seacliff Primary**School Number:** 0913**Principal:** Greg Miller**Partnership** Marion Coast

In general our 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 Mardi Angus JP teacher and Suzi Ban as our Office Manager onto our staff. Wes Moyle retired at the end of the year.

	2013		2014		2015	
	No's	%	No's	%	No's	%
<b>School Card</b>	45	11	43	14	45	11
<b>ESL</b>	47	12	45	12	52	13
<b>Aboriginal</b>	17	4	16	4.2	11	2.7
<b>NEP</b>	9	2	6	1.5	7	1.7

The table above shows the school community groups have stayed much the same over the 3 year period 2013 - 2015.

**ENROLMENTS: RECEPTIONS-YEAR 7****2010-2013 (As per August Census) 2014/15 (Feb census)**

Year	R	I	2	3	4	5	6	7	Total
2010	68	50	48	44	41	35	41	30	357
2011	67	55	47	50	40	39	23	39	360
2012	61	51	56	55	51	44	34	29	381
2013	64	50	53	58	58	52	39	32	406
2014	44	58	53	54	54	54	42	38	397
2015	44	60	54	57	58	58	43	36	410

**Student enrolment trends:** Enrolments have continued to grow. Enrolments peaked at 414 in 2015. 2016 estimated start is 425. We have estimated student enrolment capacity for the current building structure is approx. 426. A new double classroom will be in place for the start of 2017.

## 2. REPORT FROM GOVERNING COUNCIL

### 3. 2015 HIGHLIGHTS

Completion of the Snake Nature Play area

Concert Series

Anzac Memorial Garden and Meeting Place project completion

Upgrade of the OSHC building

Kids Teaching Kids Environmental Conference for neighboring schools

Bogan Bingo Fundraiser

80 entries into the Oliphant Science Competition with several Awards and Highly Commended

TOOSmart! Maths project success

### 4. SITE IMPROVEMENT PLANNING AND TARGETS

#### Strategic Direction 1: Improvement in Literacy Student Achievement

**Target/s:** Each cohort achieves above the National and Similar Schools mean in Reading. **Target Achieved**

#### Literacy Summary

##### **Reading**

Each cohort continues to show strong achievement in Reading when compared to the National and Similar Schools means. In Reading **Year 3 and Year 5** Seacliff cohorts achieved **significantly above** (14 Points or more) the National and Similar Schools Mean. The **Year 7** cohort achieved **above** the National and Similar Schools means.

School growth in Reading from Year 3-5 shows 86% of students are in the Middle or Upper progress group. Likewise school growth from Year 5-7 shows 76% of students are in the Middle or Upper progress group. Overall these are very strong results in reading and continue the trend of the last 5 years.

The Seacliff PS Year 3 cohort achieved significantly above (14 points or more) the Similar Schools and National Mean in all aspects of literacy tested except spelling which was above both comparison groups. 65% of Seacliff PS Year 3 students achieved in the Higher Bands of the Standard of Educational Achievement in Reading.

The Seacliff PS Year 5 cohort achieved significantly above (14 points or more) Similar Schools in Reading and Grammar and above in spelling and writing. They achieved significantly above the National Mean in Grammar (+16.8) and above in Reading (+12.5), and Spelling and slightly below (-4.8) in writing. In Reading 46.1% of Seacliff PS Year 5 students achieved in the Higher Bands of the Standard of Educational Achievement and 81% of Seacliff Year 5 students showed progress in the middle and upper bands from Year 3-5.

The Seacliff PS Year 7 cohort achieved above the National Mean and Similar Schools in Reading, Writing and Grammar. They achieved slightly below the National Mean and Similar Schools in spelling. In Reading 30.3% of Seacliff PS Year 7 students achieved in the Higher Bands of the Standard of Educational Achievement and 75.8% of Seacliff Year 7 students showed progress in the middle and upper bands from Year 5-7.

Overall we are pleased with the results in each cohort and we are particularly pleased with the high degree of success in our Year 3 Reading results. This shows the immense value of a successful reading intervention program combined with quality Early Childhood teaching.

### **Cohort Growth in Reading Year 3-5**

**Table 7: Year 3-5 Growth**

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	8.9
	Middle 50%	62.2
	Upper 25%	28.9
Reading	Lower 25%	17.4
	Middle 50%	60.9
	Upper 25%	21.7

**Figure 7: Year 3-5 Growth**

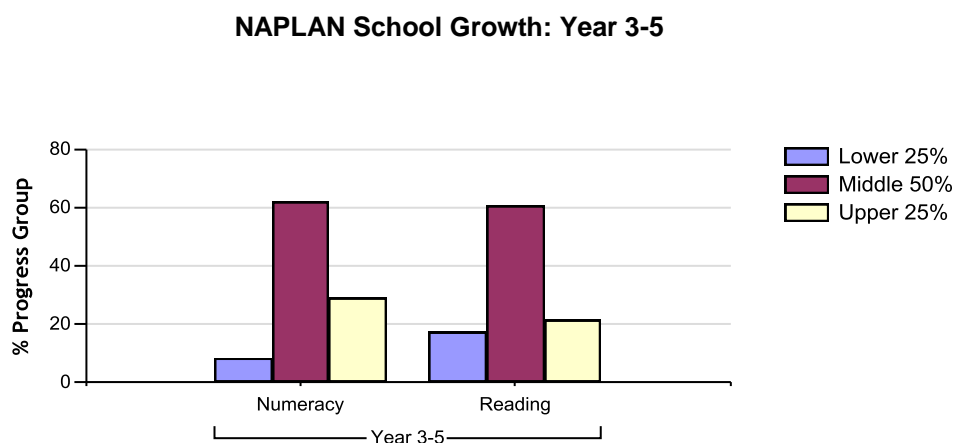


Figure 8: Year 5-7 Growth

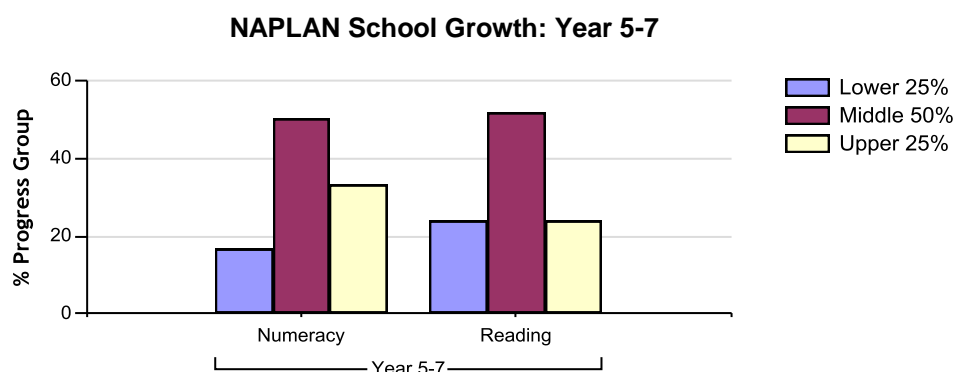


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	16.7
	Middle 50%	50.0
	Upper 25%	33.3
Reading	Lower 25%	24.1
	Middle 50%	51.7
	Upper 25%	24.1

#### Strategic Direction 2: Improvement in Numeracy Student Achievement

**Target/s:** Each cohort achieves above the National and Regional mean.  
**Achieved by Year 5 and Year 7 Cohort**

#### Numeracy Summary

Again this year the Year 5 and 7 Seacliff cohorts have achieved strong results with +20.4 and +14.2 points above the National Mean respectively. This is a consistent trend for the last 7 years. Of particular note this year is Both the Year 5 and Year 7 cohorts numeracy scores were above their Reading scores! It is rare for a school to achieve parity between reading and numeracy let alone exceed its reading scores in two cohorts particularly since the Reading scores were strong also! The Year 3 cohort whilst below our expectations at 2.8 points below the National Mean still achieved +7.4 points above Similar Schools.

Year 5 cohort has achieved significantly above (14 points or more) the National Mean (+20.4) and above the Similar Schools (+30.6). In Numeracy 27.4% of Seacliff PS Year 5 students achieved in the Higher Bands of the Standard of Educational Achievement and 91% of Seacliff Year 5 students showed progress in the middle and upper bands from Year 3-5.

Year 7 cohort has achieved significantly above (14 points or more) the National Mean (+14.2) and above the Similar Schools (+20.9). In Numeracy 26.4% of Seacliff PS Year 7

students achieved in the Higher Bands of the Standard of Educational Achievement and 75.8% of Seacliff Year 7 students showed progress in the middle and upper bands from Year 5-7.

Year 3 cohort achieved above Similar Schools (+7.4) and below the National Mean (-2.8). We are not satisfied with these results and have developed a Year 2 intervention program called TOOSmart! to improve these results.

Students in the Quicksmart Numeracy program again achieved very strong growth as measured by the University of New England.

We are really pleased with our Numeracy results and will continue to focus on improvement in this area particularly with our Year 2 at risk students next year.

#### 4.1 Junior Primary and Early Years Scheme Funding

##### **Early Intervention Reading Results**

Early Years funding helps support the schools release of a full time teacher to provide an intervention reading and spelling program. In 2015 over 90 students were supported through this program. The results indicate improvement for the majority of students. The variable improvement is due to the number of students accessing the program. Ideally this program should be limited to approx. 50 students. This provides the intensity level needed for higher improvement.

2015 Reading	Table showing participation and achievement in Literacy support programme. Achievement is measured against Seacliff end of year reporting standards.				
Year level	No. students in programme	Range of improvement in reader levels	Average improvement	No. who reached target	Comments
Reception	18	<1 to 5	1.75	1	6 Literacy activities only Improvement based on 12
Year 1	10	2 to 14	8	3	1 transferred 2 exit Improvement based on 7
Year 2	19	10 to 24	6.3	5	2 transferred 2 exit Improvement based on 15
Year 3	23	13 to 28	4.7	15	2 transferred 3 exit Improvement based on 18
Year 2/3 spelling term 3&4	10	10 to 27 mths 11 to 28 mths	17.25 mths 18.75 mths		6 Year 2 4 Year 3

[https://myintranet.learnlink.sa.edu.au/library/document-library/miscellaneous/finance/site-finance/2015\\_School\\_RES\\_Notes.pdf](https://myintranet.learnlink.sa.edu.au/library/document-library/miscellaneous/finance/site-finance/2015_School_RES_Notes.pdf)

#### 4.2 Better Schools Funding

##### **Better Schools funding used for Year 2 Maths Intervention Program**

Better Schools Funding was used to develop a Year 1/2 Numeracy Intervention Program called TOOSmart!. This program is based on the Quicksmart methodology and the curriculum is targeted to improve the basic numeracy skills for JP students who are not achieving at benchmark level.

A total of eleven students (7 girls and 4 boys) participated in the program. A control group was also set up to compare results. TOOSmart! students received lessons three times per week in pairs for a total of approx. 90 lessons.

Lynne Grey Gardner developed the program as there was not a similar program available that supported our student's needs.

This program was highly successful with an average improvement of 16.5 points as measured by the PATMAS standardized assessment. This represents a growth factor in the range of 3 years. A five point growth represents what is expected over a 12 month period. The range of growth was 12-25 points. This shows that all students responded very positively to the program. Feedback from teachers, parents and students indicated that student's confidence levels in mathematical thinking improved significantly.

The TOOSmart! Effect Size improvement was 0.876 which also indicates very strong growth.

The comparison group also showed excellent results with an average improvement of 17.7 points as measured by the PATMAS standardized assessment. This shows strong teaching and learning occurs in our JP classes.

#### 5. STUDENT ACHIEVEMENT

To achieve high results (as indicated in section 4 Site Improvement Planning previously) Seacliff Primary School supports students learning with strong classroom teaching and a range of support programs. The following is a report on our Intervention programs for Year 4-7 students.

##### **Quicksmart Numeracy Results**

14 students participated in our Quicksmart Numeracy Program. The student's results demonstrate strong growth. The effect size gain was 0.389 which is in the strong gain category. The comparison group also showed strong gain with an effect size improvement of 1.08 which is extremely high. This shows there is outstanding teaching occurring in classrooms. The following report was compiled by the University of New England for Seacliff PS.



# 2015 QuickSmart Numeracy Results for Seacliff Primary School

## Purpose of this report

This report presents an analysis of the data provided by your school for students' pre-test and post-test measures on the Cognitive Aptitude Assessment System (OZCAAS) and Progressive Achievement Test Mathematics (PATM). The initial results from these analyses are reported below in separate sections. In addition, this report serves as an opportunity for checking the accuracy of the data you have submitted and for identifying any unexplained anomalies that need to be addressed before the production of a more detailed Cluster Report, where appropriate.

The Cluster Report will be generated once all schools in your group have submitted data and these data have been analysed. A master copy of this report will then be sent to the Cluster Coordinator who will, in turn, forward the detailed individual school reports to Principals.

This report of school results presents a timely analysis of summarised OZCAAS pre- and post-test data for each operation (addition, subtraction, multiplication and division). It also provides a summary of pre- and post-test data on the PATM. A detailed spreadsheet of the data provided by your school personnel and used in this report is appended so that the information can be checked for accuracy. It would be appreciated if any issues with the data can be brought to our attention **within two weeks of receipt of this report** to ensure that any errors are corrected before further analyses are undertaken.

## Report content

The following information is included in this report:

- Number of students (N)
- Mean pre-test scores
- Standard deviation of pre-test scores
- Mean post-test scores
- Standard deviation of post-test scores
- Average Gain scores (difference between the mean post-test score and mean pre-test score)
- A preliminary Effect Size. (As we have not undertaken a full set of statistical analyses at this time, this result should be considered a guide only. Our preliminary analysis does not include a probability level, which is needed to judge the significance of the Effect Size statistic.) As you would recall from the information presented at the professional learning workshops, Effect Size is used to show growth or improvement associated with a teaching program. In general, Effect Size statistics can be understood based on the work of Hattie (Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge) such that:
  - Effect Sizes below 0.2 are considered poor, with an appropriate range of growth over an academic year for a student cohort established as within the range of 0.2 to 0.4;
  - Effect Size scores of 0.4 to 0.6 are considered strong;
  - Effect Sizes between 0.6 and 0.8 are considered very strong; and
  - Effect Size scores above 0.8 represent substantial improvement of the order of approximately two-three years' growth.

## OZCAAS Results

Average results from your school are presented below.

A detailed discussion of the results for Division is provided to assist in interpreting the results for other operations.

(Note the negative number for speed means that the post-test time is lower than the pre-test time which is the desired pattern of improvement.)

**Table 1:** All OZCAAS operation results – all students 2015

OZCAAS Operation	N	Pre-Mean	Pre-SD	Post-Mean	Post-SD	Gain	Effect size
Addition QS (speed secs)	14	3.524	2.73	2.229	1.125	-1.295	0.62
Addition Comp (speed secs)	6	1.7	0.482	1.658	0.467	-0.042	0.089
Addition QS (accuracy %)	14	92.593	8.071	99.6	1.497	7.007	1.207
Addition Comp (accuracy %)	6	95.517	7.103	100	0	4.483	0.893

OZCAAS Operation	N	Pre-Mean	Pre-SD	Post-Mean	Post-SD	Gain	Effect size
Subtraction QS (speed secs)	14	5.751	3.381	3.03	2.203	-2.721	0.954
Subtraction Comp (speed secs)	6	2.092	0.477	2.147	0.774	0.055	no improvement
Subtraction QS (accuracy %)	14	70.843	21.25	91.957	14.02	21.114	1.173
Subtraction Comp (accuracy %)	6	91.033	2.853	97.317	4.436	6.284	1.685
Multiplication QS (speed secs)	13	6.905	3.775	3.892	2.535	-3.013	0.937
Multiplication Comp (speed secs)	6	3.2	0.998	3.528	1.322	0.328	no improvement
Multiplication QS (accuracy %)	13	51.631	22.966	70.169	27.217	18.538	0.736
Multiplication Comp (accuracy %)	6	83.133	17.635	87.7	10.344	4.567	0.316

OZCAAS Operation	N	Pre-Mean	Pre-SD	Post-Mean	Post-SD	Gain	Effect size
Division QS (speed secs)	7	5.59	2.197	3.251	1.697	-2.339	1.192
Division Comp (speed secs)	6	4.778	2.006	4.113	2.154	-0.665	0.32
Division QS (accuracy %)	7	56.386	14.981	85.986	17.214	29.6	1.834
Division Comp (accuracy %)	6	71.4	24.82	85.083	10.76	13.683	0.715

## Discussion of Division Results

On the Division OZCAAS test, there were paired data for 7 QuickSmart students. The average decrease in time for QuickSmart students is 2.339 seconds. The Effect Size for this result is 1.192, which indicates substantial improvement.

In terms of accuracy, the QuickSmart students' average scores on Division for this school have increased by 29.6 percentage points. This Effect Size shows substantial improvement.

For Division the results show that when compared to the scores of the Comparison students, QuickSmart students' scores indicate a stronger gain in terms of response time and accuracy.

With OZCAAS accuracy results for some Operations there may be a ceiling effect. The students' pre-intervention results were very high (over 90%) which means that they did not have much room to improve. As a result, the Effect Size for these operations may be low because the Gain Scores are constrained.

## Results on the PATM assessments

The analysis of the PATM Australian-normed standardised test data was completed based on the scores of all students for whom both pre-intervention and post-intervention PATM test results were available. (Note: Students who did not do a pre-test or were absent at the end of the year for a variety of reasons and missed the post-test, are not included in these results.)

**Table 2: PATM results (Scale scores) 2015**

Group	N	Pre-Mean	Pre-SD	Post-Mean	Post-SD	Gain	Effect size
All QuickSmart Students	14	43.529	10.239	48.15	13.331	4.621	0.389
Indigenous QS Students							
Comparison Students	6	53.6	6.623	61.6	8.078	8	1.083

*Note: There were no students identified as Indigenous in this data set.*

These results indicate a strong gain for QuickSmart students. This improvement is close to the expected yearly growth of students' scores as measured on the PATM of 5 scale score points.

The Comparison group have made larger gains on the PATM than the *QuickSmart* students.

## Notes on Data Interpretation

All data need to be interpreted for your school context. Some issues that can affect results include:

- Student attendance issues such as frequent absence from school and health problems;
- Given the multiple choice nature of the PATM test, some students may obtain an inflated score at pre-test;
- If students have not had sufficient problem-solving practice, they may not show as much improvement in PATM as in OZCAAS;
- Average results for small numbers of students can be significantly affected by a single very good or very poor result;
- For many of the QuickSmart students, who have been conditioned to failure, even modest improvements can open up new horizons in education.

While the interpretation of Effect Size is described on the first page, this calculation can be impacted by changes in Gain Score and Standard Deviations (SD). The following grid shows how these change the Effect Size. For example, a low average SD and a high Gain Score will result in a high Effect Size.

		Gain Score	
		Low	High
Average Standard Deviation	Low	Moderate Effect Size	High Effect Size
	High	Low Effect Size	Moderate Effect Size

## Thank You

The QuickSmart team would like to thank you for collecting and submitting your pre-test and post-test data. Such cooperation is vital if we are to continue our research and further develop the QuickSmart Numeracy and Literacy programs.

If you have any queries about this report or any other issues relating to QuickSmart, please contact us at the SiMERR National Centre at UNE on (02) 6773 5065 or by emailing [quicksmarthelp@une.edu.au](mailto:quicksmarthelp@une.edu.au).

### Quicksmart Literacy Results

17 students participated in our Quicksmart Literacy Program. The student's results demonstrate strong growth. The effect size gain varied from 0.452 to 1.5 which is in the strong gain category. The following report was compiled by the University of New England for Seacliff PS.

Average results from your school are presented below. The desired criterion for response speed on the OZCAAS assessments to indicate automaticity are between 1 and 2 seconds for words, and between 3 and 4 seconds for comprehension.

A detailed discussion of the results for Level 2 Words and Comprehension Level 2 are provided to assist in interpreting the results for other tests.

(Note the negative number for speed means that the post-test time is lower than the pre-test time which is the desired pattern of improvement.)

**Table 1:** All OZCAAS operation results – all students 2015

OZCAAS Operation	N	Pre-Mean	Pre-SD	Post-Mean	Post-SD	Gain	Effect size
Essential Words QS (sp secs)	17	1.028	0.552	0.754	0.187	-0.274	0.663
Essential Words COMP (sp secs)	6	0.75	0.135	1.148	0.641	0.398	no improvement
Essential Words QS (acc %)	17	99.088	2.751	100	0	0.912	0.469
Essential Words COMP (acc %)	6	99.167	2.041	100	0	0.833	0.577
Level 1 Words QS (speed secs)	17	1.323	0.689	1.055	0.477	-0.268	0.452
Level 1 Words COMP (sp secs)	6	0.817	0.193	1.323	1.2	0.507	no improvement
Level 1 Words QS (accuracy %)	17	90.588	9.305	97.547	3.711	6.959	0.982
Level 1 Words COMP (acc %)	6	94.733	8.159	97.317	4.436	2.583	0.393
Comprehension L1 QS (sp secs)	17	3.476	1.545	3.363	1.136	-0.113	0.083
Compreh L1 COMP (sp secs)	6	3.062	0.423	3.682	1.162	0.62	no improvement
Comprehension L1 QS (acc %)	17	93.235	6.23	99.606	1.625	6.371	1.399
Compreh L1 COMP (acc %)	6	97.617	5.838	95.417	5.508	-2.2	no improvement
Level 2 Words QS (speed secs)	17	1.927	1.178	1.327	0.783	-0.6	0.6
Level 2 Words COMP (sp secs)	6	1.24	0.882	1.262	0.436	0.022	no improvement
Level 2 Words QS accuracy %)	17	76.647	14.272	94.124	8.236	17.476	1.5
Level 2 Words COMP (acc %)	6	87.7	16.529	89.517	15.977	1.817	0.112
Comprehension L2 QS (sp secs)	17	5.932	2.995	5.767	2.714	-0.165	0.058
Compreh L2 COMP (sp secs)	6	4.962	2.229	6.227	1.271	1.265	no improvement
Comprehension L2 QS (acc %)	17	76.429	14.137	89.124	9.351	12.694	1.059
Compreh L2 COMP (acc %)	6	85.833	9.838	96.767	3.546	10.933	1.479
Level 3 Words QS (speed secs)	17	3.256	1.764	2.469	1.934	-0.787	0.425
Level 3 Words COMP (sp secs)	6	2.223	1.56	1.693	0.82	-0.53	0.425
Level 3 Words QS (accuracy %)	17	48.659	23.183	75.324	20.962	26.665	1.207
Level 3 Words COMP (acc %)	6	66.217	19.721	80.317	26.46	14.1	0.604

#### (a) Discussion of Level 2 Words Results

On the Level 2 Words OZCAAS test, there were paired data for 17 *QuickSmart* students. The average decrease in time for *QuickSmart* students is 0.6 seconds. The Effect Size for this result is 0.6, which indicates very strong improvement.

In terms of accuracy, the *QuickSmart* students' average scores on Level 2 Words for this school have increased by 17.476 percentage points. The Effect Size for this result shows substantial improvement.

For Level 2 Words the results show that when compared to the scores of the Comparison students, *QuickSmart* students' scores indicate a stronger gain in terms of response time and accuracy.

#### (b) Discussion of Comprehension Level 2 Results

On the Comprehension Level 2 OZCAAS test, there were paired data for 17 *QuickSmart* students. The average decrease in time for *QuickSmart* students is 0.165 seconds. The Effect Size for this result is 0.058, which indicates only small improvement.

In terms of accuracy, the *QuickSmart* students' average scores on Comprehension Level 2 for this school have increased by 12.694 percentage points. The Effect Size for this result shows substantial improvement.

For Comprehension Level 2 the results show that when compared to the scores of the Comparison students, *QuickSmart* students' scores indicate a stronger gain in terms of response time and accuracy.

With OZCAAS accuracy and response time results for some tests there may be a ceiling effect. The students' pre-intervention results were very high (over 90% in accuracy and close to or within target in speed) which means that they did not have much room to improve. As a result, the Effect Size for these Tests may be low because the Gain Scores are constrained.

## 5.1 NAPLAN

**Year 3**

The tables below indicate that Seacliff Year 3 students achieved above similar schools in all aspects and above the National mean in Reading, Grammar and Writing. Spelling and Numeracy were at the national mean or slightly below (2.8 Points). 61.2 percent of Seacliff Year 3 students achieved above the Band 3 Standard of Educational Achievement in Numeracy and 75.1 percent in Reading.

**Mean Scores 2015**

Test Aspect	Year 3		
	Site	National	Index
Grammar	453.1	432.7	422.1
Reading	451.7	425.8	422.4
Spelling	408.4	409.2	406.8
Writing	425.0	416.3	402.4
Numeracy	395.0	397.8	387.6

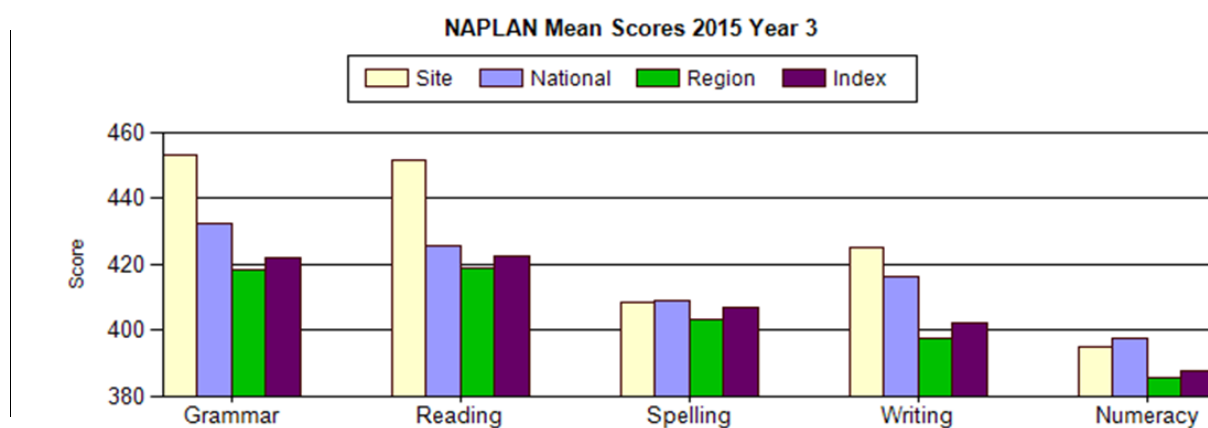


Figure 4: Year 3 Mean Scores For Previous 3 Years

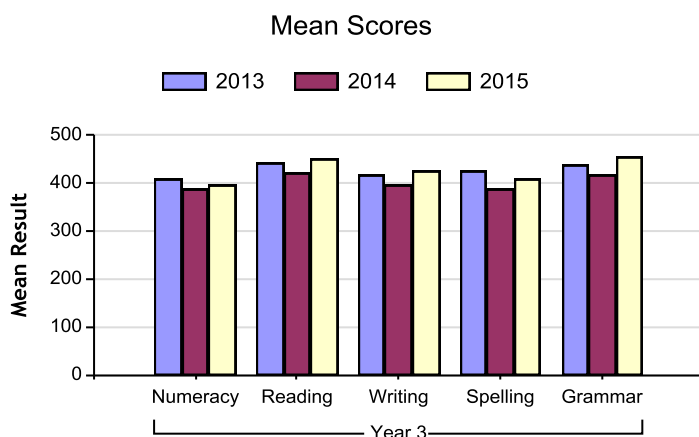


Table 4: Year 3 Mean Scores For Previous 3 Years

Mean Scores by Test Aspect	Year 3		
	2013	2014	2015
Numeracy	408.1	388.9	395.0
Reading	442.5	419.7	451.7
Writing	416.3	394.8	425.0
Spelling	423.6	387.6	408.4
Grammar	437.4	418.2	453.1

Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy			9.3	29.6	35.2	13.0	13.0
Reading			1.9	13.0	20.4	35.2	29.6
Writing			1.9	18.5	27.8	37.0	14.8
Spelling			9.3	16.7	33.3	29.6	11.1
Grammar			3.7	1.9	40.7	24.1	29.6

## Year 5

Test Aspect	Year 5		
	Site	National	Index
Grammar	520.6	503.8	496.4
Reading	510.7	498.2	493.5
Spelling	498.2	498.1	492.0
Writing	473.3	478.1	467.7
Numeracy	512.7	492.3	482.1

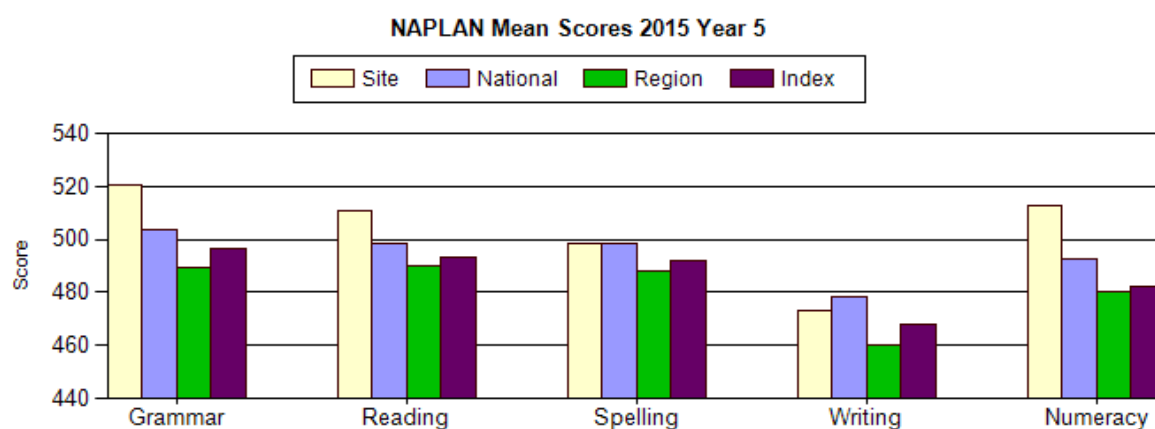




Figure 5: Year 5 Mean Scores For Previous 3 Years

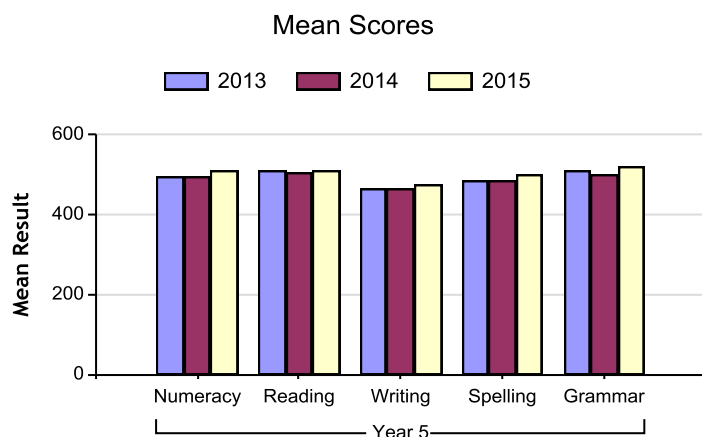


Table 5: Year 5 Mean Scores For Previous 3 Years

Mean Scores by Test Aspect	Year 5		
	2013	2014	2015
Numeracy	495.0	497.1	512.7
Reading	509.2	504.0	510.7
Writing	466.0	465.0	473.3
Spelling	485.3	484.8	498.2
Grammar	508.9	501.1	520.6

Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		2.0	2.0	21.6	47.1	17.6	9.8
Reading			11.5	23.1	19.2	36.5	9.6
Writing		9.4		45.3	34.0	9.4	1.9
Spelling		1.9	11.3	20.8	32.1	26.4	7.5
Grammar		3.8	9.4	11.3	24.5	37.7	13.2

## Year 7

Figure 8: Year 5-7 Growth

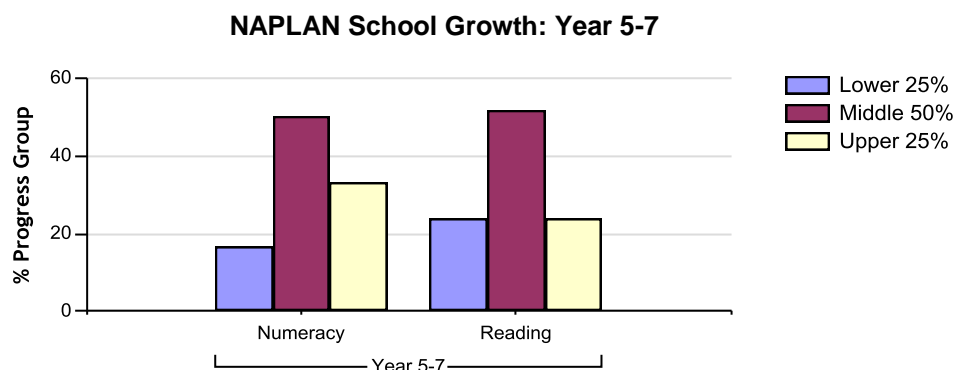


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	16.7
	Middle 50%	50.0
	Upper 25%	33.3
Reading	Lower 25%	24.1
	Middle 50%	51.7
	Upper 25%	24.1

Test Aspect	Year 7		
	Site	National	Index
Grammar	553.8	541.3	541.5
Reading	548.9	545.9	547.1
Spelling	539.7	546.4	544.3
Writing	518.3	510.5	515.8
Numeracy	556.8	542.6	535.9

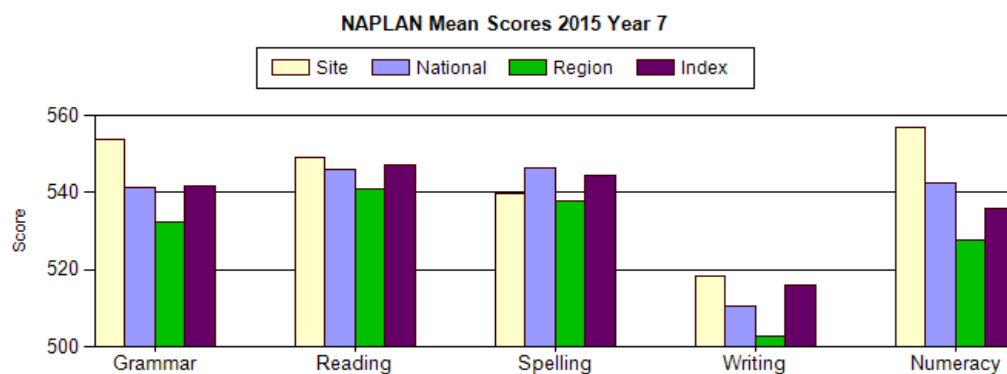


Figure 6: Year 7 Mean Scores For Last 3 Years

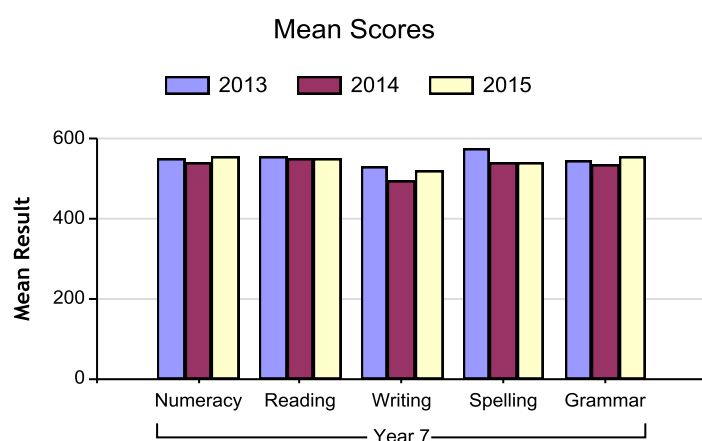


Table 6: Year 7 Mean Scores For Last 3 Years

Mean Scores by Test Aspect	Year 7		
	2013	2014	2015
Numeracy	550.8	543.2	556.8
Reading	557.1	550.1	548.9
Writing	528.3	493.1	518.3
Spelling	574.7	541.2	539.7
Grammar	545.8	536.8	553.8

Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy			8.8	17.6	47.1	17.6	8.8
Reading		3.0	3.0	24.2	39.4	24.2	6.1
Writing		5.9	17.6	44.1	14.7	8.8	8.8
Spelling		2.9	11.8	23.5	32.4	26.5	2.9
Grammar		2.9	5.9	23.5	35.3	23.5	8.8

## 6. STUDENT DATA

### 6.1 Attendance

Figure 9: Attendance by Year Level

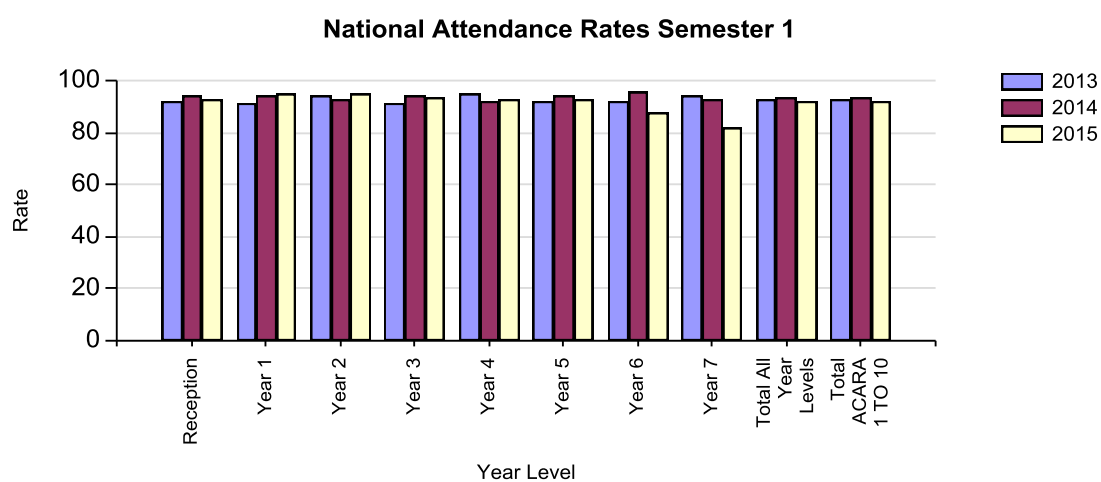


Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	91.7	94.2	92.6
Year 1	91.0	94.2	94.7
Year 2	94.5	92.7	94.8
Year 3	91.4	94.0	93.3
Year 4	94.6	92.2	92.6
Year 5	91.7	94.1	93.1
Year 6	92.3	95.7	87.6
Year 7	94.1	92.7	81.6
Total All Year Levels	92.6	93.7	91.9
Total ACARA 1 TO 10	92.8	93.6	91.8

## 6.2 Destination

Table 10: Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			1.9%	2.9%
Interstate/Overseas	14	16.7%	11.3%	9.5%
Other			0.7%	1.4%
Seeking Employment			1.7%	3.8%
Tertiary/TAFE/Training			5.1%	3.6%
Transfer to Non-Govt Schl	18	21.4%	12.4%	9.8%
Transfer to SA Govt Schl	51	60.7%	47.3%	48.8%
Unknown	1	1.2%	19.7%	20.3%
Unknown (TG - Not Found)				0.0%

## 7. CLIENT OPINION

## Parent Survey

## Overview

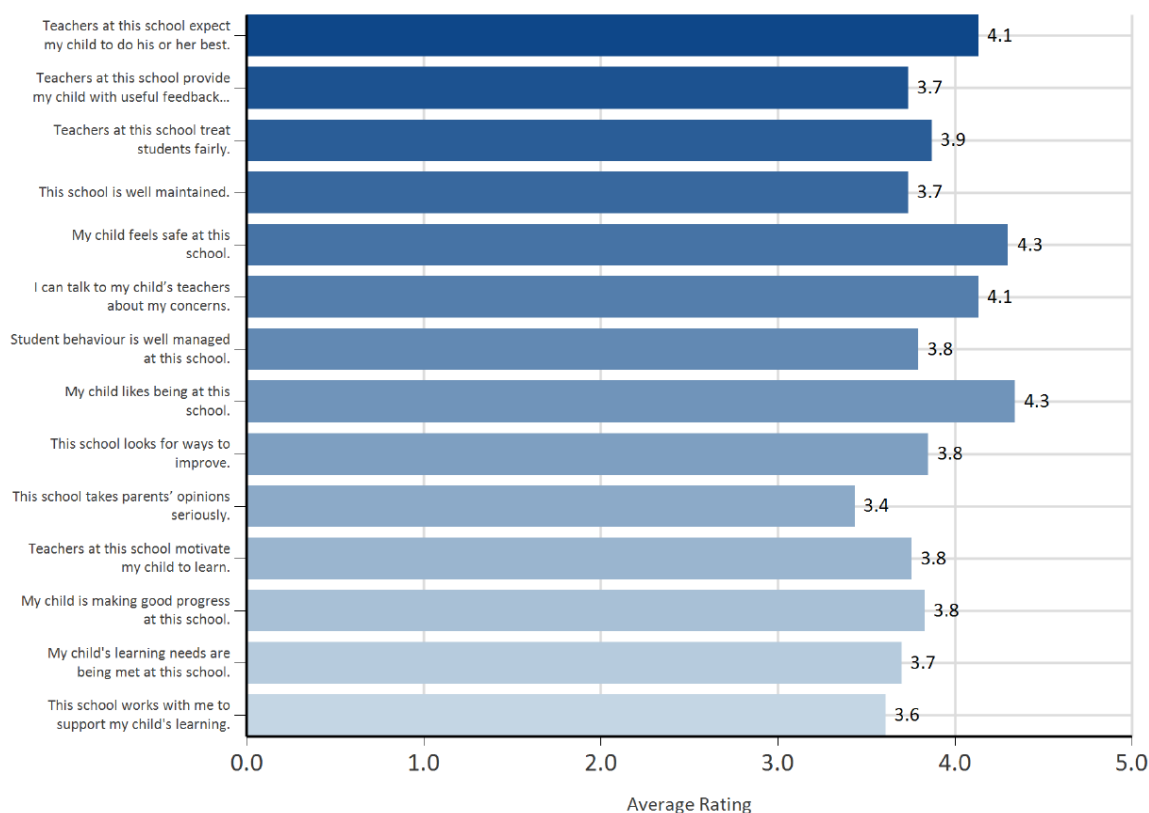
Survey title	2015 Seacliff PS Parent Opinion Survey
Report title	Distribution - single
Organisation name	Seacliff Primary School
Generation time & date	2:56PM - 09 Dec 2015
Generated by	Greg Miller
Distribution name	2015 Seacliff PS Parent Opinion Survey - 4/11/2015 11:12 AM
School year	2015
Num of online responses	53
Num of manual responses	0

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do his or her best.	-	-	1	2%	6	11%	31	58%	15	28%
Teachers at this school provide my child with useful feedback about his or her school work.	-	-	5	9%	14	26%	24	45%	10	19%
Teachers at this school treat students fairly.	-	-	3	6%	9	17%	33	62%	8	15%
This school is well maintained.	1	2%	5	9%	10	19%	28	53%	9	17%
My child feels safe at this school.	-	-	2	4%	2	4%	27	51%	22	42%
I can talk to my child's teachers about my concerns.	-	-	3	6%	7	13%	23	43%	20	38%
Student behaviour is well managed at this school.	-	-	3	6%	15	28%	25	47%	10	19%
My child likes being at this school.	2	4%	-	-	3	6%	21	40%	27	51%
This school looks for ways to improve.	2	4%	1	2%	14	26%	22	42%	14	26%
This school takes parents' opinions seriously.	2	4%	8	15%	15	28%	21	40%	7	13%
Teachers at this school motivate my child to learn.	2	4%	5	9%	10	19%	23	43%	13	25%
My child is making good progress at this school.	-	-	5	9%	9	17%	29	55%	10	19%
My child's learning needs are being met at this school.	-	-	9	17%	8	15%	26	49%	10	19%
This school works with me to support my child's learning.	1	2%	8	16%	10	20%	23	45%	9	18%

## 2015 Seacliff PS Parent Opinion Survey

## 1 . Please rate the items below

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



## Parent Survey

91% of parents indicated that their child likes being at Seacliff with 93% stating that their child always feels safe here. The vast majority were happy with the quality of teaching with 86% stating that the teachers expect their children to do their best and 81% indicating that they feel comfortable talking to their child's teacher (17% undecided).

Several surveys indicated that the grounds require improvement, an issue that is currently being addressed with the support of Programmed Maintenance.

## Student Survey

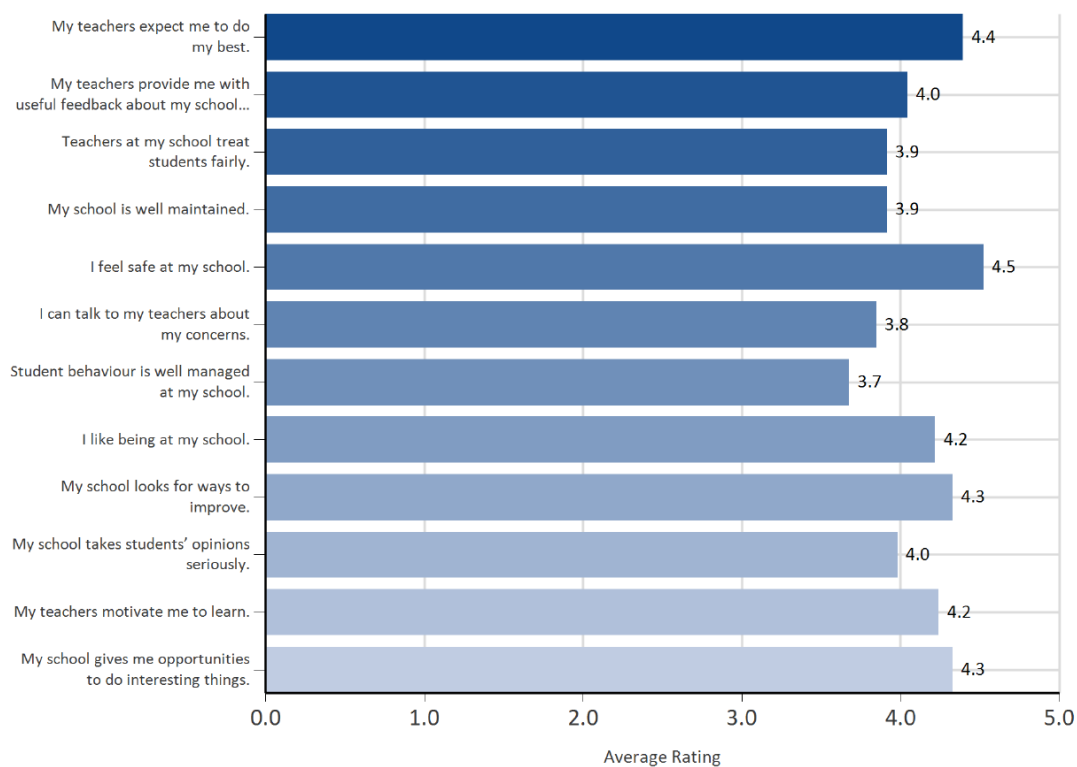
### Overview

Survey title	2015 Seacliff PS Student Survey
Report title	Distribution - single
Organisation name	Seacliff Primary School
Generation time & date	9:39AM - 25 Jan 2016
Generated by	Greg Miller
Distribution name	2015 Seacliff PS Student Survey - 4/11/2015 10:50 AM
School year	2015
Num of online responses	46
Num of manual responses	0

### 2015 Seacliff PS Student Survey

#### 1 . Please rate the items below

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1





	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.	-	-	-	-	-	-	28	61%	18	39%
My teachers provide me with useful feedback about my school work.	-	-	1	2%	12	26%	17	37%	16	35%
Teachers at my school treat students fairly.	1	2%	2	4%	13	28%	14	30%	16	35%
My school is well maintained.	-	-	5	11%	4	9%	27	59%	10	22%
I feel safe at my school.	-	-	-	-	2	4%	18	39%	26	57%
I can talk to my teachers about my concerns.	2	4%	4	9%	6	13%	21	46%	13	28%
Student behaviour is well managed at my school.	-	-	4	9%	14	30%	21	46%	7	15%
I like being at my school.	-	-	3	7%	7	15%	13	28%	23	50%
My school looks for ways to improve.	1	2%	-	-	3	7%	21	46%	21	46%
My school takes students' opinions seriously.	1	2%	3	7%	8	17%	18	39%	16	35%
My teachers motivate me to learn.	1	2%	1	2%	5	11%	18	39%	21	46%
My school gives me opportunities to do interesting things.	-	-	2	4%	5	11%	15	33%	24	52%

## Student Survey

100% of students surveyed believe that their teachers expect them to do their best and 96% always feel safe at Seacliff.

92% believe that we are always looking for ways to improve and 85% say that their teachers are always trying to motivate them to learn.

85% also believe their teachers provide them with interesting things to learn.

61% believe student behaviour management is well managed and interestingly 30% didn't know.

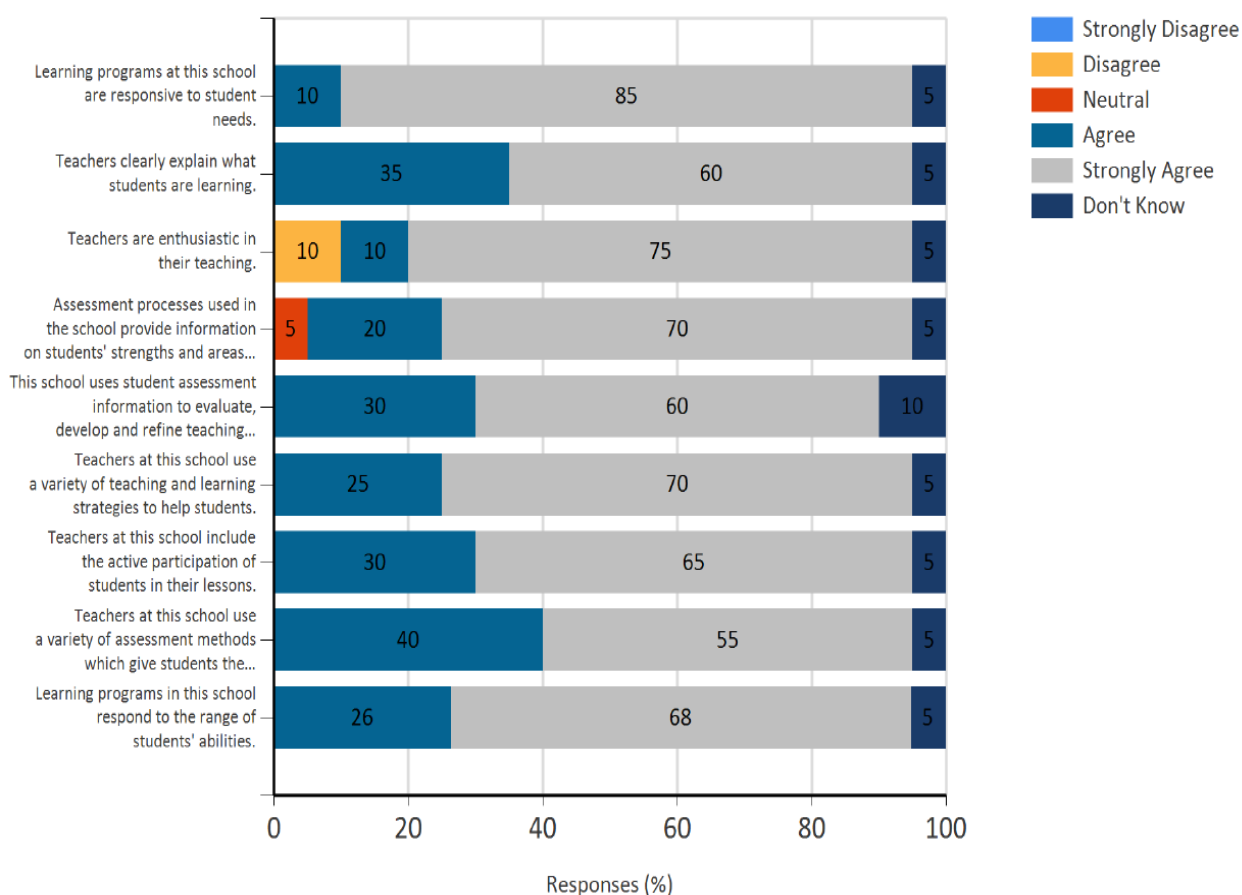
## Staff Survey

### Overview

Survey title	2015 Seacliff Staff Survey
Report title	Distribution - single
Organisation name	Seacliff Primary School
Generation time & date	2:56PM - 09 Dec 2015
Generated by	Greg Miller
Distribution name	2015 Seacliff Staff Survey - 4/11/2015 10:32 AM
School year	2015
Num of online responses	20
Num of manual responses	0

### 2015 Seacliff Staff Survey

## 1 . Quality of teaching and learning



## 2015 Seacliff Staff Survey

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Don't Know	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Learning programs at this school are responsive to student needs.	-	-	-	-	-	-	2	10%	17	85%	1	5%
Teachers clearly explain what students are learning.	-	-	-	-	-	-	7	35%	12	60%	1	5%
Teachers are enthusiastic in their teaching.	-	-	2	10%	-	-	2	10%	15	75%	1	5%
Assessment processes used in the school provide information on students' strengths and areas for further development.	-	-	-	-	1	5%	4	20%	14	70%	1	5%
This school uses student assessment information to evaluate, develop and refine teaching programs.	-	-	-	-	-	-	6	30%	12	60%	2	10%
Teachers at this school use a variety of teaching and learning strategies to help students.	-	-	-	-	-	-	5	25%	14	70%	1	5%
Teachers at this school include the active participation of students in their lessons.	-	-	-	-	-	-	6	30%	13	65%	1	5%
Teachers at this school use a variety of assessment methods which give students the opportunity to show how well they have learned.	-	-	-	-	-	-	8	40%	11	55%	1	5%
Learning programs in this school respond to the range of students' abilities.	-	-	-	-	-	-	5	26%	13	68%	1	5%

## Staff Survey

95% of teachers indicated that learning programs at Seacliff are responsive to the needs of the students and respond to the range of abilities of the students.

95% believe that students participate actively in their learning and that teachers use a variety of strategies in their teaching and learning programs.

95% of Seacliff teachers believe that assessment process are effective and give students the opportunity to show how well they have learned.

My School website

<http://www.myschool.edu.au/>

## 8. ACCOUNTABILITY

### 8.1 Behaviour Management

[http://www.decd.sa.gov.au/aboutdept/files/links/cossey\\_report\\_document.pdf](http://www.decd.sa.gov.au/aboutdept/files/links/cossey_report_document.pdf)

	2012	2012	2012	2013	2013	2013	2014	2014	2014	Change
Year Level	M	F	T	M	F	T	M	F	T	2012-2013 2013-2014
Total	0	0	0	0	0	0	0	0	0	

There were no suspensions in the period surveyed.

### 8.2 Relevant History Screening

<http://www.decd.sa.gov.au/docs/documents/1/RelevantHistoryScreenin-1.pdf>

A great many DCSI screenings were continued to be done in 2015 for parents, carers and community members at Seacliff PS. The DECD audit of procedures by Seacliff PS for keeping records and ensuring that screenings were conducted was very positive. We have over 180 current screenings.

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	37
Post Graduate Qualifications	6

Please note: Staff that 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.

#### 8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	21.47	0.00	3.94
Persons	0	24	0	7

## 9. FINANCIAL STATEMENT

A Profit and Loss Statement for period 13 will be presented at the AGM. School funding was tight throughout the year however we finished in a reasonable position.