



Seacliff Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Seacliff Primary School Number: 913

Partnership: Marion Coast

Name of School Principal:

Greg Miller

Name of Governing Council Chair:

Jacinta Day

Date of Endorsement:

07/03/2017

School Context and Highlights

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 Helen Geoffries as our drama teacher and Bec Sadedin teaching Yr 5/6. Paul Thomas retired at the end of the year.

Enrolments have continued to grow. Enrolments peaked at 427 in 2016. 2017 estimated start is 417. We have estimated student enrolment capacity for the current building structure is approx. 426.

A new double classroom was built in Term 4 2016. The project included refreshing the JP playground.

Highlights

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

TOOSmart! Maths project success as the students demonstrated growth of an average of 3.5 years. We presented 4 conferences to schools all around South Australia which were well received and many of these schools have implemented TOOSmart!

Art Show entitled "Opening Doors". All students completed a quality piece of art which made for a very colourful and entertaining showcase in our hall.

Japanese garden trail was complete with Torii gates around Room 16/17.

Japanese teachers visiting Seacliff as part of a cultural exchange.

Juggling Competition which featured over 50 students juggling everything from knives, clubs, balls, rings and odd assortments!

Hula Hoop Competition where practically everyone entered and picking a winner was very hard!

Seacliff Senior Choir performing in the Festival of Music

Three Gold medals at the Beach Volleyball Carnival and over 80 students participating.

Drama Program really took off and the Seacliff's Got talent Competition

Governing Council Report

I have enjoyed being part of the Governing Council and would like to thank Greg, all the Governing Councillors and staff for their input and support over the year.

Highlights from the last 12 months

The new classrooms were on the agenda for quite some time and there was a lot of planning and consideration before the works actually commenced. The results are fantastic and its great to see the teachers and children settled into the new space. Congratulations to Lynne, Greg & Cathy on the TooSmart! Training sessions and kits. A great addition to the schools resources and for many other schools in the State.

Well done to Kate & her helpers for the implementation of the fabulous Japanese Garden which has certainly brightened up the area and given the kids another way to learn and engage.

The new FunCom committee started mid way through the year and worked really hard to engage with parents and the kids to raise funds for the school. Well done to the group and hopefully you can keep coming up with the fabulous ideas to support the school.

Bring Your Own Device program is being reviewed and there will be more information on this throughout the year. I think it is great the school tried something it was a challenging process, everyone has their own ideas and thoughts. I'm sure we will work towards something that will suit people and of course benefit the children at Seacliff Primary.

The Governing Council is responsible for OSHC & the Canteen. Seacliff Primary OSHC is offering a great service to our community and its great to see the numbers growing and the awesome activities being offered for the kids. The staff should be congratulated.

The Canteen has some great staff working hard to continue to offer an alternative with great variety on the menu. Also thank you to the parents who volunteer their time to help out in the canteen.

Seacliff Primary School is fortunate to have a great team of teachers and support staff, it really adds to the diversity and quality of our school. Well done to all the staff for a great effort over the last 12 months.

The subcommittees who support the Governing Council, in sport, fundraising, canteen & finance have done a great and I would like to thank them all for their hard work and enthusiasm.

Jacinta Day

Improvement Planning and Outcomes

Seacliff Primary School has a focus on developing the numeracy and reading skills of all students.

Target: Seacliff cohort performs better in Reading than most cohorts in DECD with similar characteristics.

This target was achieved as all three Seacliff cohorts performed better or significantly better when compared to similar cohorts.

Our Year 3 cohort performed +19 % points above the median!

Our Year 5 cohort performed +16% points above and Year 7 +3% points above the median.

This is the sixth year in a row Seacliff has achieved this result for the Year 3 and 7 cohorts and four out of six for the Year 5 cohort!

Target: Seacliff cohort performs better in Numeracy than most cohorts in DECD with similar characteristics.

This target was achieved as all three Seacliff cohorts performed better or significantly better when compared to similar cohorts.

Our Year 3 cohort performed +22% points above the median!

Our Year 5 cohort performed +12% points above and Year 7 +2% points above the median.

This is the sixth year in a row Seacliff has achieved this result!

The Yr 3 cohort was particularly pleasing as it is the second year in a row that they have achieved significantly above the comparison group. We believe the implementation of our innovative TOOSmart! maths intervention program in Year 2 combined with a strong school wide focus on problem solving and reasoning is behind this success.

Recommendations:

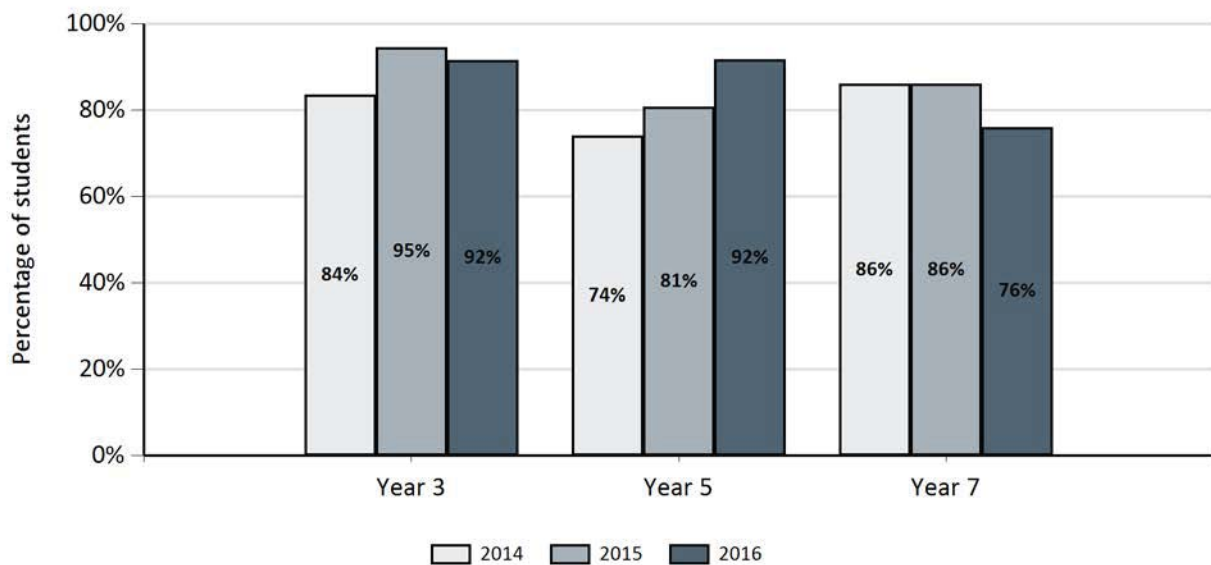
Seacliff continues with Reading and Numeracy support programs particularly Quicksmart Reading, Quicksmart Numeracy, Early Intervention Reading R-2, TOOSmart! maths intervention program.

Performance Summary

NAPLAN Proficiency

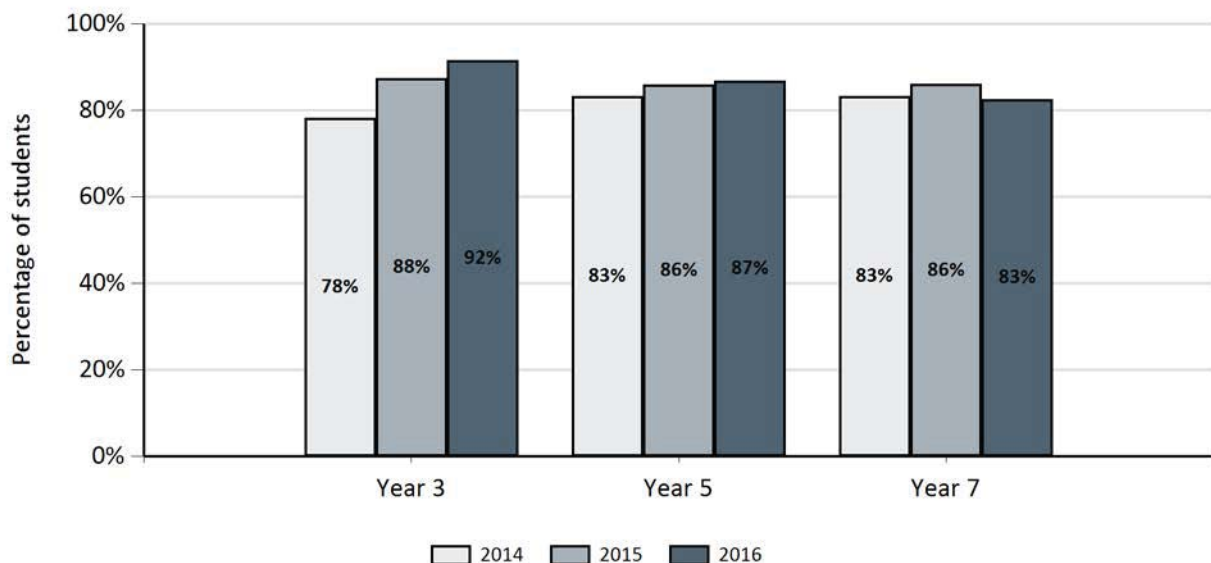
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	12%	24%	25%
Middle progress group	51%	55%	50%
Upper progress group	37%	21%	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	18%	24%	25%
Middle progress group	53%	50%	50%
Upper progress group	29%	26%	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	60	60	40	27	67%	45%
Year 3 2014-16 Average	57.0	57.0	33.7	18.7	59%	33%
Year 5 2016	61	61	25	9	41%	15%
Year 5 2014-16 Average	57.3	57.3	23.0	13.0	40%	23%
Year 7 2016	46	46	16	12	35%	26%
Year 7 2014-16 Average	39.3	39.3	12.3	9.3	31%	24%

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

NAPLAN Achievement Reading

Seacliff Year 3 Cohort achieved a Reading score of 456.3 which is the third year in a row of improving scores.
Seacliff Year 5 Cohort achieved a Reading score of 517.5 which is the third year in a row of improving scores.
Seacliff Year 7 Cohort achieved a Reading score of 543.8 while slightly less than 2015 is still a good result.

School growth in Reading from Year 3-5 shows 88% 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.

The Seacliff Year 3 cohort had 12% more students achieving in the 2 upper bands when compared to Year 3 2014-16 average. The Seacliff Year 5 cohort had 1% more students achieving in the 2 upper bands when compared to Year 5 2014-16 average. The Seacliff Year 7 cohort had 4% more students achieving in the 2 upper bands when compared to Year 7 2014-16 average.

Overall these are very strong results in reading and continue the trend of the last 6 years.

Numeracy

Seacliff Year 3 Cohort achieved a Numeracy score of 421.3 which is the third year in a row of improving scores and is +26 points above the 2015 score.

Seacliff Year 5 Cohort achieved a Numeracy score of 488.7 which we will look to improve.

Seacliff Year 7 Cohort achieved a Numeracy score of 546.8 while slightly less than 2015 is still a good result as it is higher than the Year 7 Reading result (which is difficult to achieve).

School growth in Numeracy from Year 3-5 shows 82% 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.

The Seacliff Year 3 cohort had 12% more students achieving in the 2 upper bands when compared to Year 3 2014-16 average. The Seacliff Year 5 cohort had 8% less students achieving in the 2 upper bands when compared to Year 5 2014-16 average. The Seacliff Year 7 cohort had 2% more students achieving in the 2 upper bands when compared to Year 7 2014-16 average.

Overall these are very strong results in numeracy and continue the trend of the last 6 years.

Attendance

Year level	2014	2015	2016
Reception	94.2%	92.6%	94.1%
Year 01	94.2%	94.7%	93.5%
Year 02	92.7%	94.8%	95.4%
Year 03	94.0%	93.3%	94.9%
Year 04	92.2%	92.6%	92.3%
Year 05	94.1%	93.1%	93.6%
Year 06	95.7%	87.6%	92.7%
Year 07	92.7%	81.6%	91.7%
Total	93.7%	91.9%	93.6%

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

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

Attendance Comment

Attendance has remained relatively stable.

Behaviour Management Comment

Student Behaviour Management interventions showed an increase during 2016. This was due to an increase in suspensions and an exclusion for particular students. Positive interventions were put in place including intensive in class support and close supervision of yard behaviour. Family/carer conferences with the relevant Behaviour Coaches were used to develop support programs. Intensive classroom intervention was also used to create a more positive and responsive learning environment. These were in the main successful however close attention to reducing the possibilities of repeat class dynamics was a priority in constructing classes for 2017. Student behaviour at Seacliff PS was generally very positive.

Client Opinion Summary

The Seacliff Primary School ACARA Opinion Survey was completed by 37 Students from Year 5/6. 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" (4.5), students reported they "feel safe at school" (4.3), "the school looks for ways to improve" (4.3). The aspects that received the lowest response were "teachers at my school treat students fairly" (3.4) and "student behaviour is well managed at my school" (3.4).

The Seacliff Primary ACARA School Opinion Survey was sent to all parent/carers on our school email list. It was completed by 36 parents/carers. 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 "I can talk to my child's teachers about my concerns" (4.2), "my child feels safe at this school" (4.1), "my child likes being at this school" (4.1). The aspects that received the lowest response were "This school is well maintained" (3.4) and "The school takes parents opinions seriously" (3.4).

The Seacliff Primary ACARA School Opinion Survey was completed by 15 staff members. All staff members except the Principal were invited to participate. 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 the high quality of teaching and learning such as "the learning program at this school is responsive to students needs". Support of learning was characterized by "teachers at this school care about how their students are going". Staff reported that their are strong relationships and constructive communication at Seacliff PS. In particular there is "positive relationships between students and teachers". Staff also reported that "the school was well organised."

Themes that came through in all surveys show that Seacliff is a safe environment. Constructive and positive communication is a strong point. In all of the surveys there were no averaged responses that showed major concerns. An aspect to consider would be improved maintenance of the school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	6.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	18	23.4%
Transfer to SA Govt School	54	70.1%
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

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 OSHC workers have current clearances.

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	34
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	22.0	0.7	5.8
Persons	0	24	1	8

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

Financial Statement

Funding Source	Amount
Grants: State	3,310,701
Grants: Commonwealth	0
Parent Contributions	126,965
Fund Raising	12000
Other	2179

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
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Consistent follow up of families, access to support programs that develop success and positive mindset	update of procedures improved communication
	Improved Outcomes for Students with an Additional Language or Dialect	Intensive literacy programs were used including Quicksmart reading, Quicksmart numeracy, TOOSmart! numeracy intervention, R-2 intensive reading support	Data indicates high levels of improvement for target students
	Improved Outcomes for Students with Disabilities	Intensive behaviour and curriculum support was implemented for student which was highly successful.	High success
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Aboriginal Students: all except one student reached DECD benchmarks in reading, numeracy and spelling. Attendance was good for all the students and one improved over the year. Where needed they had priority access to support programs including Reading intervention R-2, Quicksmart and TOOSmart!	Data indicates high levels of improvement for target students. see appendices
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Intensive literacy programs were used including Quicksmart reading, Quicksmart numeracy, TOOSmart! numeracy intervention, R-2 intensive reading support. Specific programs for students with Speech difficulties. Australian Curriculum has been implemented and reporting complies with DECD requirements.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	Support Programs as stated above: Quicksmart, Reading R-2, TOOSmart!	Data indicates high levels of improvement for target students. see appendices
	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