

# 2016 Annual Report to the School Community

School Name: Seabrook Primary School

School Number: 5337



Name of School Principal:	Susan Lee
Name of School Council President:	Ann-Marie Lloyd
Date of Endorsement:	20th March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Seabrook Primary School is situated on Point Cook Road, Seabrook within the city of Hobsons Bay and borders the Wyndham area. The school sits on the edge of a corridor of rapid growth. The school has 42 equivalent full-time staff, 4 Principal class members, 57 teaching staff and 12.5 equivalent full time and 18 members of the Education Support Staff team.

Seabrook aims to adopt a 'forward thinking' approach to curriculum development and delivery so that students will be engaged in significant and relevant curriculum that prepares them for their future. We promote student inquiry and the development of critical thinking skills. Seabrook aims to empower students to become life long learners, to be responsible towards themselves and their learning. We are an authorised Primary Years Programme school (IB) and had a highly successful IB evaluation.

A great emphasis is placed on creating a caring environment for students, staff and parents by encouraging open communication, building links between home and school and developing a school culture that promotes equity for all members, one which fosters mutual respect and promotes self-esteem. We aim to promote personal qualities of honesty, thoughtfulness, politeness and consideration for others. Seabrook Primary School has zero tolerance to any form of child abuse.

### Framework for Improving Student Outcomes (FISO)

Within the framework for improving student outcomes we are committed to implementing the work of Marzano with an emphasis on calm and ordered classrooms, goal setting and tracking student progress, accessing prior knowledge and developing new knowledge. We will continue to develop this work and link it to the work of Dr. Jane Pollock in using the GANAG model to effectively implement high yield strategies and developing a positive climate for learning.

#### **Excellence in teaching and learning**

Our emphasis is to build consistency to ensure high quality practice in every classroom, conduct whole school collaborative planning, analyse and use student performance data to direct teaching basing educational decisions on current evidence-based teaching strategies.

#### **Positive climate for learning**

There is a strong focus on the Primary Years Programme attitudes and the learner profile. We are committed to creating an environment in which individuals feel safe, where their voices are heard and they care for others and their learning

#### **Professional leadership**

The school has a shared vision about teaching and learning and the integrity of the Primary Years Programme in developing globally aware citizens. Through the Professional Learning Community model we develop strong teaching and learning teams who put children at the centre. We provide significant and relevant learning programs with high expectations for all.

#### **Community engagement in learning**

International mindedness is emphasized through units of inquiry, assemblies, all modes of communication, encouraging guest speakers and promoting artefacts of community events and everyday interactions. Cultural events are recognized and celebrated from around the world.

### Achievement

With the use of teacher assessments and government testing it is evident that students Prep-6 continue to perform substantially higher than students in Australian and Victorian government schools in all areas, and similar to students with school compositions like ours across the country. Students in year 3 and 5 achieved outcomes substantially better than Australian schools and were performing above students in 'like schools' in both literacy and numeracy in 2016. Our NAPLAN data clearly demonstrated high growth in reading and mathematics from year 3 to year 5.

A commitment has been made to personalising learning with students creating learning goals and making on-going reflections about the direction of their learning. Students are encouraged to take responsibility for their own learning thus contributing to overall literacy and numeracy skills.

Our engaging and relevant curriculum encourages students to develop deep thinking skills through a concept driven, inquiry based approach to learning incorporating the Victorian Curriculum.

Our aim has been to further develop teacher capacity in all areas to support all students' learning needs based on regular professional learning and on-going analysis of student performance. A targeted approach has been implemented across the school to support specific learning needs in English and mathematics through strengthening a team approach to teaching and learning.

Our emphasis has been on all staff strengthening their professional contribution within Professional Learning Communities. This work supports taking collective responsibility for all student performance and teaching across the school. Work by staff will also continue to implement effective teaching practices using research by Marzano and Pollock.



### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

#### Engagement

Our anecdotal records show senior students exhibit enjoyment and engagement at school. Senior students take part in a leadership program assisting them in developing confidence and a sense of responsibility within the school and community. Our year 6 students conducted a Primary Years Programme Exhibition that demonstrated a deep level of engagement that our children have to their learning. Feedback from parents and community members is extremely positive. The overall trend shows our school performing slightly higher than the state average in this area and an improvement over time. Teacher effectiveness and stimulating learning score better than the state average on the student Attitudes to School survey and Parent Opinion survey.

Annually each class and learning area constructs an 'essential agreement' promoting and building positive attitudes and relationships. This process is reviewed regularly as students mature during the year.

In reference to student attendance, our results for 2016 show we have a similar attendance rate to schools like ours. This is an overall improvement in attendance data across the school in this year.

We have put into place measures to more accurately track reasons for absences and Assistant Principals, teachers and office personnel will continue to ensure our data collection is accurate.

Our future students come to us from a variety of pre-school settings. To assist their transition to school we offer an extensive transition program during semester two for both parents and future students, offering visits and a range of information sessions extending into the new school year.

We encourage continued community connection through the use of our Skoolbag app, newsletters, Facebook, website and personal invitations to community events and classroom activities.

#### Wellbeing

Our school has always believed in developing a strong partnership with recommendations from both parents and pre-school teachers to help form balanced prep classes.

We have also developed a transition program to enable smooth transitions for students at every year level preparing them to enter their new classes. Friendship groups are considered in the construction of classes. We host a transition day for all students with their next cohort and teacher where possible, including any new students coming to the school.

Teachers prepare a suite of data and student portfolios are passed on to the new teacher. Time is made for teachers to exchange information concerning student learning and welfare issues.

Our year 6 students learn about their prospective secondary school as part of their unit of inquiry and meet with staff from their chosen schools prior to the secondary transition day in December.

We employ a community worker one day per week to help build relationships with the community and support children and families. We also utilize the resources and expertise of the staff from the Hobson's Bay Student Support Services and accessed a psychologist who visits our school weekly assisting students with additional needs. We also have volunteers through Time Help and Kids Hope organisations to support students. The school articulates it's zero tolerance towards child abuse.

We promote healthy eating habits and healthy behaviours such as walking, riding and scooting to school through our classrooms and student assemblies.

In 2016 we continued to employ a full-time staff member to principally take care of student, staff and the welfare of our families.

For more detailed information regarding our school please visit our website at [www.seabrook.vic.edu.au](http://www.seabrook.vic.edu.au)



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 948 students were enrolled at this school in 2016, 466 female and 482 male. There were 31% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>39%</td> <td>45%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>51%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>46%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	39%	45%	Numeracy	15%	51%	34%	Writing	21%	50%	29%	Spelling	23%	44%	33%	Grammar and Punctuation	17%	46%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	93 %	92 %	92 %	92 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	92 %	93 %	92 %	92 %	92 %										





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

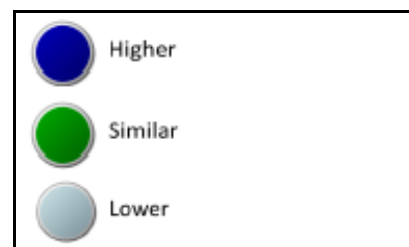
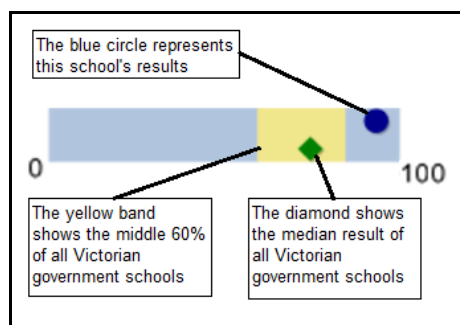
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

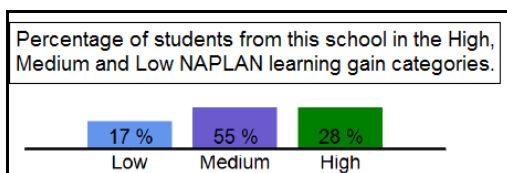
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$6,262,902
Government Provided DET Grants	\$775,909
Government Grants Commonwealth	\$2,900
Revenue Other	\$26,138
Locally Raised Funds	\$873,649
<b>Total Operating Revenue</b>	<b>\$7,941,498</b>

Expenditure	
Student Resource Package	\$6,158,476
Books & Publications	\$5,995
Communication Costs	\$9,499
Consumables	\$181,624
Miscellaneous Expense	\$496,311
Professional Development	\$27,641
Property and Equipment Services	\$622,866
Salaries & Allowances	\$136,730
Trading & Fundraising	\$67,261
Utilities	\$47,473
<b>Total Operating Expenditure</b>	<b>\$7,753,875</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$187,623</b>
<b>Asset Acquisitions</b>	<b>\$69,631</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$225,011
Official Account	\$85,098
Other Accounts	\$201,065
<b>Total Funds Available</b>	<b>\$511,173</b>

Financial Commitments	
Operating Reserve	\$251,653
School Based Programs	\$30,000
Provision Accounts	\$10,000
Other recurrent expenditure	\$9,520
Asset/Equipment Replacement > 12 months	\$60,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$150,000
<b>Total Financial Commitments</b>	<b>\$511,173</b>

Student Resource Package Expenditure figures are as of 01 April 2017 and are subject to change during the reconciliation process.

Miscellaneous expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial commitment summary \$150,000 is for soccer field redevelopment project

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*