

Seaforth Public School Annual Report



2018



1104

Introduction

The Annual Report for **2018** 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.

Throughout 2018 there have been many achievements to celebrate and share. Our focus on reading has seen improvements in NAPLAN results and we continue to focus on quality teaching and quality learning. Teachers have been using the SeeSaw app to build a closer link between home and school by sharing students' work samples with parents. Our technology committee have increased the number of laptops, ipads and Chromebooks for use in every classroom and presented staff with professional learning. Our school band has gone from strength to strength with a committed parent body working in partnership with the school to provide opportunities for students in music. The Wakikkiri Dance group had a highly successful year winning the National Environment Award for their performance. Chess and debating teams continued to compete against other schools and build on their skills. Student's participated in the Bear Pit Public Speaking competition at NSW Parliament House along with the Multicultural Public Speaking Competition. In the sporting arena we offered a wide range of summer and winter sports and students represented the school at local, regional, state and national levels. In PSSA we had some overall winning teams throughout the year of competition.

Our focus on Positive Behaviour Engaging Learners (PBL) continues to be a driving force for student engagement and welfare. The Learning and Support program reached a large number of students supporting them in literacy, spelling and positive social interaction.

Our school grounds are looking wonderful with four new classrooms being opened, parts of the playground being landscaped, painting internally and externally and air conditioning being installed. Many thanks to our P&C who have supported and funded some of this work.

This year our school participated in the External Validation process in August, which provided vital information regarding our current level of performance using the School Excellence Framework and has helped to guide our three year strategic plan.

Trudy Alcorn

Principal

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Message from the school community

Last year was a very good year for the school and P&C Executive, as many cheques were written and many projects completed. The highlights:

- \$90,000 spent on the Yatama campus playground upgrade. The Yatama-based students will be playing on lush artificial turf, which replaced the no-so-lush, hard-packed, dusty and completely grass-free dirt. It's now a much more pleasant place to be for Years 3, 4, and their teachers.
- \$35,000 spent on a new air-conditioning system for the main building on Kempbridge campus, including all administration offices, staff room and classrooms.
- \$20,000 on the beautification of the playground area in front of the new Year 5 classrooms, which included the planting of shade trees, the addition of picnic benches, and a sandpit. We still have money left over from the Phoenix Fund – fundraising which took place after some classrooms burnt down on that location in 2015 – which we will look to spend on playground equipment.
- \$8,000 on school signage. The signage, in addition to being effective, also looks great.
- \$10,000 on the Bangaroo St. entrance, which has been converted from a shared driveway and footpath entry to a beautiful entrance exclusive to foot-traffic, and coming directly from the pedestrian crossing. That entrance funding was an extremely generous donation from a school parent who shall remain anonymously nameless.
- \$10,000 on Google Chromebooks for the students' technology education. We have a budget of \$25,000 to buy more Chromebooks in 2019.

The P&C contributed slightly north of \$170,000 in 2018 to improving the school for our students and staff. We do this through a combination of fundraising events and P&C administered businesses:

- The P&C operates both the canteen and the uniform shop, with remunerated staff in both businesses. In 2018 the canteen and uniform shop combined to earn \$35,000 for school spending
- Of particular note, after Term 1 2018, the canteen was operating at a significant loss, but the canteen team made some strategic changes to completely turned it around and delivered a healthy profit. Well done team!

Some thanks are due:

- To Michelle French, Rachel Cooke, Jenni Jordan and Sue Yates for being the best crew of volunteers a P&C could ever hope for.
- To Alex Cowie, Ken Douglas-Hill and Michelle French for leaving both the P&C and school a better place than when they arrived.
- To Kitty Williams and Fiona Douglas for their tireless efforts in their respective management of the uniform shop and canteen.
- To Rich Williams for resigning the presidency with a legacy of good work behind him.
- To Trudy Alcorn and Liz Armstrong for their support of P&C.
- To last year's P&C Executive who have volunteered for another year, Paul Hart (Treasurer), Gaby Rogers (Secretary), Chris Davy (VP for recruitment), Mark Connelly (VP for tunnel), and Rich Williams (VP for president).
- We also welcome two new Executive members, Jacky Faser (VP for Shadow Treasury) and Karen O'Driscoll (VP for Shadow Secretary)

We're looking forward to a great year ahead in 2019.

Jeremy White

President – Seaforth P&C

School background

School vision statement

Seaforth Public school is a community school where students are supported and encouraged to achieve their personal best through positive relationships, high expectations and opportunities. We aim to develop life long learners who contribute positively to society and are safe, responsible, resilient and respectful.

School context

Seaforth Public School is a comprehensive NSW Department of Education 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 focused 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that we were *delivering* in the domains of Learning, Teaching, and Leading.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

Strategic Direction 1

Quality Teaching

Purpose

To provide students with quality teaching across all Key Learning Areas. To develop teachers' skills and knowledge in pedagogy and best practice. To foster a culture of collaboration, reflection, continual learning and improvement for all teachers.

Overall summary of progress

The school is successfully developing teachers' skills and knowledge as quality educators. Our NAPLAN results and internal data collection shows student progress is improving. All teachers undertake the Performance and Development Process annually and set goals that link with our School Plan and their personal goals to improve as quality educators.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN data in reading and writing over three years has started an upward trend.	Additional resources were devoted to improving students with additional learning needs.	NAPLAN data has started an upward trend in Year 3 in the areas of reading, writing, numeracy, grammar and punctuation. In Year 5 there is the beginning of an upward trend in reading, writing, numeracy, grammar and punctuation.
Benchmarking data shows regular growth of students' achievement in reading.	Teachers of Years K–4 were given additional time at the end of each term to conduct a reading benchmarking assessment on each child in their class.	<p>Benchmarking data was collected at the end of each term and showed the majority of students achieve regular growth in reading. Students who did not achieve expected growth were identified by the learning and support team and support team programs were implemented.</p> <p>By the end of 2018, of the 78 Kindergarten students, the school identified that 81% reached the desired achievement of level 10 in the PM Benchmark level for Reading.</p> <p>By the end of 2018, of the 77 Year 1 students, the school identified that 86% reached the desired achievement of level 18 in the PM Benchmark level for Reading.</p> <p>At the end of 2018, of the 75 students in Year 2, the school identified that 59% reached the desired achievement of level 26 in the PM Benchmark level for Reading.</p>
100% of teachers are embedding evidence based teaching practices such as using learning goals, success criteria, teacher to student feedback. Anecdotal evidence will include professional conversations, observation, data analysis.	Stage 1 teachers were provided with additional time to work with the Literacy and Numeracy Strategic Advisor. QTSS and professional learning funds were used to provide teachers with time to work in stages on this project.	All teachers embed learning goals and success criteria in their teaching programs and within their classroom. Opportunities for discussion include stage meetings and whole staff professional learning sessions.
100% of teachers aspire to improve their professional practice. Evidence will include PDPs, conversation, professional development	QTSS allocation provided assistant principals with time to meet individually with each member of their team to discuss and reflect	100% of teachers show evidence through their PDPs of inspiring to improve their professional practice. Participation in professional learning and willingness to work with their supervisor and department consultants demonstrate our teachers

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
meetings and surveys.	on their PDPs.	aspiring to reflect on and improve their practice.

Next Steps

In 2019 our teachers will continue to work with the Literacy and Numeracy Strategic Advisors on using the Literacy and Numeracy Learning Progressions to reflect on and improve practice and use PLAN 2 to track student progress. Our newly appointed Instructional Leader will work with teachers in the area of writing to build on quality teaching practices that cater for all students and track student growth in writing. We will undertake writing Scope and Sequences for all Key Learning Areas as a strong foundation for programming teaching and learning.



Strategic Direction 2

Quality Learning

Purpose

Student learning and engagement is enhanced through high expectations of student achievement, differentiated and visible learning. Assessment will be meaningful, accessible for all students, and provide data to track student progress and to inform teaching.

Overall summary of progress

In 2018 we started to collect and analyse data collected internally to use in conjunction with NAPLAN data. The data we collect will help to inform practice and track student progress. All teachers have started to embed learning intentions and success criteria into their daily practice. STEM units of work are now incorporated into teaching and programs K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Common assessment tasks will show growth in student progress in reading, spelling and writing.	<p>Funding was used to release teachers from their class once per term to conduct Benchmarking 1 to 1 assessments and record data.</p> <p>Teachers were released off class in grades to work with the Quality Teaching Advisor and Literacy and Numeracy Strategic Advisor.</p>	<p>Common assessment tasks were implemented and data recorded on SENTRAL for all students. In reading K–4 data was through Benchmarking and using STARS and CARS for Years 5 – 6. The South Australian Spelling Test data was recorded. This gives us baseline data to measure student growth into the future.</p> <p>Year 1</p> <p>In Year 1, there were 77 students in 2018. Of these student's 62% achieved at or above their current age in The South Australian Spelling test.</p> <p>Year 2</p> <p>In Year 2, there were 75 students in 2018. Of these student's 53% achieved at or above their current age in The South Australian Spelling test.</p> <p>Year 3</p> <p>In Year 3, there were 82 students in 2018. Of these student's 74% achieved at or above their current age in The South Australian Spelling test.</p> <p>Year 4</p> <p>In Year 4, there were 86 students in 2018. Of these student's 70% achieved at or above their current age in The South Australian Spelling test.</p> <p>Year 5</p> <p>In Year 5, there were 66 students in 2018. Of these student's 65% achieved at or above their current age in The South Australian Spelling test.</p> <p>Year 6</p> <p>In Year 6, there were 57 students in 2018. Of these student's 49% achieved at or above their current age in The South Australian Spelling test.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students will be able to articulate the learning intentions, success criteria and their individual learning goals.		All of our teachers know what learning intentions and success criteria should look like in practice and they are beginning to engage with it in their classrooms on a regular basis. Evidence in classrooms, in student books and on seesaw demonstrates this is beginning to be implemented.
NAPLAN will show an improvement over three years in literacy.		In 2018 reading in Year 3 and 5 showed significant improvement from the previous year. Grammar and Punctuation showed improvement from 2017 to 2018 in Years 3 and 5.
STEM is embedded into 100% of classroom teachers' programs. Learning progressions will be used by all teachers.		<p>STEM</p> <p>Stage 3 students participated in the 'Design, Make Innovate' (DMI) project as part of the Northern Beaches Learning Alliance and in partnership with the Northern Beaches Secondary College – Balgowlah Boys Campus during Term 1. Stage 3 students also enjoyed an engaging STEM incursion in Term 3 where they were given the opportunity to get hands-on with tools to look inside different types of electronics and investigate how they work.</p> <p>Stage 2 students were provided multiple opportunities to engage with STEM through our science units of work. Students researched and identified effective sustainable packaging options and then designed and made sustainable packaging for a particular item.</p> <p>Stage 1 students learnt about the observable changes that occur in the sky and landscape. Students also explored how the Earth's resources are used and can be conserved. Through our STEM project, Stage 1 applied their understanding about water conservation and the importance of water in our world through a group project. Students created projects that taught a community about water conservation whether it be in our school community or wider local community. Some of the different ideas that came from the project were games that taught people about rubbish pollution in waterways, helping living things survive in our local waterways and machines or products that could keep waterways clean or keep our school clean.</p> <p>In Early Stage 1 students had to use their knowledge of different materials to design a rain cape for a teddy bear and test it for water resistance/proofing. They also designed a house for a little pig that would withstand the force of a hair drier (big, bad, wolf) for a period of two minutes and designed a structure to support a bean plant (Jack and the Bean Stalk) and designed a toy that could move by push or pull forces.</p> <p>In 2018 all teaching staff participated in training on the new Learning Progressions in Term 4. Executive Teachers did further training to enable them to support the implementation of the progressions with their stage teams.</p>

Next Steps

In 2019 we will continue to collect data in reading and spelling and begin to collect data in writing for whole school tracking. Data from the MiniLit, MultiLit and MaqLit programs will be shared by our learning and support teachers with the learning and support team to evaluate programs and track student progress. All teachers will begin to use PLAN 2 in the area of spelling and writing to track student progress which will inform teaching and learning programs and cater for individual student needs. Learning intentions will be embedded into programs and we will continue to build on the consistent use of success criteria across the school.



Strategic Direction 3

Quality Relationships

Purpose

To create a positive school culture where there is a shared understanding and commitment to learning and wellbeing. To encourage students, staff and parents to contribute positively to their school and community and build positive relationships between all stakeholders.

Overall summary of progress

Our positive school culture is thriving with a strong staff, engaged and happy students, an active and supportive parent body and support from our community. Relationships are the key to all we do and our focus on positive communication and inclusiveness has led to the development of strong relationships with all stakeholders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching and learning programs reflect the embedding of PBL expectations.	Members of the PBL team attended a 2 day course on Tier 2 training in preparation for implementation of this next level.	100% of teachers teach our PBL expectations regularly and this is documented in their teaching and learning programs.
By 2020, 100% of parents connected to Seesaw to monitor and engage students in learning.	A yearly subscription provides us with unlimited access to all areas of Seesaw.	In December 2018 82% of our families had connected regularly with Seesaw.
Increase in the attendance at Parent Forums for School Planning.		The early morning and evening forums were not well attended. The 9.30am session proved to be the most popular with great support from P&C. Eleven parents attended this forum.
All classrooms have evidence of Visible Learning.		Teachers are beginning to display learning intentions for their lessons in their classrooms. Success criteria is used in student work books and on Seesaw. Teachers are starting to develop with their students Individual learning goals.

Next Steps

Our PBL Team will review and evolve PBL practices across the school every year. It will be continued to be embedded into teaching and learning programs every year. The executive team is working on guidelines for Seesaw use to ensure a more consistent use across the school to continue parent engagement in their child's education. We will continue to run a parent forum at the end of each year as information from this helps inform school wide practices. Our visible learning journey continues with a focus on developing learning intentions in child friendly language and using success criteria with our students. This will become embedded into teaching and learning programs.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	An English as an Additional Language/Dialect teacher is employed two days per week. (\$52 562)	In 2018, EAL/D students received support both in small group and in classrooms, with a focus on reading in Early Stage 1 and Stage 1 and writing in Stage 2 and 3. All students were assessed using the EAL/D learning progressions and demonstrated growth in all areas of English language learning. We also welcomed a new arrival from China with both in-class and targeted individual support. This student showed growth in all areas of English language learning, particularly in reading.
Low level adjustment for disability	Low level adjustment for disability. (\$96851)	<p>Additional teaching staff were employed to support students in literacy and with social interactions throughout 2018. Behaviour plans were formalised to support students in all school settings.</p> <p>Our MiniLit, MultiLit and MaqLit programs along with in-class support saw a sharp increase in student achievement in NAPLAN in reading in 2018 in both Year 3 and Year 5. School data using Benchmarking and STARS (strategies to achieve reading success) and CARS (comprehension assessment of reading strategies) has given us data to monitor progress of students throughout the year and identify students who need extra support.</p>
Quality Teaching, Successful Students (QTSS)	Allocation of 0.936 staffing.	In 2018 all four assistant principals used this time on a weekly basis to work as an instructional leader for their stage. This supported all teachers with reflecting on and improving their teaching pedagogy. QTSS allocation was also used to release teachers to visit each others classrooms. Planning days for Stages and Executive is funded through this allocation. Planning days drive our school plan and allow us time to reflect on our achievements through milestones and plan where to next.
Socio-economic background	Socio-economic background. (\$3 901)	This funding support families experiencing financial hardship to help pay school fees, excursions and allow for equal opportunity in extra-curricular activities.
Support for beginning teachers	Support for Beginning Teachers. (\$27 572)	In 2018 we had two teachers in their first year of teaching. These funds were used to provide a mentor for each teacher and give them an extra 2 hrs per week to meet with their mentor, visit other teachers classrooms and attend professional learning targeted specifically at beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	293	291	281	279
Girls	261	275	270	250

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.8	96.2	97	95.9
1	95.5	95.4	95.3	95.2
2	95.5	95.4	96.2	93.5
3	95.8	94.8	94.3	95.5
4	95.6	95.2	95	94.1
5	94.9	95.7	95.2	95.4
6	91.8	94.1	94.3	94.1
All Years	95.4	95.3	95.4	94.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is regularly monitored through SENTRAL. Teachers refer students with concerning attendance to the Learning and Support Team and a plan is implemented with parental input to support that student improve their attendance. We also draw on the help of the Home School Liaison Officer to address attendance concerns and support families.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.84
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	4.36

*Full Time Equivalent

We currently have no staff who identify as Aboriginal or Torres Strait Islander.

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	26

Professional learning and teacher accreditation

Each year our School Plan and annual milestones drives our professional learning. In 2018 we focused on the teaching of reading, using the learning progressions and implementing Seesaw as a tool to share student work with their parents and to provide feedback. We dedicate 1 hour week on most weeks to staff professional learning, which is followed up in stage meetings. Teachers have their own personal professional learning goals as outlined in their PDPs and this is often supported by off site professional learning opportunities.

Teacher Accreditation

This year seven teachers were supported to complete their accreditation with NESAs at the proficient level. We currently have no teachers seeking accreditation at higher levels.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31

	2018 Actual (\$)
Opening Balance	179,157
Revenue	4,862,544
Appropriation	4,336,301
Sale of Goods and Services	-70
Grants and Contributions	520,228
Gain and Loss	0
Other Revenue	0
Investment Income	6,085
Expenses	-4,691,228
Recurrent Expenses	-4,691,228
Employee Related	-4,042,641
Operating Expenses	-648,586
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	171,317
Balance Carried Forward	350,473

Our finance committee determines flexible staffing allocations and budget areas for the year. They meet regularly to monitor how the budget is progressing throughout the year to ensure spending is within budget and providing the school with the resources it needs. In 2018 the income from renting a building to the Seaforth Childcare Centre is being used to provide an extra Learning and Support Teacher 3 days per week and 1 extra day of SLSO (school learning and support officer).

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,817,803
Base Per Capita	106,546
Base Location	0
Other Base	3,711,256
Equity Total	158,801
Equity Aboriginal	5,486
Equity Socio economic	3,901
Equity Language	52,562
Equity Disability	96,851
Targeted Total	85,264
Other Total	125,238
Grand Total	4,187,106

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3

Reading

In 2018, 67 students participated in the Year 3 Reading NAPLAN. Of these students 73.1% performed in the top two bands. This is a significant 12.8% improvement since 2017. The school has had a focus on the teaching of reading K–6 throughout 2018 which has

included a focus on targeted teacher professional learning, improved physical resourcing and the implementation of tracking and monitoring systems of K–6 student performance in English.

Writing

In 2018, 67 students participated in the Year 3 Writing NAPLAN. Of these students 46.1% performed in the top two bands. This is a 3.2% increase since 2017. This is a target area for improvement K–6 in our School Plan and in 2019. The school has devised a number of professional learning opportunities for teachers and employed an Instructional Leader 3 days per week to work with teachers and students K–6 with a focus on improving our writing results in 2019 and beyond.

Grammar and Punctuation

In 2018, 67 students participated in the Year 3 Grammar and Punctuation NAPLAN. Of these students 58.2% performed in the top two bands. This is 9.5% decrease in top two bands, however the school's average performance increased from 450/ 510 to 454.4/ 510. Grammar and punctuation are a focus in our 2018 – 2020 School Plan for improvement.

Spelling

In 2018, 67 students participated in the Year 3 Spelling NAPLAN. Of these students 55.3% performed in the top two bands. This is 2.3% decrease in performance in the top 2 bands since 2017. The school has implemented the Get Reading Right Synthetic Phonics program K–2 and the Soundwaves Spelling program 3–6 in 2019 to begin a consistent approach towards improving our students spelling results. This data will be tracked and evaluated to monitor student improvement.

Year 5

Reading

In 2018, 65 students participated in the Year 5 Reading NAPLAN. Of these students 60% scored in the top two bands for Reading. This is a 15.9% increase in performance. Reading was a curriculum focus as a part of our 2018–2020 School Plan and received a significant focus during 2018. We are committed to maintaining this upward trend in our students reading results.

Writing

In 2018, 65 students participated in the Year 5 Writing NAPLAN. Of these students 23% scored in the top two bands. This is a 0.7 difference between our 2017 scores. The school is working towards improving our students performance in this area with a focus on writing as a part of our 2018 – 2020 School Plan, during 2019.

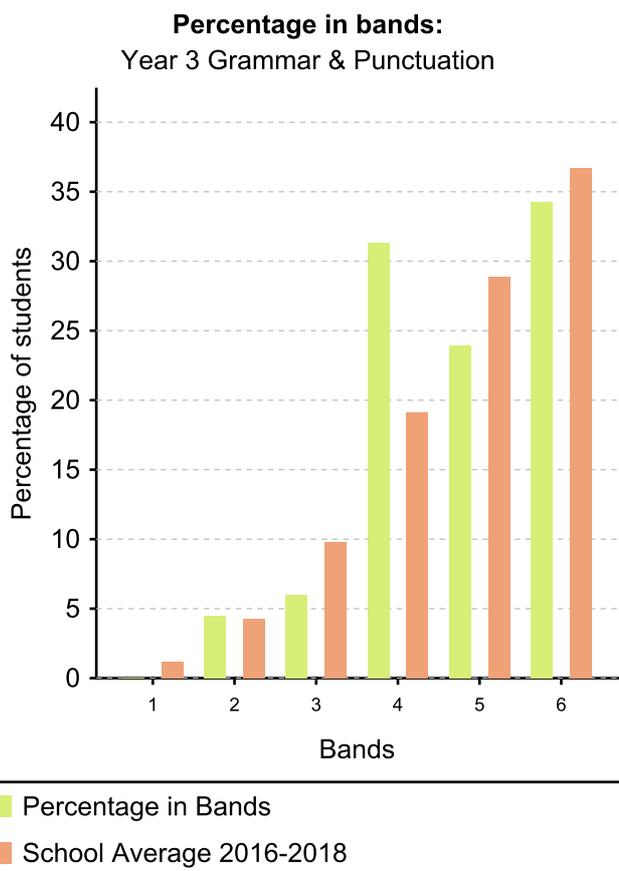
Grammar and Punctuation

In 2018, 65 students participated in the Year 5 Grammar and Punctuation NAPLAN. Of these students

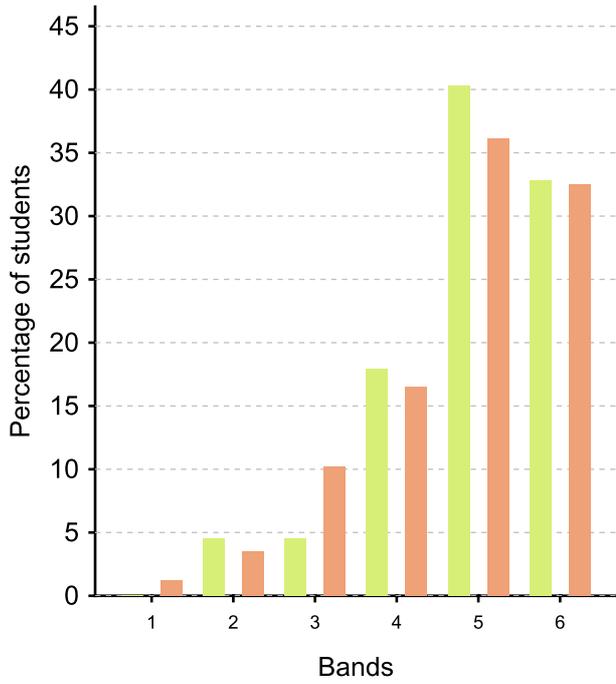
52.3% scored in the top two bands. This is a 15% increase since 2017. While we are happy with this increase, we will still be directing our resources to this area to make further improvements and maintain steady growth.

Spelling

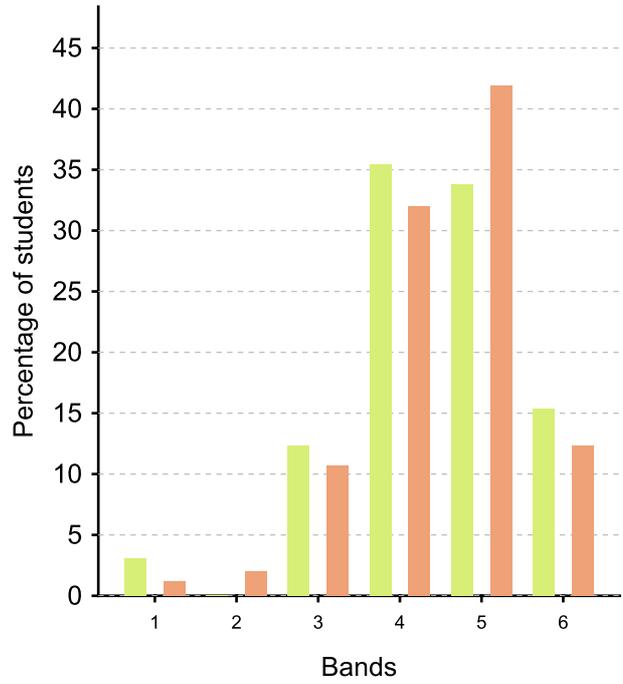
In 2018, 65 students participated in the Year 5 Spelling NAPLAN. Of these students 32.3% scored in the top two bands for Spelling. This is a 1.8% increase since 2017. The school has implemented the Soundwaves Spelling program 3–6 in 2019 to begin a consistent approach towards improving our students spelling results. This data will be tracked and evaluated to monitor student improvement.



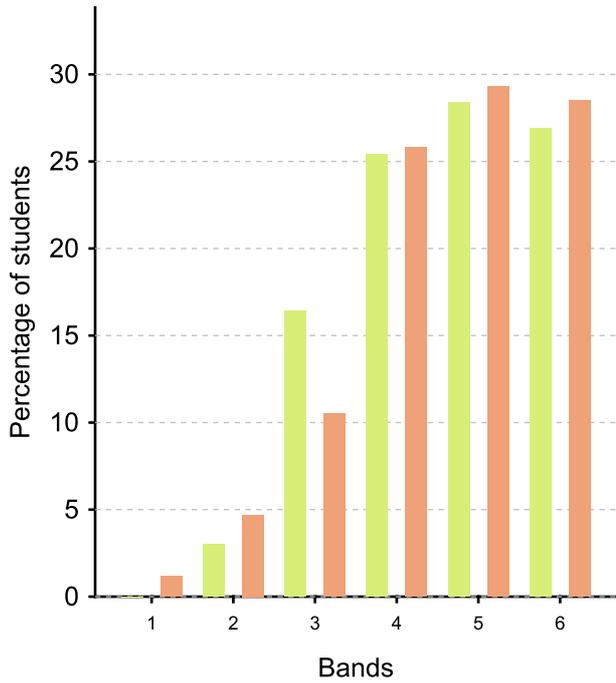
Percentage in bands:
Year 3 Reading



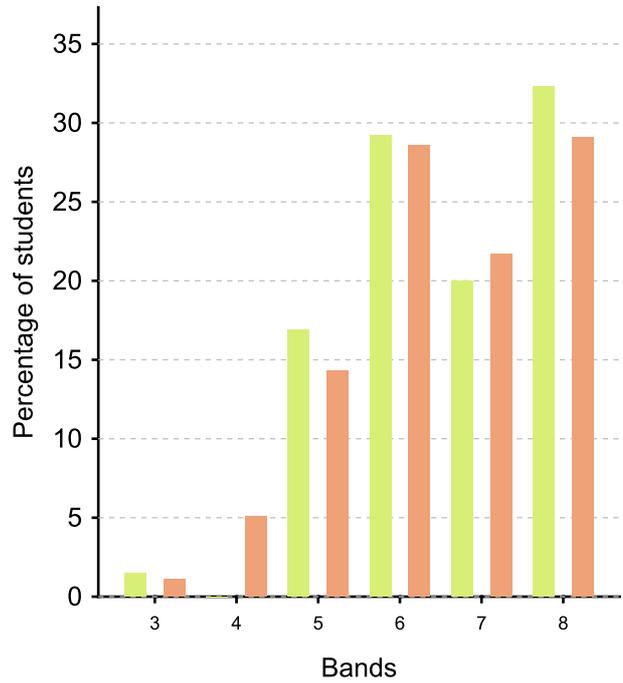
Percentage in bands:
Year 3 Writing



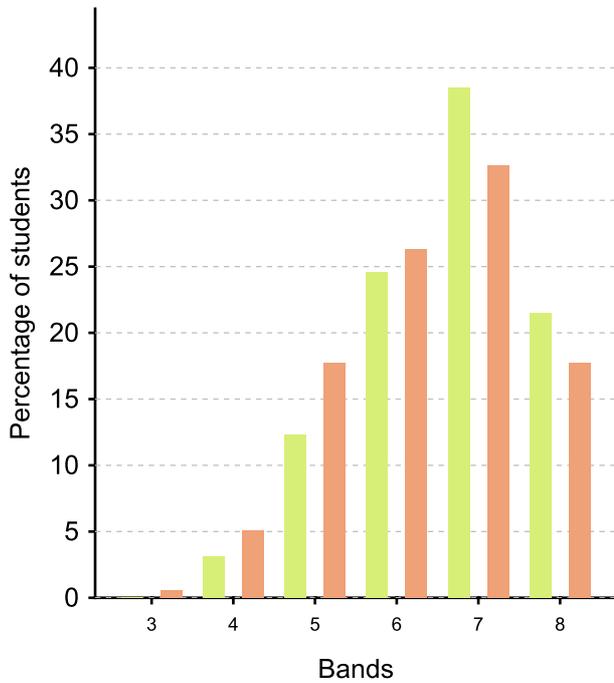
Percentage in bands:
Year 3 Spelling



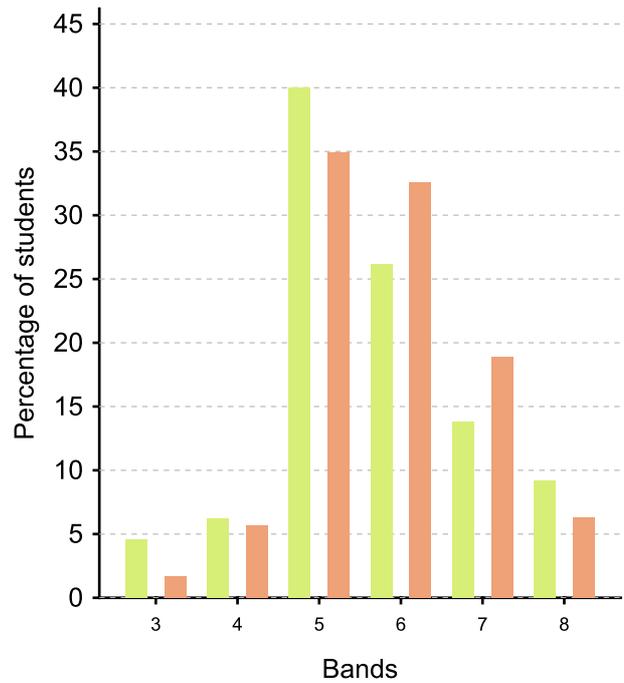
Percentage in bands:
Year 5 Grammar & Punctuation



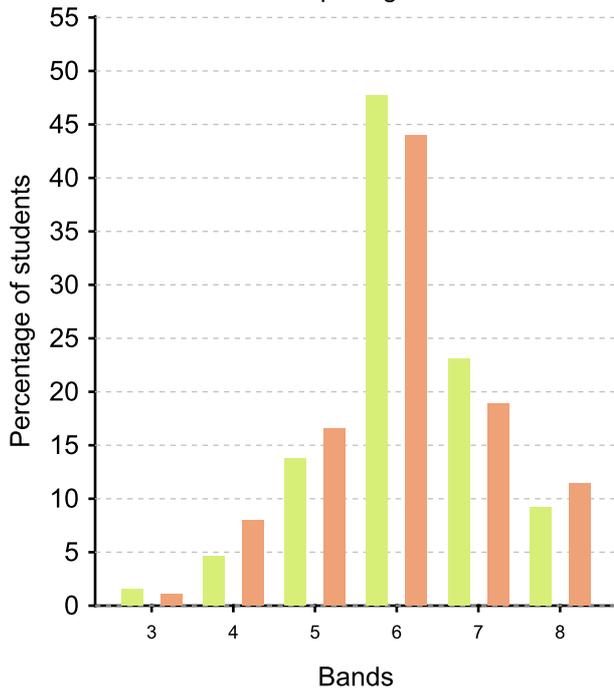
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Year 3

Numeracy

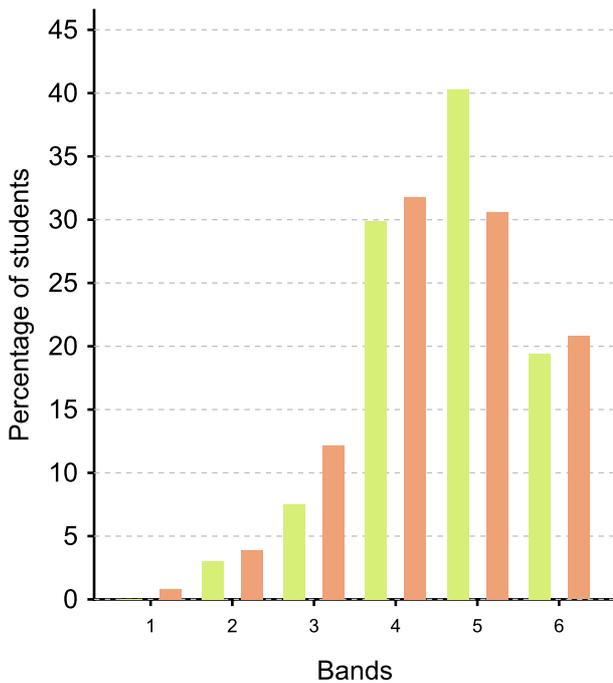
In 2018, 67 students participated in the Year 3 Spelling NAPLAN. Of these students 59.7 scored in the top two bands. This is a 10.9% increase since 2017. The school has shown 2 years of improvement in Numeracy in Year 3. Programs have been implemented in 2019 to support low performing students with their numeracy through learning support intervention and enrich our high performing students in the Years 5 and 6 with the Maths Olympiad program.

Year 5

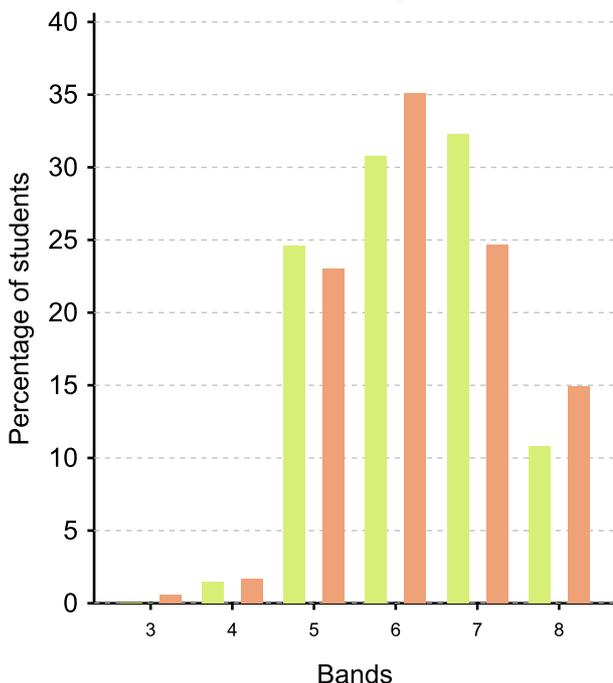
Numeracy

In 2018, 65 students participated in the Year 5 Numeracy NAPLAN. Of these students 43.1% performed in the top two bands. This is a 12.1% improvement since 2017. The school has shown 2 years of improvement in Numeracy in Year 3. Programs have been implemented in 2019 to support low performing students with their numeracy through learning support intervention and enrich our high performing students in the Years 5 and 6 with the Maths Olympiad program.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In 2018 only one child who identifies as Aboriginal sat NAPLAN; therefore no data is available for publication

on Aboriginal student performance in the top two bands in NAPLAN.

Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* survey was conducted again in 2018, with a range of results to reflect on and plan for the future.

The following results were obtained from our **parent** survey conducted in October (results are out of 10 as a maximum, with the NSW Govt Norm in brackets).

Parents feel welcome: 7.0 (7.4)

Parents support learning at home 5.8 (6.3)

School supports positive behaviour 7.4 (7.7)

38% of respondents had provided input to school planning and 12% into reviewing teaching practices.

21% of respondents were involved in school committees such as P&C and 44% of parents met with their teacher more than twice in the year.

Our **students** in Years 4–6 completed the *Tell Them From Me* survey in May and October of 2018, with the following results expressed as a percentage of the cohort respondents (NSW Govt Norm in brackets).

Student participation in extra curricular activities 60% (55%)

Students with positive relationships 91% (85%)

Students with positive behaviour at school 91% (83%)

Effort at school 89% (88%)

Students who are interested and motivated 71% (78%)

Teachers of Seaforth Public School completed the *Tell Them From Me* survey in October focusing on 8 different domains that drive student learning. The results obtained are out of a maximum of 10 (NSW Govt Norm in brackets).

Leadership 6.5 (7.1)

Collaboration 7.8 (7.8)

Learning Culture 8.1 (8.0)

Data informs practice 7.5 (7.8)

Teacher strategies 7.8 (7.9)

Technology 6.3 (6.7)

Inclusive School 8.3 (8.2)

Parent Involvement 7.6 (6.8)

Educational leadership is a focus for 2019, where our executive staff will be looking at supporting our teachers through curriculum understanding and teaching and learning programs. One of the ways this will be done is through a focus on our scope and sequences at a whole school level.



Policy requirements

Aboriginal education

Aboriginal Education

Seaforth Public School is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. 2018 saw an exciting year for our school community with the Tribal Warriors Dance Group performing at the opening ceremony for our new classrooms and completing a smoking ceremony to make a pathway for a brighter future for our students and school. Year 2 students also participated in the creation of an artwork for the building with Jeremy Donovan, a descendant from Kuku–Yalanji tribe of far Northern Queensland, which is now proudly displayed on our new classrooms.

Seaforth Public School also enjoyed our NAIDOC celebrations with a variety of activities happening in classrooms, such as by looking at traditional Aboriginal games, stories and artworks. We also held a special assembly where we heard a first-hand account from guest speaker Kerrie Howard regarding how she found out about her Aboriginal heritage. This was followed by an engaging performance, 'Wyniss', presented by Musica Viva in Schools in conjunction with NAISDA. This ensemble showed the school community how culture and history are passed on through singing and dancing. By comparing their own childhood games to those from the remote Torres Strait, students came to understand the importance of traditions, and to be thankful to those who teach them.

On Monday 5 November our school captains and vice-captains attended a special leadership day at West Head to learn more about the Aboriginal history of our local area. They saw Aboriginal rock carvings and paintings and learned about how the land is able to be used in so many different ways. They also used their experience to support them in drafting a revised "Acknowledgement of Country", unique to our school for the purpose of using at assemblies and special occasions.

Students across all grades and classes also immersed themselves in learning about aspects of Aboriginal history and culture through the teaching and learning programs across various areas of the curriculum. Stage 3 students looked at the impact of settlement on Aboriginal people over time and read some rich texts, including *Nanberry: Black Brother White* and *The Night They Stormed Eureka*. Stage 2 identified and researched locations across Australia that are sacred to Indigenous Australians, being exposed to a variety of texts including *Nyuntu Ninti*, *Why I Love Australia* and stories from the Dreaming.



Multicultural and anti-racism education

Seaforth Public School is committed to promoting multicultural awareness and respect through the integration of multicultural perspectives across the curriculum. Students learn about different cultural and religious perspectives within English, history and geography in order to foster a respect and appreciation of people from different backgrounds.

In addition to this, all students K–6 have been involved in Harmony Day celebrations, promoting a wider acceptance and respect of the wide range of cultures and beliefs we have, not only at our school, but across Australia. The school also has a trained Anti–Racism Grievance officer on staff who is able to assist and provide guidance with regards to any racist behaviour raised within the school community.

In Stage 2, students have investigated how culture and beliefs shape the identity of individuals through a combined English and geography unit of work. This involved texts from Indigenous perspectives such as *Why I Love Australia*, *Nyuntu Ninti* and texts that compared the lives of children from different countries such as *Mirror* by Jeannie Baker.

Other school programs

Sport

2018 was a great year for sport at Seaforth Public School. The school participated in PSSA where they competed against other schools in the zone area in eagle tag, cricket, softball/t-ball, netball, soccer and rugby league. Many of these teams made the finals with three teams winning their competition. Students in year 5 and 6 were also given the opportunity to compete at the zone, regional and state level at their chosen sport. Two students played their sport at a regional level and one of those students made the NSW team. Seaforth participates in the swimming, cross country and athletics carnival where many students represented Seaforth at higher levels.

Senior Dance

Students in Years 3–6 were involved in the 2018 Wakakirri, which is a National Story Dance Competition. It is a creative arts opportunity that allows students to share any story through dance, creative movement, acting, music, props, costumes and sets. The story Seaforth chose to tell was based on the children's novel Blueback, by Tim Winton. Key themes of environmental sustainability and how love empowers change underpin the story, as a mother and son lobby to protect their home from pollution, over-fishing and developers. Students had studied the book at school and it was also a huge catalyst for whole school sustainability initiatives such as Trash Free Tuesday and the implementation of soft plastic, hard plastic, landfill and compost bins.

78 students rehearsed for Terms 1, 2 and 3 and the schools supportive parent community rallied together to design and make the costumes. The students performed in the professional theatre NIDA, where the school received awards for best makeup and hair, most creative reuse of props and sets, excellent overall costume design, well-rehearsed performance, amazing finale and excellent group dance. Seaforth Public School also received a state story award for 'Best Wildlife Story', which meant they were invited to perform again at Quaycentre. They then went on to be awarded the National Environmental Award in for the 2018 Wakakirri Story Dance Competition, which was 1 of 12 National Primary School Awards. Wakakirri was an incredible creative arts opportunity, supporting students' holistic development. They worked incredibly hard and were all extremely proud of their phenomenal team achievements.

Junior Dance

Enthusiastic dancers from Years 1 and 2 participated in the Junior Dance group over 2018. These dedicated students practiced once per week before school. In Semester 1, students danced to 'Space Jam', a highly energetic tune that involved lots of basketball inspired dance moves. In Semester 2, the group danced to the song 'Magic' by B.o.B. Magic is a lively song that explores the idea that we are all capable of amazing things. Students performed at a Stage 1 end of

semester celebration and at the school talent quest in Term 4. Students were able to explore the elements of dance and practice performing skills, all while having loads of fun!

Public Speaking

Seaforth students in years 3–6 had the opportunity to enter two public speaking competitions this year. In Term 2, students wrote speeches for the Multicultural Perspective Speech competition run by the NSW Arts Unit. Students competed in class competitions and then moved to stage finals. Our stage finalists went on to represent Seaforth at Collaroy Plateau Public School at the local finals. One of our finalists from stage three won the local final and moved to the next round of speeches. In Term 3 students prepared speeches for the Bear Pit Speaking Competition. Our winners from stage 2 and 3 went on to deliver their speeches at Parliament House in the city. A huge congratulations to Seaforth for a successful year in Public Speaking.

Chess

During Term 2 and at the beginning of Term 3, 12 children from years 2–6 competed in the NSW Junior Chess League. We had 1 team of 4 children in each of the following divisions. Rookies Division, Junior Rookies and Intermediate Division. The children played their matches after school on a Friday. Some matches were held at Seaforth and other matches at other local schools. Our team playing in the Intermediate Division won the tournament and received some lovely trophies. Congratulations to Toby Bustos, Adrian Lin, Tristan Bridge, Ciaran McAteer. All players played so well and showed great sportsmanship.

At the beginning of term 4, 5 teams of 3 children played in the one day chess tournament held at Mona Vale Public School. The children from year 2–5 each played 6 matches during the day. Our A team got through to the finals which were held at North Sydney Boys School a couple of weeks later. All the children had a great day and played so well and represented Seaforth School beautifully.

The Seaforth school Chess Champion competition was held in Term 4. We had 50 children playing from year 1–5. The children played 5 matches each, with clocks timing each move. It was a lovely afternoon of chess and a well earned break for afternoon tea. Awards were given to the children who had earned the most points in their age group.

Book Week Parade

In the lead up to our Book Week Parade in early September, the library hosted a book fair.. Our book fair presenter shared her wide knowledge of the new published books to each stage's library lessons. The children were given the opportunity to choose books they might like to buy from the fair. Many children opted to buy books using their pocket money or by doing chores at home. The students and teachers dressed in costumes using the Book Week theme 'Find your Treasure'. The weather was perfect. Everyone joined in the comic atmosphere and proudly displayed their

costumes as they paraded around the oval. Parents and friends stayed for lunch as the children munched on their sausage sizzle and guzzled their poppers.

Music

All K–6 students received an hour music lesson each week for a semester. The music program is based on the Orff Schulwerk approach to music education where students learn through speech, singing, body percussion, playing tuned and untuned instruments, movement and dance activities.

Torres Strait Islander performers, Wyniss played, sang and danced for all K–6 students during NAIDOC week. All classes prepared for this unique experience by learning the songs, dances, instruments, stories and cultural facts in the weeks leading up to the performance.

Stage 2 classes prepared songs to perform for the residents at the local nursing home. The series of performances were well received by the elderly audience and the students enjoyed the experience of performing and meeting the residents. The students gained a sense of giving back to the community with many of them giving cards to the residents and recognising the joy they had shared within our local community.

Band

The Band Program had an impressive 2018. Both the Training Band and the Performance Band participated in a Band Intensive Day early in the year and the annual Band Camp. Both bands performed regularly at the school, including one with the NSW Police Band. The Bands also had a large number of external performances including three Northern Sydney Symphonic Wind Ensemble (NSSWE) Festivals and the North Shore Primary School Concert Band Festival. At the end of 2018 four Seaforth Public School children were selected to join the NSSWE band extension program for children in the Northern Sydney region

Choir

The Choir continued to grow through 2018 with 17 students from Year 3–6 attending weekly morning rehearsals. They performed at school assemblies, Presentation Day, Open Day and the Seaforth Arts Festival. Repertoire included "Viva la Vida", "Enjoy the Storm" and "Manly Ferry" among others.

Recorder

A recorder program was introduced to the Year 2 classes in Semester 1. Students were then given the opportunity to join the Recorder Club in semester 2. Many students took up this opportunity to extend their recorder skills and performed at school events including the Band information evening and Presentation Day.

Debating

Debating offers students the opportunity to develop skills in critical thinking, public speaking and team work.

Students learn how to use language in a concise and fluent manner, developing both argumentative and persuasive skills in an environment that cultivates self–confidence.

In Semester 1, Year 5 and 6 students from Seaforth Public School participated in the Premier's Debating Challenge where they engaged in debates against schools in the local area. Students interested in debating from Year 4 were invited to join our debaters each week during practise sessions. During these sessions, all students dedicated time to learn how to utilise their role effectively in a debate, formulate arguments for and against a topic and effectively incorporate lines of rebuttal into their speeches.

Following the completion of the competition, our debaters continued to participate in weekly debating training and became skilled at preparing arguments to support their team's case, presenting ideas with clarity and confidence.

We are looking forward to the continued successful participation of students in the program next year.

The Stephanie Alexander Kitchen Garden Program

The Stephanie Alexander Kitchen Garden Program is an integral part of Seaforth Public School and allows for parents, volunteers, teachers, students and the wider community to all work together to develop a more sustainable future. The program's aim, led by our garden and kitchen specialists, is to develop lifelong healthier and happier eating habits in children by having them grow, harvest, prepare and share fresh, seasonal and healthy food.

All students in Years K–6 participated in the garden program each week for one semester.

As part of the kitchen program, all students from years 3–6 learn to prepare delicious, nutritious food with emphasis on health, following the Australian Dietary Guidelines. Our pleasurable food education delivers observable social benefits to all children.

The kitchen garden program is integrated into the curriculum and encourages students to acquire language to describe foods, plants, plant diversity, textures and flavours; uses scientific inquiries and explores maths concepts. Furthermore it supports critical thinking, encourages team work; develops greater self–confidence in students and awareness of the environment, with focus on sustainability.