

Seaforth Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Seaforth Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Bernard Cheng

Principal

School contact details

Seaforth Public School

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Seaforth, 2092

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Message from the Principal

At Seaforth Public School, It is with great pride that we work together as a community to support and celebrate our students' achievements, our teachers' passion and acknowledge the support of our parent community where together we are a community of educators and families, committed to achieving success and developing strength of character for every child that will allow for the accomplishment of their potential throughout and beyond the Seaforth years.

2016 has been a successful year where we have excelled in the sporting arena through the achievements of our summer and winter PSSA teams as well as being represented at a national level with Imogen S. representing NSW in Perth at the 2016 Touch Football Championships.

Across the arts, our students have shone both through our participation in the Sydney North Arts Festival where our choirs sung in the mass choir, our dancers pirouetting up a storm in the Sydney North Dance festival before our School Spectacular dance group performed brilliantly alongside Imogen K. who in 2016 was a featured dancer alongside alumnus Harmony L. who again was also a featured artist where all our students performances were simply exceptional.

In and amongst this our band program has continued to grow and develop through another highly successful intensive camp and performance at the Concourse in Chatswood where our students' musical talents were definitely on show.

With that I would like to acknowledge the dedication and commitment that Mr Rob Jardine has shown to our school in the leadership of the conducting of the band program where we warmly wish him farewell after a significant and enduring association with our school that has seen many of our students graduate from our band programs to go onto big things in secondary school and beyond.

Further this week it has been brilliant to see that success of our PBL program where our stages have been on their PBL picnic days as a final celebration of the year that we have spent implementing the program where all of our students have earned their four wristbands that display their demonstration of our core PBL values of responsible, resilient, respectful and safe. Key values that are now at the core of everything that we do.

Within the classroom Seaforth again shone at a National level, with Mr Gary Tilley's work in Science being acknowledged and celebrated at the highest level through receiving the 2016 Prime Ministers' Prize for Science Teaching in Primary school.

Three of our staff members, Meryn Kay, Hannah Piper and Alison Crowshaw were permanently appointed to the positions of Assistant Principal in our school throughout 2016.

I am very proud of their achievements where alongside the excellent technological leadership of Tom Davidson form an excellent executive team that has supported all of our staff to achieve to their potential giving our students experiences that will stay with them throughout their school lives.

To our teachers, some of which have joined us for their first year have immeasurably led the highest quality teaching and learning across all of our classrooms where their commitment and passion for what they do and care for each and everyone of our students is spread across the smiles and excitement on the faces of all of our students as they look forward to each new day of learning at school.

Through the opportunities our teachers provide, we have had the opportunity to speak in the Bear Pit at Parliament House, attend exhibition openings at the Australian Museum, host French language days in our kitchen and even have one of our students, Grace G., start a journalistic career as a food editor in the new children's newspaper Crinkling launched during the year. These are but a few achievements alongside the many students that excel across the humanities, science, mathematics, sport and the arts in and across our classrooms every day, achievements that for all students they can be very proud.

That said, the success of our school is very much supported by our strong and proud partnership with our P&C association where our executive of Andrew, Richard, Paul, Martin and Kate and all of the parents that attend each month have all worked tirelessly in providing significant support to the school. It has been a pleasure to work with a group of parents where we enjoy an openness of dialogue, debate and financial support that truly enhances the quality and standard of education that we provide to all students at our school. So thank you for your time and commitment to our school. In this regard equally I would like to make a special mention of thanks to Michelle French for the many hours she volunteers to enhance the school environment for our students, to Rachel Cooke for her fundraising coordination support and to Kitty Williams who dutifully sorts lost property each week!

And finally, recognition and absolute appreciation must be extended to our administration and support staff who keep the machinations of our school turning. To Gina, Rae, Meg, Nikki, Peta and Lou who all provide the necessary admin and student support to teachers and our greater community where their seamless work support the at times exceptionally complex running of our school where it all happens very much in the background and may at times go unnoticed but is

an essential part of our school success.

So with that, Seaforth Public School is an exceptional expression of what can be achieved when teachers, students and our community come together to work as one to achieve the best start in each and every child's life long learning journey as expressed in our moto .. Bene Laboramus Una. Together we work as one.

Mr. Bernard Cheng. Principal, Seaforth Public School.

Message from the school community

A few years ago, the P&C at Seaforth Public School decided on a slightly different direction. Two things in the ensuing discussion stood out – we wanted to engage with a broader range (and number) of people in our community and we wanted to encourage a longer-term view of support from the P&C for infrastructure programs. As we now view the last twelve months in the rear view mirror, I believe we can claim to have achieved both through the hard work and dedication of a group of volunteers.

Like so many voluntary organisations, the Seaforth P&C is driven through the extraordinary efforts of a few people. Two of those – Rachel Cooke and Michelle French – were recognised by the P&C recently with the highest accolade available to it; life membership.

Without detracting from their efforts, though, we need to recognise the level of engagement with the P&C from the whole community. So many have contributed in ways that best suit their talents and situation. From picking up the tongs at a barbeque to raising a concern of a group at a P&C meeting, from volunteering to allocate tents places at a campout to supporting a project financially and from posting encouragement to a Facebook page to volunteering in our canteen business, the number of people that assist is testament to the drive toward community.

In 2017, much of the effort of 2016 (and before) will come to fruition. We'll see major projects at Yatama underway and concluded, we'll design our projects to augment the rebuilding process at Kempbridge, we'll see our students enjoy the major IT infrastructure in which we invested in 2016 and we'll continue to foster the strength of our community to support the leadership and staff of our school.

Andrew Gregson

P&C President

School background

School vision statement

We are a community of educators and families, committed to achieving success and developing a strength of character for every child that will allow for the accomplishment of their individual potential throughout and beyond the Seaforth years.

This will be achieved through three school priorities:

Engagement and Innovation

- Working together as an inclusive, creative and innovative community

Quality teaching for success

- Providing all staff with the knowledge skills and understandings to be highly effective teachers.

Curriculum and Student learning

- Developing the intellectual quality of all students through the delivery of a significant and engaging curriculum.

School context

Seaforth Public School is a comprehensive NSW Department of Education and Communities Primary School situated on a split campus in Seaforth.

The school is a growing Northern Beaches school that provides comprehensive and specialist educational programs to a population of 563 students.

Seaforth is committed to celebrating the uniqueness of the individual through the provision of a differentiated curriculum program that provides opportunities for all students to achieve to their potential.

To this end, Seaforth Public School is focussed on developing a safe and nurturing environment that supports the development of the whole child underpinning the provision of a strong foundation for learning throughout the Primary Years and beyond.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

LEARNING

Learning Culture – Implementation of Visible Learning has allowed our students to begin to identify aspects of their own learning that require improvement for them to move to the next steps along the continuums of learning. Data collection which investigates every child's understanding of what makes a good learner, has been undertaken with the results to be analysed at our Evidence in to Action session in 2017. This will allow the teaching community to decide which learning dispositions will need to be focused on to improve student learning at Seaforth PS.

Wellbeing – With the final step of our Positive Behaviour for Learning implementation delivered to staff and students our whole school community understands the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Data collection processes regarding behaviour incidents and our school reward system are now firmly embedded in the school culture. All members of the community use the same language to describe expectations.

Curriculum and Learning – The school has developed an integrated approach to quality teaching, curriculum planning and delivery, and assessment through conducting Quality Teaching Rounds and promoting discussion and sharing around pedagogical issues within the school. Stages are collaboratively planning their curriculum and redefining assessment along a more formative and are using plan data and other assessment processes to plan for and deliver more effective differentiation for all students.

Assessment and Reporting – the school is working towards the development of consistent school wide practices for assessment and reporting by redefining assessment policies, using PLAN data and other external information such as NAPLAN to build more accurate pictures of student learning across the curriculum.

Student Performance Measures – Our student performance measures indicate that we are more successful at causing improved outcomes for those children in the middle and lower bands than we are at improving the outcomes of our highest performing students. This could be related to our current focus on wellbeing and Learning Support. This area of improvement will be focused on through the Visible Learning professional learning and should impact in classrooms by students being more aware of their learning and improving their learning by understanding success criteria.

TEACHING

Effective Classroom Practice – The school has developed a culture of learning for students and staff and is working toward developing the collective efficacy required to drive continuous improvement. Quality Teaching Rounds have provided teachers with the opportunity to view each others practice and critique it against the framework in a collegial, collaborative way.

Data Skills and Use – Teachers regularly plan collaboratively and are constantly evaluating their own and their students' progress using formative and summative assessment, standardised testing and data collected from outside sources.

Collaborative Practice – Staff are constantly planning together in stage meetings and they have identified through PDP's and informal discussions and executive meetings that a new teaching program format needs to be developed by the school that better utilises technology and incorporates teaching standards and current NSW Syllabi. A document that is effective and user friendly and is not onerous to produce and constantly evaluate.

Learning and Development – Performance and Development Plans have greatly impacted on the way that staff engage with professional learning. Learning is more focused on individual need and because the learning is taking place for a specific purpose it is more enthusiastically shared with colleagues at stage, team, whole staff and executive meetings.

Professional Standards – Beginning teacher and QTSS funding has allowed the implementation of mentoring and extra release time for teachers to pursue all levels of accreditation. Most staff enthusiastically contribute to broader school programs that exist beyond their classrooms such as sport, music, dance science, gifted and talented and technology activities.

LEADING

Leadership – The school has actively worked toward improving student leadership opportunities this year by redefining the policy which outlines the election of school leaders and sport leaders. More attention has been given to the specific teaching of leadership skills and improving the profile of all student leaders. The SRC has been revitalised and now feeds in to P&C decision making.

School Planning, Implementation and Reporting – School staff and parents are engaged in school planning and evaluation through surveys, exchange of information and discussion at P&C meetings where staff regularly make presentations about educational issues.

School Resources – with the stabilisation of our Executive staff during 2016 the school has embedded the distributed leadership model and is planning to offer more opportunities for achieving higher levels of accreditation to all eligible staff.

Management Practices and Processes – with the consolidation of our Executive there is greater need for the school to develop the skills of the Executive in administrative systems and engage them more in the operation of SPARO, SAP and budgeting and forecasting (the BPC).

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engagement and Innovation

Purpose

We innovate and continually respond to the changing needs of our students and the community

We will support teachers and the extended school community to engage in effective and supportive learning partnerships.

Through this we will be future focussed in the promotion of a learning community that values collaboration, learning innovation, and student engagement.

In the achievement of this we will pursue innovative learning technologies that will allow the exploration of new opportunities and modes of learning that are aligned with the vision, values and planning priorities of our school.

Overall summary of progress

During the course of this year Seaforth Public School has re-engaged the community through various Parents and Citizens Association (P&C) and whole school initiatives that were driven towards re-building a sense of community in the school. Our most important aim was to refocus the communication between all members of the community to provide a more timely, effective and highly utilised communication network. This was achieved through greater staff contact with parents at P&C meetings by delivering parent information sessions about teaching and learning at our school. The school is utilising and electronic version of the newsletter with a very successful school app for mobile devices. The parent community have also established a Seaforth Community Facebook page. The school community as a whole is feeling more supported and engaged by our communication network.

The focus on student engagement continued this year through constantly driving innovation and teacher efficacy in our curriculum. Quality Teaching Rounds continued with the assistance of Prof. Jenny Gore from Newcastle University. A post program evaluation from all teachers involved showed that 100% feel that QTR is the best professional learning they have ever been exposed to with all of them agreeing that they would participate in rounds if it was offered to them a second time. This professional learning also improved collegiality and willingness for positive, purposeful observations to occur in classrooms and has refocused the teaching team on learning.

Our teacher professional reading program continued in 2016 with a suite of readings covering various aspects of teaching and learning being addressed throughout the year. Each staff member with a colleague, was responsible for presenting their designated reading to the whole staff to ignite discussion about new and continuing educational issues. This impacted on staff by introducing them to new and emerging educational dialogue.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent participation at a planning and social level increases from 3% and 25% to 6% (2%pa) and 40% (5% pa) over 3years.	The parent community established a Seaforth Community Facebook page. The school community as a whole is feeling more supported and engaged by our communication network. Communication has greatly improved through the use of the Seaforth Public School App.	Nil
Increase the percentage of staff from 20% to 41% (7% pa) that are establishing new programs and initiatives as measured through PDF commitments by teachers.	Professional learning on Quality Teaching improved collegiality and willingness for positive, purposeful observations to occur in classrooms and has refocused the teaching team on learning. This has led to a number of new teaching and learning programs.	\$2000
Partner relationships are established with success evaluated through measuring student attainment taken from baseline data and annual review	Quality Teaching Rounds has established team teaching partnerships which has led to enhancement of teaching and learning programs. In 2017 teachers will plot all students K-6 on PLAN in the area of reading.	\$10000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
data.	Quality Teaching Rounds has established team teaching partnerships which has led to enhancement of teaching and learning programs. In 2017 teachers will plot all students K-6 on PLAN in the area of reading.	
Learning spaces and amenities are upgraded in line with the development of a master plan for the schools two sites looking forward 6 years.	Approval has been given for a toilet upgrade on Kempbridge Ave Campus. Anticipated completion date is mid 2017.	Nil

Next Steps

Our focus for the next school year will be on the learning innovation and student engagement aspect of this strategic direction. We will continue the outstanding work of our teaching community to inform our parents of current practice and collaborate with them towards informing and including them in innovative pedagogy in the classroom. By the end of 2017, the school will endeavour to have a detailed written proposal regarding learning spaces to optimise current teaching and learning spaces. This will include investigating repurposing of space within the school and furniture that will facilitate cooperative, collaborative and engaging learning environments.

Strategic Direction 2

Quality Teaching for Success

Purpose

We know our students as quality teaching and high expectations are essential to success

We will enhance our capacity to deliver on student learning priorities through continually developing our teacher's pedagogy and practice.

This will be evidenced through a strong foundation in educational research, a commitment to staff and student wellbeing and the promotion of optimal conditions for learning.

This will be underpinned by a school wide collective responsibility for student success with high levels of community engagement.

Overall summary of progress

Student learning has been enhanced by continually developing our teachers' pedagogy and practice. In 2016, intensive teacher learning in stage teams has taken place in research based programs such as TEN (Kindergarten team after rollout in Stage 1 in 2015), Accelerated Literacy in Stage 2 and innovative technology programs such as robotics in Stage 3. All staff were encouraged to enter PLAN data as a source for monitoring student progress. In wellbeing and the promotion of optimum conditions for learning, the Positive Behaviour for Learning Team proceeded to implement Classroom Systems after very successfully implementing the Universal Systems phase of the program in 2015. This included tracking minor and major behaviour incidents on Sentral, redeveloping the school's award system and refocussing it as a celebration of learning rather than an academic achievement program. The impact of this was a much more inclusive educational environment where the success of all students in all areas of learning is valued and recognised.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teacher accreditation rises from 30% to 100% by 2018	We have a high percentage of new scheme teachers who are all working towards accreditation.	Nil
18% of teachers are accredited at higher levels by 2018	Teachers are currently working towards achieving this goal.	Nil
Participation in the quality teaching rounds increases from 25% to 100% (25%pa increase) in 2017	Participation in Quality Teaching Rounds increased. A post program evaluation from all teachers involved in Quality Teaching Rounds showed that 100% feel that QTR is the best professional learning they have ever been exposed to with all of them agreeing that they would participate in rounds if it was offered to them a second time. This professional learning also improved collegiality and willingness for positive, purposeful observations to occur in classrooms and has refocused the teaching team on learning.	\$12000
An increase of 3% per annum over three years of students in years 3 & 5 attaining "at proficiency" within NMS measures with writing, spelling and numeracy as key areas showing improvement.	We have not met this target in 2016.	Nil
A decrease of 1.5% per annum over three years of students in years 3 & 5 attaining "at or below proficiency" within NMS	We have achieved this target in Year 3 numeracy and Year 5 grammar and numeracy. The Targeted Early Numeracy (TEN) program was implemented in 2016.	\$5000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
measures with numeracy and grammar as key areas showing improvement.	We have achieved this target in Year 3 numeracy and Year 5 grammar and numeracy. The Targeted Early Numeracy (TEN) program was implemented in 2016.	
Increase in students attaining expected growth within NMS measures of 8% pa to 88.4% as well as attaining an average school growth score of 79% in 2017	NAPLAN analysis in 2016 indicates that an average growth score of 65% in 2017 is more realistic.	Nil

Next Steps

To further promote excellence in learning, the school has chosen to focus on the work of John Hattie with Visible Learning. The whole staff will undertake intensive professional learning in this area with a view to embedding learning intentions and success criteria into teaching and learning practices. Our aim will be to make our children aware of their learning and give them the skills to discuss and cognitively understand where they should move along the continuum.

Our focus on quality pedagogy will also drive the improvement of our implementation of Performance Development Plans with staff. We will make developing the plan more purposeful, including in it, school, stage and personal goals for success.

Strategic Direction 3

Curriculum and Student Learning

Purpose

We ensure all teachers are supported in developing a deep understanding of the significance and intellectual quality of the K–6 curriculum.

We will support teachers to provide broad and engaging learning opportunities across all disciplines.

Through this we will develop students' knowledge, skills and understandings of the Australian Curriculum.

In achieving this we will use evidence based teaching practices to deliver a differentiated curriculum that exceeds community expectations and national achievement standards.

Overall summary of progress

In this area in 2016, the focus has been on connecting our curriculum to a concept base and redefining the traditional demarcations that have the effect of not allowing the cross fertilisation of ideas and concepts across subject areas. Our kitchen garden program is well established and now compliments and integrated with the broader curriculum and is not a stand alone program. Science, Geography and mathematical concepts are jointly covered in this area where both student, staff and community engagement are very high.

Our specialist music teacher program is also now very well established with a 3–6 teacher and a K–2 teacher who will drive our creative arts curriculum delivery as well as our end of year performance. Sportspro have embedded their teacher accreditation program within the school which has had the impact of upskilling teachers and consequently improving the school's success in sporting ventures at PSSA, zone and state levels.

Our teachers have also learned to use external and internal data and its analysis to drive better, differentiated teaching at our school. This has driven us towards a focus on assessment as, for and of learning and how to embed effective assessment into our teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Australian Curriculum documents are implemented with clear links to existing BOSTES documents where appropriate evident through the development of a concept continuum map.	All Australian Curriculum documents have been implemented and conceptual programming is being undertaken.	Nil
Student growth measures are established throughout the stages of learning with clear evidence and data aligning curriculum delivery to student achievement.	Our teachers have learned to use external and internal data and its analysis to drive better, differentiated teaching at our school. This has driven us towards a focus on assessment as, for and of learning and how to embed effective assessment into our teaching.	Nil
Implementation of PLAN across the stages to track student development building on Best Start.	K–2 progress is tracked on PLAN while Years 3–6 data is being tracked is in progress. Professional learning for staff to achieve this target has been implemented.	\$4000

Next Steps

Our next steps for curriculum and student learning is to look specifically at formative assessment and teacher feedback within the context of Visible Learning. Our aim is to develop and implement common assessment tasks and formative assessment across the entire school. Teachers will revisit effective teacher consistent judgement and practise it in stage and whole team meetings. Formative assessment will be used in every classroom effectively and common assessment tasks will be created and used across grades to support consistent judgment. In achieving this, the aim will also be that common assessment tasks give accurate information on student achievement and will inform more accurate data collection in PLAN, NAPLAN and school assessment data.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Students were supported by our EAL/D teacher who worked with students individually and in classrooms. English language development of these students is improving.	Nil
Quality Teaching, Successful Students (QTSS)	School executive and teachers were provided with additional release time for planning quality teaching and learning programs across stages and whole school planning as an executive team. Quality teaching rounds were successfully implemented improving collegiality and teaching practice.	\$43880
Socio-economic background	Students requiring personal learning plans were catered for and supported by their class teacher, the learning and support teacher and school learning and support officers. Families needing financial assistance to access equal opportunities at school were supported.	\$5000
Support for beginning teachers	Three beginning teachers were provided with additional release time and a teacher mentor to support them in their teaching practice and in gaining accreditation.	\$40133

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	278	303	293	291
Girls	252	247	261	275

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	95.3	96.8	96.2
1	95	95.7	95.5	95.4
2	96.2	96	95.5	95.4
3	95.2	95.6	95.8	94.8
4	96.1	95.2	95.6	95.2
5	94.6	94.6	94.9	95.7
6	96.3	94.2	91.8	94.1
All Years	95.7	95.3	95.4	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Management of non attendance has been made more effective since the implementation of Sentral. This data informs the wellbeing team of any diminishing attendance rates so they can be addressed in a timely and sensitive manner. Constant communication with parents and classroom teachers allows our attendance rates to remain near state averages.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.05
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Administration & Support Staff	4.46
Other Positions	0

*Full Time Equivalent

4% of our teaching staff identify as Aboriginal (1 of 21 teachers).

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	218 276.82
Global funds	444 684.61
Tied funds	210 654.55
School & community sources	491 409.60
Interest	4 106.18
Trust receipts	1 686.21
Canteen	0.00
Total income	1 370 817.97
Expenditure	
Teaching & learning	
Key learning areas	189 448.21
Excursions	52 483.05
Extracurricular dissections	120 700.57
Library	6 991.03
Training & development	4 407.63
Tied funds	129 389.63
Short term relief	82 121.73
Administration & office	126 397.04
School-operated canteen	0.00
Utilities	61 814.46
Maintenance	52 274.02
Trust accounts	727.27
Capital programs	64 042.50
Total expenditure	890 797.14
Balance carried forward	480 020.83

The information provided in the financial summary includes reporting from 1 January 2016 to 31 August 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	593 293.63
(2a) Appropriation	499 303.33
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	92 979.89
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 010.41
Expenses	-427 826.34
Recurrent Expenses	-427 826.34
(3a) Employee Related	-190 064.69
(3b) Operating Expenses	-237 761.65
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	165 467.29
Balance Carried Forward	165 467.29

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 728 159.83
Base Per Capita	30 221.23
Base Location	0.00
Other Base	3 697 938.61
Equity Total	122 560.84
Equity Aboriginal	1 794.91
Equity Socio economic	4 140.58
Equity Language	30 161.82
Equity Disability	86 463.53
Targeted Total	34 140.00
Other Total	25 894.41
Grand Total	3 910 755.08

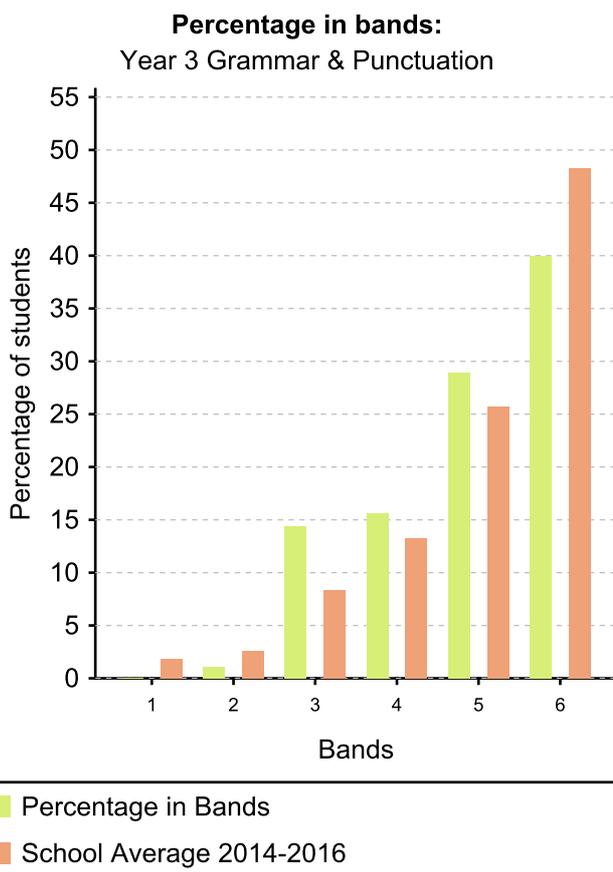
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

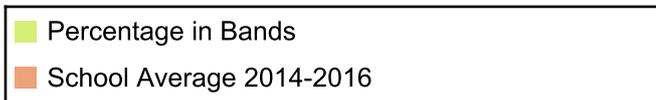
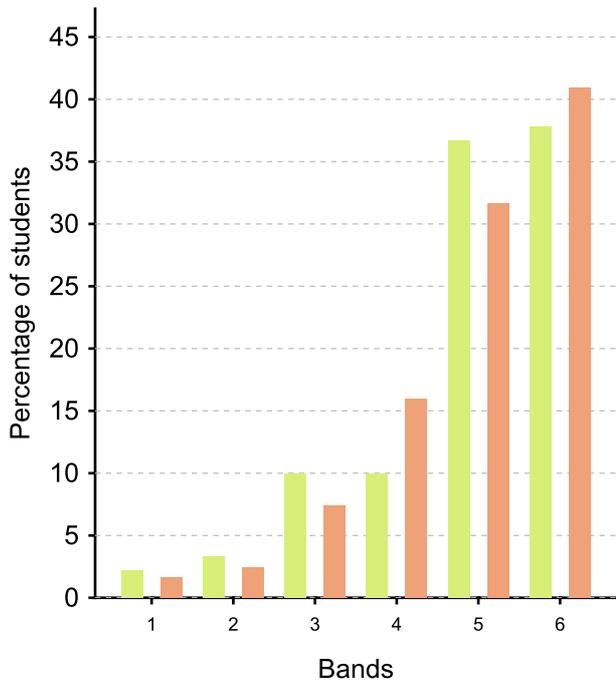
NAPLAN

68.9% of students in Year 3 and 64% of students in Year 5 performed in the top 2 bands in grammar and punctuation.

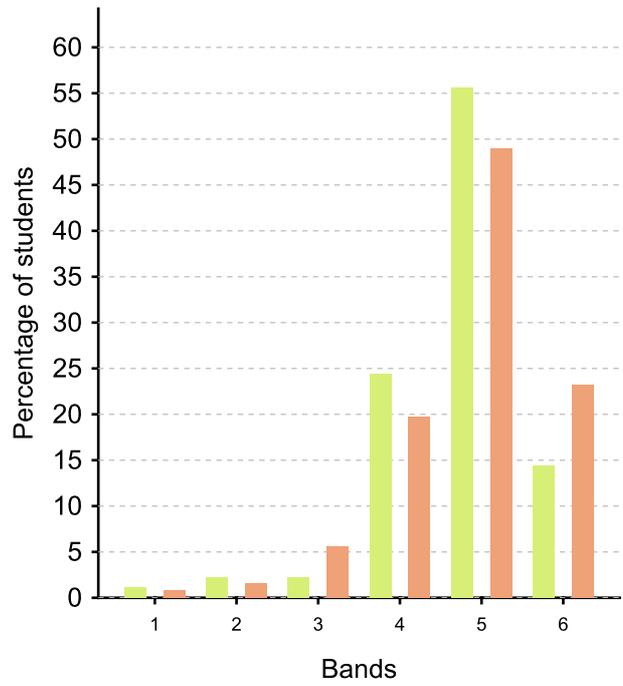
Growth from Year 3 to 5 showed that 69% of students in lowest bands in Year 3 achieved greater than expected growth in Year 5 in the area of grammar and punctuation.



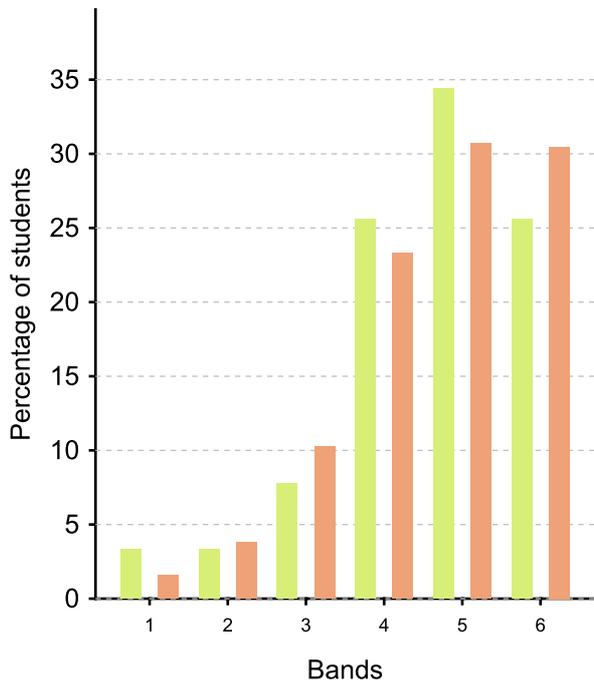
Percentage in bands:
Year 3 Reading



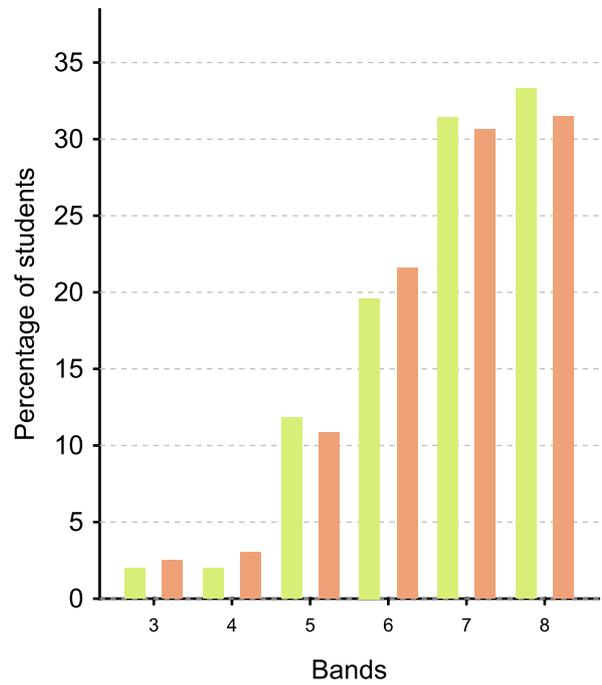
Percentage in bands:
Year 3 Writing



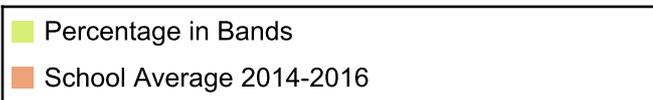
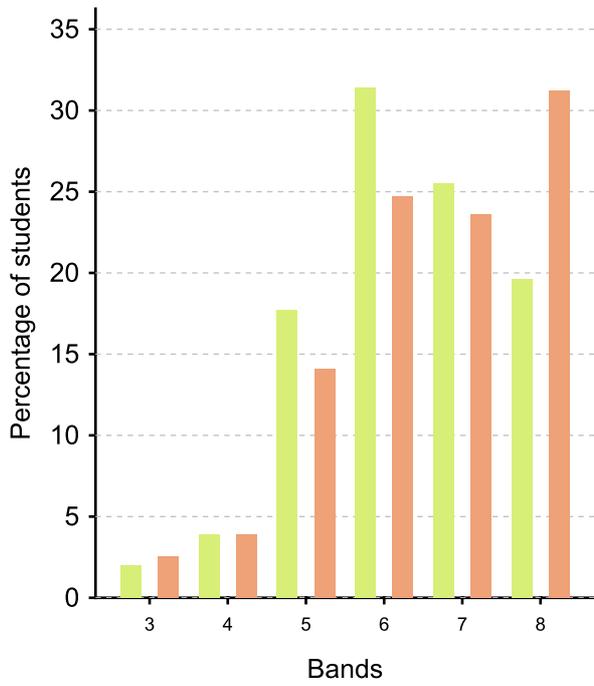
Percentage in bands:
Year 3 Spelling



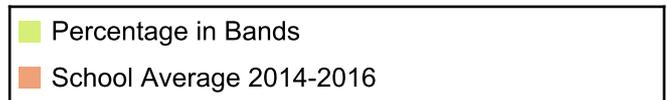
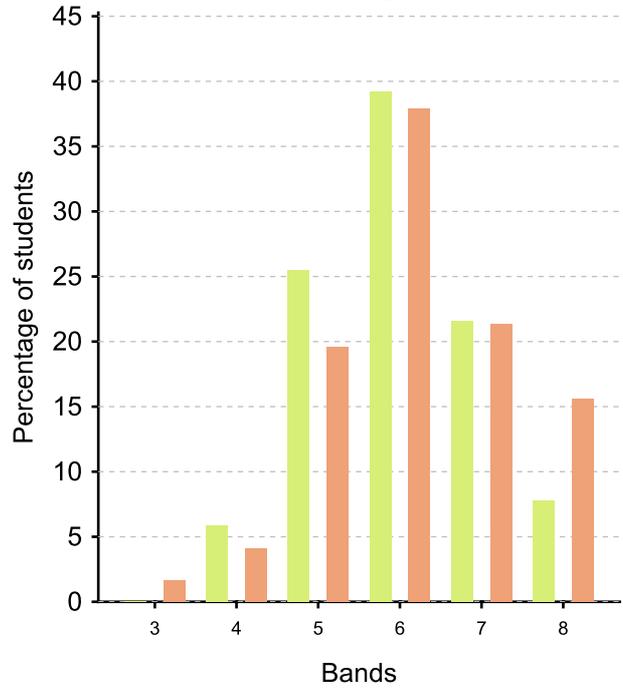
Percentage in bands:
Year 5 Grammar & Punctuation



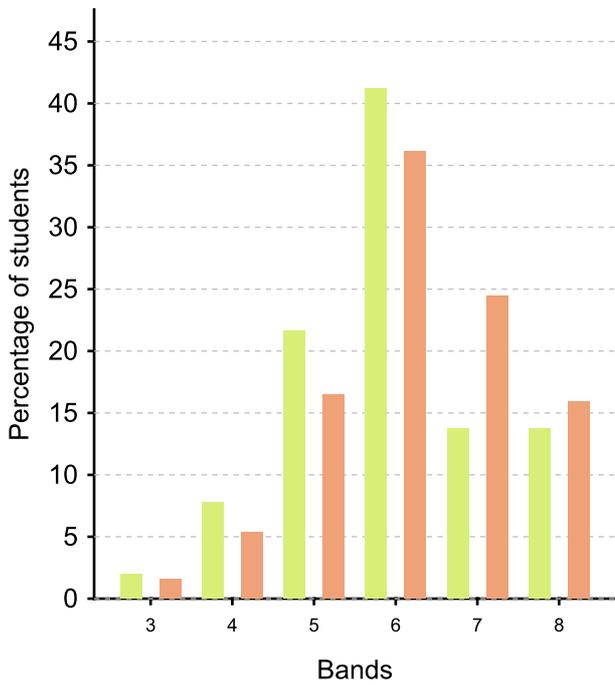
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

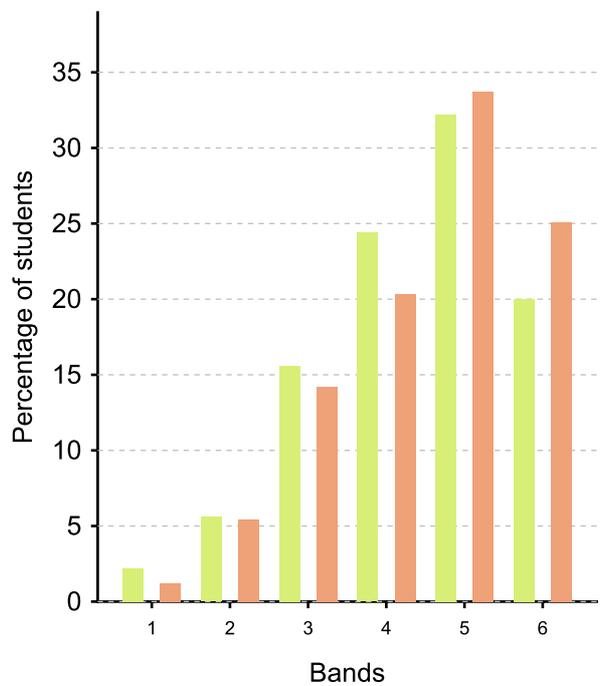


Percentage in bands:
Year 5 Spelling

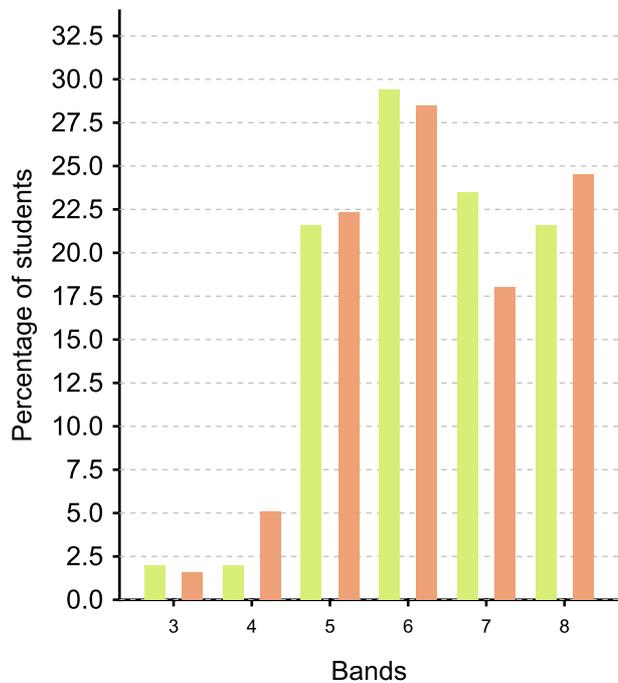


The numeracy performance data is being drawn upon to inform teaching and learning for students during 2017.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The overall educational needs and general health or wellbeing of Aboriginal students at SPS is being met and far exceed the statistical averages for comparable students in NSW.

That the school is well equipped when it comes to book resources to assist in showcasing Aboriginal and Torres Strait Islander (ATSI) perspectives and that particular credit goes to the library for having these resources freely available to both students and staff.

An understanding that while the needs of ATSI students at SPS are being met according to the Melbourne Declaration goals for ATSI students, this is a statistical outlier and as such the teachers at SPS would like further support in developing their understandings of the challenges facing ATSI students within the NSW DoE and that these could be addressed by Professional Development provided at the school level.

In Numeracy, 52.2% of our Year 3 students performed in the top 2 bands while 45% of our Year 5 students performed in the top 2 bands.

Our NAPLAN data showed 74% of Year 3 and 45.1% of Year 5 students performed in the top 2 bands in reading.

Policy requirements

Aboriginal education

2016 saw the development of the Reconciliation Action Plan at Seaforth Public School.

We have engaged in the RAP by identifying areas of strength and targeting areas of improvement for our school. In Term 1 2016, Seaforth PS staff were surveyed using the RAP survey template and an open ended survey to investigate the attitudes, expectations, systems and support that existed both within the school and individual teachers, around indigenous education and its representation across the curriculum. The survey was comprehensive and examined both individual teacher beliefs and practice along side a transparent review of school systems. In addition, beliefs and attitudes of staff were surveyed to indicate the level of community support for the local Aboriginal community within the school context. The survey found four core positives –

Core Positives

That all students, regardless of heritage, have high expectations both academically and behaviourally, and that these expectations are largely met by students.