

Seaforth Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

Throughout 2019 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 Spelling in 2019, utilising the Sound Waves spelling program, has shown positive growth in our students spelling skills. The Learning and Support program also reached a large number of students supporting them in literacy, spelling, numeracy and positive social interaction.

Our school grounds are looking wonderful with our new Yatama Campus sports field 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.

Trudy Bates

Principal

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 520 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

NAPLAN data in reading and writing over three years has started an upward trend in the top two bands.

Clear, consistent scope and sequences in English are in place and reflected in quality teaching programs and student work samples.

100% of teachers are embedding evidence based teaching practices such as using learning goals, success criteria and teacher to student feedback.

All classroom teachers K–4 will undertake reading benchmarking with each student in their class four times per year and record the data on SENTRAL.

Progress towards achieving improvement measures

Process 1: Scope and Sequences

Develop and implement English and mathematics K–6 scope and sequences and outcomes maps to show the progression of learning.

Evaluation	Funds Expended (Resources)
<p><i>Get Reading Right</i> Scope and Sequence saved in a shared folder on Google Docs – Garagaru. Evidence: Student achievement progress recorded for each student by class teachers.</p>	ES1 & St 1 teams develop English and Maths Scope and Sequences during their Stage meeting time.
<p>Utilised and implemented the 3–6 Spelling Scope and Sequence for <i>Sound Waves</i>.</p>	Sound Waves online Spelling program resource purchased – \$1400.
<p>TPL record – staff have attended and been involved developing K–6 Scope and Sequences in English and mathematics.</p>	LaNSA (Literacy and Numeracy Strategic Advisors) support – SDD Term 2 & TPL sessions.
<p>Progress has been made on developing Scope and Sequences for odd and even years in Stage 1–3 using an agreed proforma.</p>	K–6 staff mixed into each team – cross stage teams to collaboratively develop Scope and Sequences.
<p>Stage teams identified targets for direction in further developing Scope and Sequences in Term 4.</p>	English and maths teams.
<p>English Scope and Sequence in draft form presented to staff in Week 6 Term 4.</p>	Exec team & LaNCERS.
<p>Scope and Sequences have been saved in the share drive in Google Docs – Garagaru. Available for 2020.</p>	Scope and Sequences reviewed by Exec team

Process 2: Assessment and Reporting

Revise the school reporting process to use quality formative and summative assessments embedded into quality teaching and learning programs.

New reports will be created using SENTRAL software and Seesaw will be used to collate and track individualised digital student progression of learning.

Progress towards achieving improvement measures

Process 2: Teachers will begin to explicitly share learning goals with students.

Teachers will create visible learning scaffolds with success criteria.

Evaluation	Funds Expended (Resources)
<p>Samples of student spelling achievement recorded in PLAN 2 K–6.</p> <p>The Semester 1 and 2 report indicators reflect syllabus outcomes in teaching and learning programs.</p> <p>Stage teams work collaboratively to develop report indicators.</p> <p>Writing data was entered in PLAN 2 by the end of Term 3 for selected students.</p> <p>Semester 1 and 2 reports reflect current syllabus outcomes and learning progressions.</p>	<p>PLAN 2 Software – Week 6, Term 1 TPL session.</p> <p>Executive team & Sentral.</p> <p>Reports set up on Sentral during Stage team meeting times.</p> <p>PLAN 2 software & TPL sessions to enter data.</p> <p>Sentral – for report set up, storage and tracking of student progress using Markbook.</p>

Process 3: Teacher Accreditation and Mentorship

Utilise the Teacher Induction and Mentor programs to support new scheme teachers, including achieving accreditation.

Support pre–2004 teachers with maintenance of proficiency and accreditation at higher levels.

Evaluation	Funds Expended (Resources)
<p>Our new staff have completed the first 4 weeks of the teacher induction program with the Deputy Principal covering evacuation and lockdown procedures; school systems and timetables; Sentral; School Management Plan and then been referred to their Assistant Principals for guidance on planning, programming and assessment.</p> <p>New scheme teachers have received 1–2 hrs extra support each week and worked with a mentor.</p> <p>New staff understand reporting and assessment processes at the school and have completed the first 15 weeks of the Teacher Induction Program.</p> <p>Published Teacher Professional Learning (TPL) schedule has teaching standards matched to TPL sessions.</p> <p>All teachers have gained proficiency level in the expected timeframe.</p>	<p>Seaforth PS Teacher Induction program implemented with Deputy Principal and Assistant Principals.</p> <p>New Scheme Teacher funding for three teachers.</p> <p>New Scheme Teacher funding support & RFF timetable.</p>

Process 4: Instructional Leader Program

Develop the capacity of the school executive team through working collaboratively with the Instructional Leader to ensure quality teaching within their teams.

All staff have on–going professional development on the National Literacy and Numeracy Learning Progressions.

Evaluation	Funds Expended (Resources)
<p>Anecdotal records and regular meetings with the Principal and Deputy Principal on target areas and progress.</p> <p>Instructional leader has met each Stage 2 teacher and planned intervention and assistance for the last 5 weeks of Term 1.</p>	<p>QTSS</p> <p>Instructional Leader – 3 days.</p> <p>PLAN 2 – mapping a select group of</p>

Progress towards achieving improvement measures

Each Stage 2 class was timetabled for Instructional Leader time during Term 2 and Term 3.

Information presented to staff reflects a development in quality teaching practices and student achievement.

Lesson study reflections showed evidence of improvements to writing lessons in terms of timing, scaffolding, student engagement and improved student writing samples in Stage 2.

Stage 1 team meeting minutes show evidence of discussions, reflections and support provided by IL. Student work samples show improvements in targeted areas.

Anecdotal evidence from teachers about the value of feedback, teacher observation records, student pre and post test data in reading and writing

students progress.

Process 5: Performance Development Framework

Maintain and improve the implementation of the Performance Development Framework creating a culture of continual personalised improvement and collegiality.

Support teachers to develop their skills and to achieve their professional goals.

Evaluation	Funds Expended (Resources)
<p>PDP goals for 2019 – completed and given to the Principal in Term 1.</p> <p>All staff have completed observation lessons and received feedback.</p> <p>PDP reflections show evidence of teachers working towards their goals.</p> <p>Feedback provided to teachers by their observer to enhance their knowledge and understanding of pedagogy.</p> <p>Completed PDPs stored in the Principal's office in Term 4.</p>	<p>PDP Proforma</p> <p>Timetabled release for staff to observe each others lessons and RFF allocation used.</p> <p>Term 1 PDP & TPL session to complete PDP goals and sign off with Stage Team Leader.</p>

Process 6: Professional Development

Implement a strategic school plan for professional learning that will target quality teaching of reading and writing, visible learning and assessment strategies.

This strategic plan will embed the use of modelled, guided and independent teaching.

Evaluation	Funds Expended (Resources)
<p>Each student has had an aspect of their spelling plotted on PLAN 2.</p> <p>Teachers have a clearer understanding of the English Textual Concepts – TPL – Survey monkey was used to evaluate.</p> <p>Outcomes maps were completed and English and Mathematics Scope and Sequences have been finished as a first draft.</p> <p>Staff and parent community were informed about the school's NAPLAN performance and targets via the newsletter and P&C meeting.</p>	<p>Professional Learning – Week 6, Term 1 – on implementing and analysing the data from Sound Waves assessments and Get Reading Right assessments.</p> <p>Data recorded on Sentral and in Scout about NAPLAN analysed by the Deputy Principal and reported back to the Learning and Support Team, Executive team and whole staff K–6 to identify target areas.</p> <p>K–6 Staff TPL on Teaching the English textual Concepts of Writing delivered by Instructional Leader.</p>

Progress towards achieving improvement measures

Each student has had an aspect of their spelling plotted on PLAN 2.

Teachers have a clearer understanding of the English Textual Concepts – TPL – Survey monkey was used to evaluate.

Outcomes maps were completed and English and Mathematics Scope and Sequences have been finished as a first draft.

Staff and parent community were informed about the school's NAPLAN performance and targets via the newsletter and P&C meeting.

Casual relief for Assistant Principals to support and lead their teams.

Transition from Year 6–7 in English using the English textual concepts and as part of a community of schools – DoE Funded Project \$2250.

Process 7: Introduction of Seesaw

All staff will learn how to effectively use the iPad application Seesaw for assessment, student self-reflection and feedback.

Evaluation	Funds Expended (Resources)
<p>Guidelines have been developed in stage teams for greater consistency across the school when using Seesaw.</p> <p>Stages 1–3 posted 4 samples of student work per term.</p> <p>By the end of Term 3 Kindergarten students independently posted 4 samples of their work.</p> <p>Data reflects that the parent community finds improved consistency in the use of Seesaw as a means of communicating to them about their child's learning.</p>	<p>Seesaw App</p> <p>Stage team meeting time</p> <p>Tell Them From Me Survey</p> <p>Document of guidelines for use available to all teachers.</p>

Process 8: Lesson Studies – Writing

All classroom teachers will participate in lesson studies in the area of writing with support from DoE Literacy and Numeracy Strategic Advisers.

Evaluation	Funds Expended (Resources)
<p>A detailed plan including the organisation details and outcomes for teachers and students through lesson studies with a focus on developing students writing skills was developed with the Executive team to implement in Term 3.</p> <p>Lessons were evaluated in teams and reflected on in teams for lesson development, with a focus on teaching writing.</p> <p>All staff evaluated and reflected on their lessons and the lesson study process.</p> <p>Teaching and Learning programs reflect quality teaching practices.</p>	<p>Principal, Deputy Principal, Instructional leader and LaNSAs met to plan the lesson study project.</p> <p>Stage planning budget for casuals to release Assistant Principals from class to plan the project.</p> <p>Stage meetings used to communicate and discuss the project.</p> <p>Funding used to provide casual teacher release, to enable teachers to observe each others lessons in teams.</p>

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.

Improvement Measures

Increase the percentage of students achieving expected growth.

Increase the proportion of students actively reflecting on their own learning through learning intentions and success criteria.

Learning progressions will be used by all teachers to track student progress in spelling and creating texts in writing.

Progress towards achieving improvement measures

Process 1: Assessment

Professional learning in formative and summative assessment strategies will be provided and stage teams will develop rich and authentic common assessment tasks.

Teachers will collaboratively analyse student achievement and jointly plan differentiated learning experiences.

Students will learn to use assessment feedback to drive their progress and set new learning goals.

Standardised tests will be implemented such as South Australian Spelling, PAT Reading and Mathematics and PM Benchmarking to track student progress.

Professional learning will be undertaken for all staff in the Learning Progressions and PLAN 2.

Evaluation	Funds Expended (Resources)
Each class recorded each child's initial Spelling score in Sentral by the end of Term 1.	Sound Waves online Spelling Program K–6.
The data recorded was used for each grade to determine a grade average, to measure the Sound Waves Spelling programs' effectiveness year on year.	Student data recorded in Sentral using Markbook.
Staff used the Learning Progressions and PLAN 2 to input data on 3 students from each class in spelling.	LaNSA's assisting with professional learning.
Student data for spelling, reading, writing and mathematics has been entered for every student K–6 at the end of T2 and T4 into Markbook in Sentral for student tracking K–6.	Sentral; South Australian Spelling Test, PM Benchmark kits; Writing rubrics.
The evaluation of student growth will direct our goals for 2020. Growth from Years 3 to 5 in NAPLAN was at or above our similar schools group in Reading, Writing, Grammar and Punctuation and Numeracy.	PAT Reading and Mathematics assessments (online access).

Process 2: Visible Learning

Staff participate in professional development in making learning visible for students with a focus on reading and writing.

Teachers will include using learning intentions and success criteria, individual learning goals, exemplar student work and quality assessment feedback.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Students have a record of their learning goals in a visible location.</p> <p>Students and visitors can clearly see Learning Intentions displayed when they enter the classroom.</p>	<p>Stage planning days and stage meetings.</p>

Process 3: Future-focused learning

Develop students' capacity and curiosity for STEM-related subjects by delivering project-based learning for STEM and using engineering and technological challenges to provide real world context for projects.

Evaluation	Funds Expended (Resources)
<p>High Performing students in Year 4 identified and 10 students selected for a weekly Science Enrichment group, who represented Seaforth PS in the Northern Beaches Science Fair.</p> <p>Seaforth PS hosted the Northern Sydney Science Fair for Eye Heart Science in Week 9, T3. Two Enrichment Science groups and one extra-curricula Science group participated, representing the school.</p> <p>STEM projects support and enhance curriculum implementation and engage students in investigative STEM activities.</p>	<p>Learning and Support teacher – 1hr programmed Science enrichment support each week.</p> <p>Northern Sydney Science Fair in School Hall – Thursday 19 September</p> <p>Eye Heart Science – Company</p>

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.

Improvement Measures

100% of teaching and learning programs reflect the embedding of PBL expectations.

Significant increase in the percentage of parents/carers connecting with digital communication.

Increase the attendance of parent/carers at information sessions.

All classrooms have evidence of visible learning.

Progress towards achieving improvement measures

Process 1: Student Leadership

Raise the profile of student leadership in the school.

Leaders take on visible leadership roles to promote the school values and take on more responsibility.

Evaluation	Funds Expended (Resources)
Leadership team publicly acknowledged and sworn in during Wk 4, T1 assembly. Year 1 Buddy Reading Program established, utilising student leaders, teachers and Year 1 students to develop Year 1 students progress in reading. Feedback from students on their leadership experiences and how this has helped with their leadership role during special morning tea's at the end of each term with the Principal and Deputy Principal. Students were visible campaigning for their leadership position. Clearer communication about leadership elections, as parents were informed prior to the leadership campaign what the process of selection will be.	Student Leadership badges. Additional Learning and Support Teacher allocation to run Reading Buddies before school 3 mornings per week. Afternoon tea with the Principal and Deputy Principal each semester for the Student Leadership team.

Process 2: Communication to Parents

Seesaw app to communicate student progress and learning goals to parents regularly.

Evaluation	Funds Expended (Resources)
K-6 Guidelines for use of Seesaw have been communicated to all staff and are being monitored by the exec team. Dr Kristy Goodwyn delivered presentations on Cyber Safety to teachers, students and parents to ensure a consistent message about screen time, attention, cyber-safety, health and wellbeing. Tell Them From Me results were discussed with the staff and used to set future directions and goals for the school.	Seesaw app Dr Kristy Goodwin – \$6000 Tell Them From Me survey – Executive release time to collate results to present to the staff and school community.

Process 3: Positive Behaviour For Learning

Teachers and community foster the continuation of our Positive Behaviour to Engage Learners across our whole school.

Teachers will be trained in the Tier 2 section of the PBL professional learning.

Evaluation	Funds Expended (Resources)
<p>New teachers know PBL Expectations and implement them in class lessons fortnightly explicitly according to the school plan.</p> <p>Results from online teacher survey reflect teachers' understanding of PBL.</p> <p>School Learning and Support Officers (SLSO's) trained to support PBL consistently with school expectations.</p> <p>Seaforth PS PBL team ran an afternoon for the NBLA on our story of implementing PBL.</p> <p>Whole school reward system data reviewed and PBL data on when incidents occur reviewed and recommendations for improvements were made and implemented.</p> <p>PBL data informed the change of lunch breaks to increase student leaning time during the morning.</p>	<p>Regular PBL team meetings after school.</p> <p>Online questionnaire developed by PBL team.</p> <p>PBL leaders ran an afternoon professional learning session with SLSOs.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Equity Loading funding – \$6400 NBLA Combined Staff Development Day.	Aboriginal students are supported by the learning and support team through PLP development and reviews. Staff have embedded Aboriginal Education into teaching and learning programs.
English language proficiency	Equity Funding – \$17,021 New Arrivals Program	Our EAL/D teacher works two days per week with students and we have an additional 1 day per week for new arrivals. In 2019, EAL/D students received support both in small groups and in classrooms, with a focus on Reading in Early Stage 1 and Writing in Stages 1, 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 6 new arrivals from Denmark and the Netherlands with both in-class and targeted individual support. These students showed growth in all areas of English language learning, particularly in reading, demonstrating significant gains during the terms they were supported.
Low level adjustment for disability	Equity Funding: – \$34,383 SLSOs employed for timetabled support in-class and in the playground	Individual Education Plans devised, reviewed and updated. Annual review meetings conducted. Tracking of student progress through Learning and Support Team meetings and recorded on Sentral. Transition program for moving grades in place to support students with a smooth and positive transition to a new class.
Quality Teaching, Successful Students (QTSS)	QTSS \$96, 791 Instructional Leader 3 days per week.	This year our instructional leader worked closely with Stage 2 in the areas of reading and writing with a focus on explicit teaching, quality teaching and assessment for learning. Positive growth from Years 3–5 in reading reflected the success of this program. Whole staff professional learning on literacy progressions and lesson studies on writing were implemented K–6.
Socio-economic background	Equity Funding: low socio-economic – \$3970	Students requiring additional support in learning or wellbeing were identified and supported. All students being able to access extra-curricular activities is supported through this funding.
Support for beginning teachers	Beginning teacher funding \$32,635 Beginning Teacher Support for two teachers	Beginning Teachers are supported by additional professional learning specifically designed for beginning teachers. Additional time with a mentor each week is provided.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	291	281	279	272
Girls	275	270	250	248

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	97	95.9	95.1
1	95.4	95.3	95.2	95.1
2	95.4	96.2	93.5	95.6
3	94.8	94.3	95.5	94.2
4	95.2	95	94.1	95.2
5	95.7	95.2	95.4	93.6
6	94.1	94.3	94.1	94.4
All Years	95.3	95.4	94.7	94.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.55
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	4.36

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	350,473
Revenue	4,863,643
Appropriation	4,196,217
Grants and contributions	661,458
Investment income	4,968
Other revenue	1,000
Expenses	-4,793,349
Employee related	-4,136,354
Operating expenses	-656,996
Surplus / deficit for the year	70,293

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	103,715
Equity Total	125,803
Equity - Aboriginal	6,400
Equity - Socio-economic	3,970
Equity - Language	17,021
Equity - Disability	98,413
Base Total	3,584,175
Base - Per Capita	124,124
Base - Location	0
Base - Other	3,460,051
Other Total	273,337
Grand Total	4,087,031

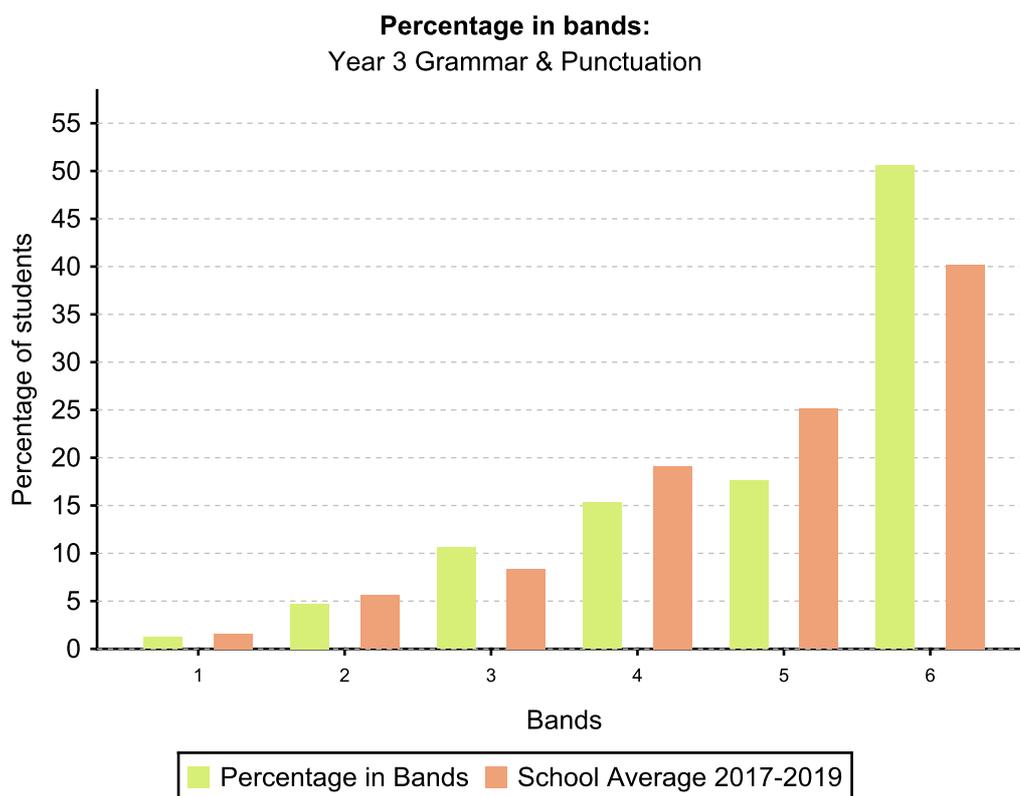
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School performance - NAPLAN

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.

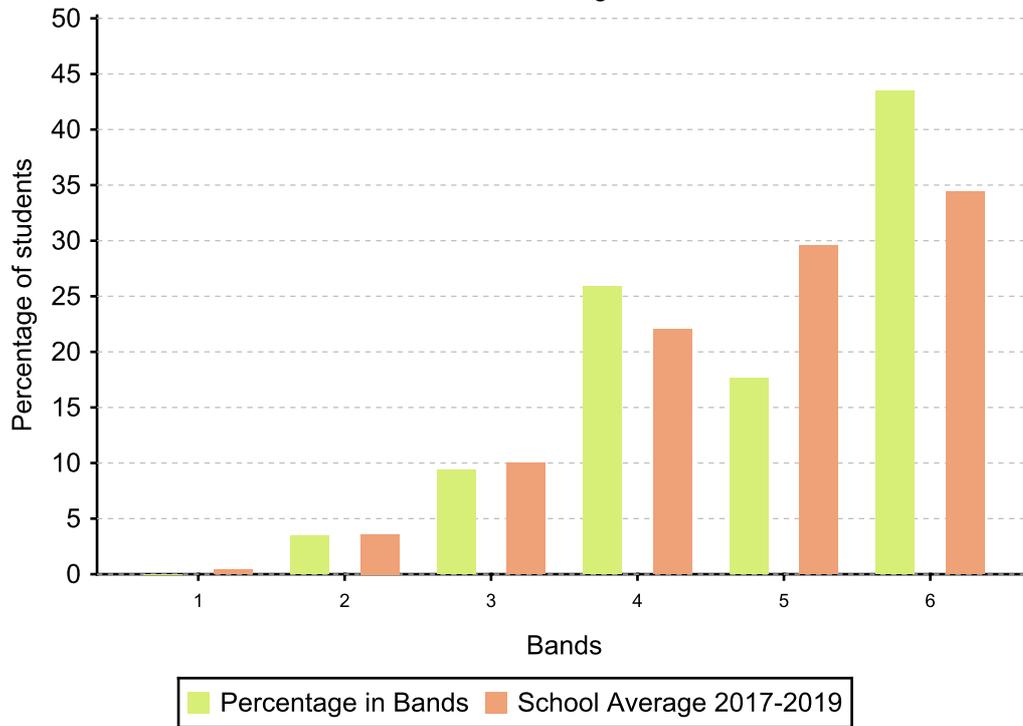
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



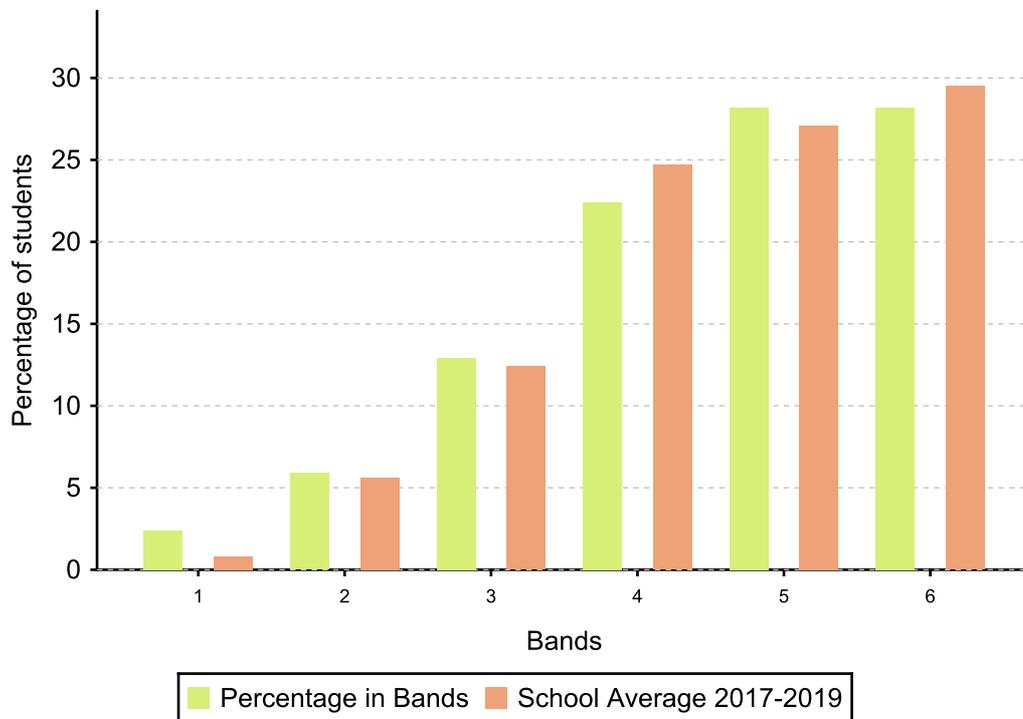
Band	1	2	3	4	5	6
Percentage of students	1.2	4.7	10.6	15.3	17.6	50.6
School avg 2017-2019	1.6	5.6	8.4	19.1	25.1	40.2

**Percentage in bands:
Year 3 Reading**



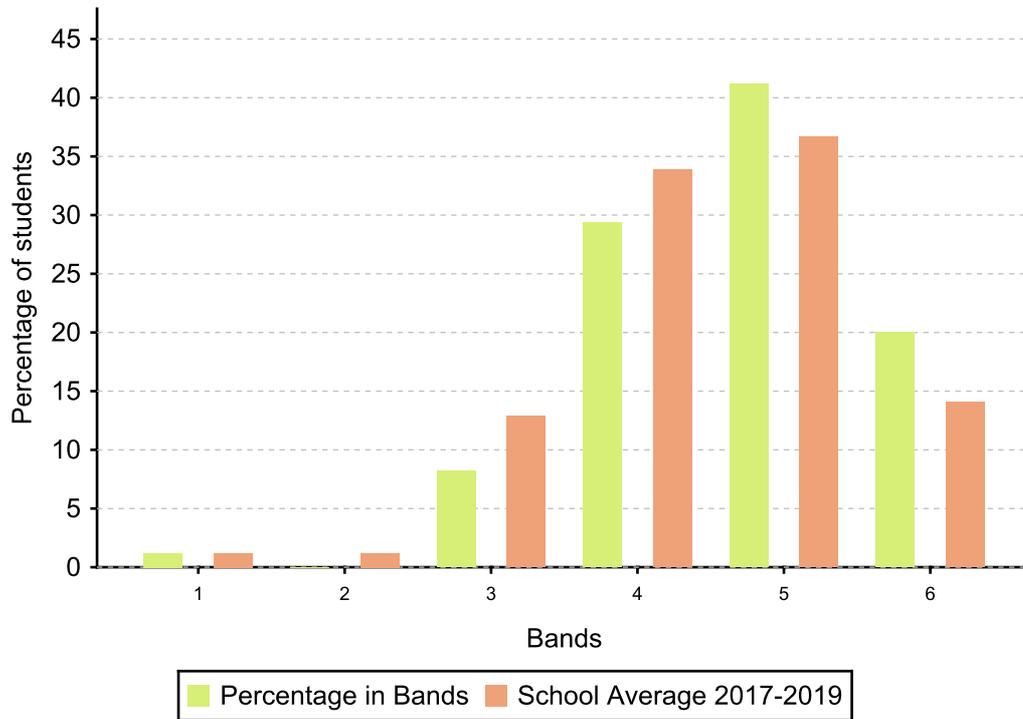
Band	1	2	3	4	5	6
Percentage of students	0.0	3.5	9.4	25.9	17.6	43.5
School avg 2017-2019	0.4	3.6	10	22	29.6	34.4

**Percentage in bands:
Year 3 Spelling**



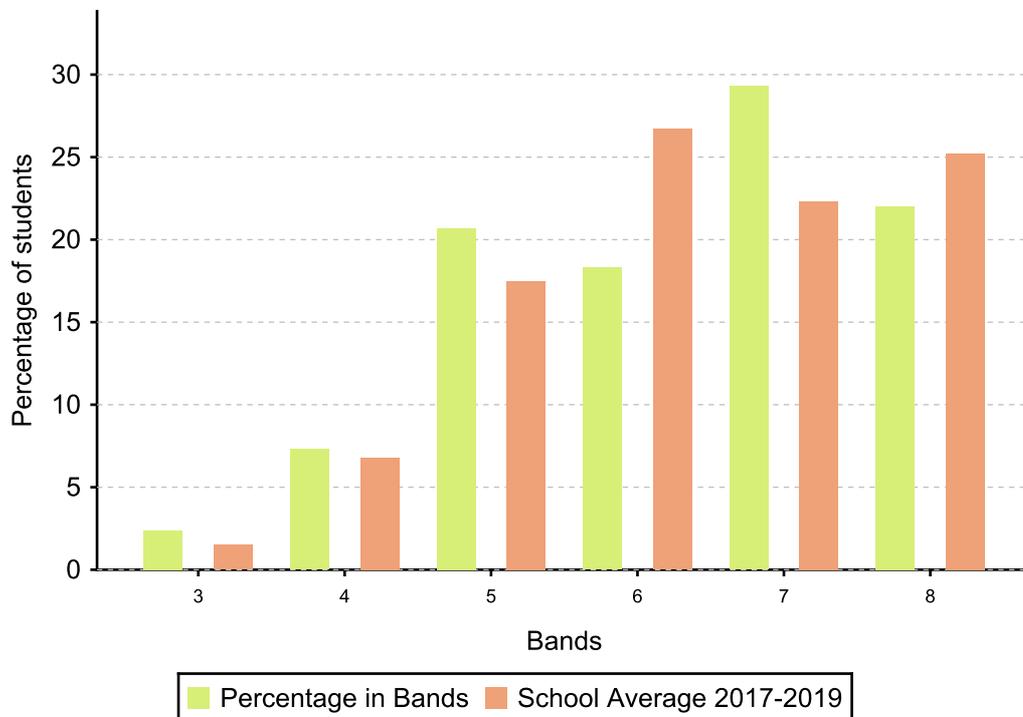
Band	1	2	3	4	5	6
Percentage of students	2.4	5.9	12.9	22.4	28.2	28.2
School avg 2017-2019	0.8	5.6	12.4	24.7	27.1	29.5

Percentage in bands:
Year 3 Writing



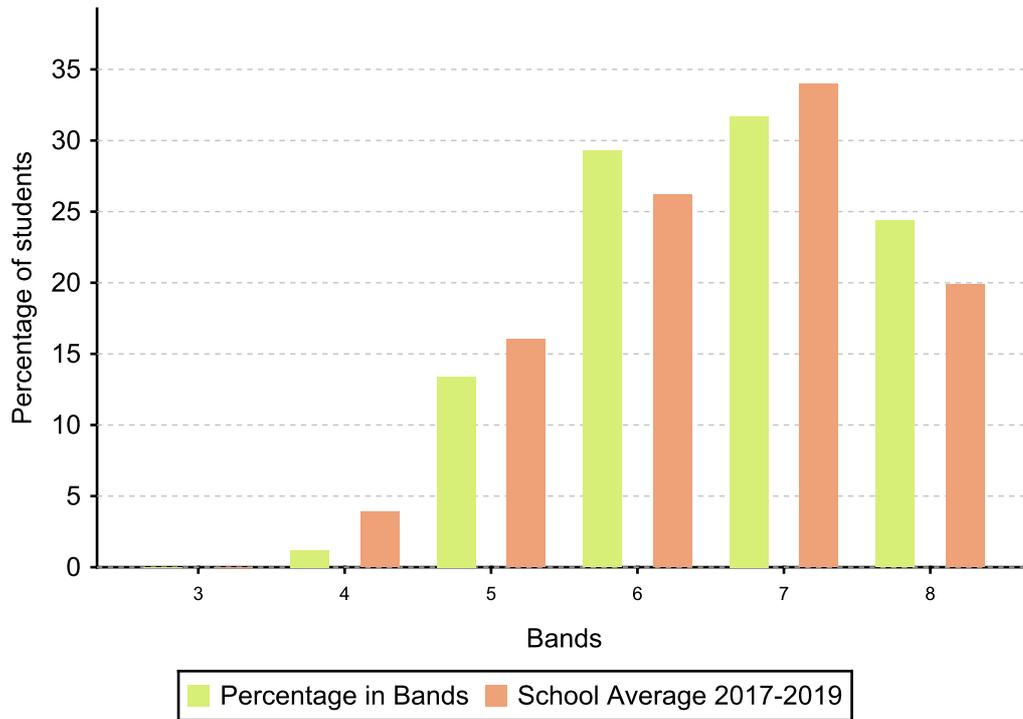
Band	1	2	3	4	5	6
Percentage of students	1.2	0.0	8.2	29.4	41.2	20.0
School avg 2017-2019	1.2	1.2	12.9	33.9	36.7	14.1

Percentage in bands:
Year 5 Grammar & Punctuation



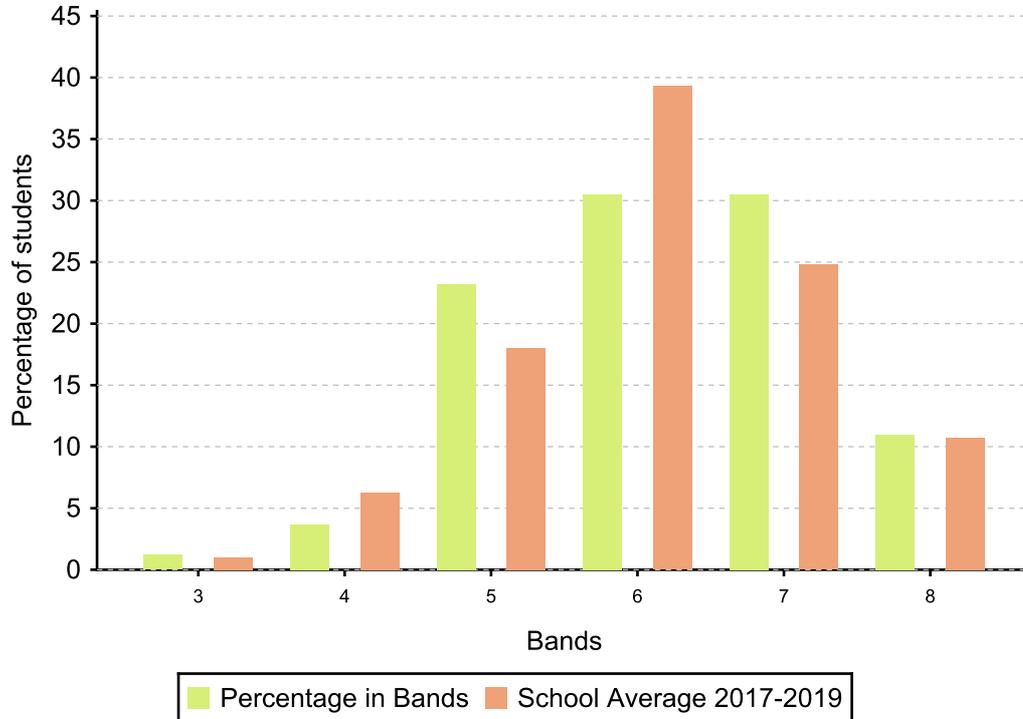
Band	3	4	5	6	7	8
Percentage of students	2.4	7.3	20.7	18.3	29.3	22.0
School avg 2017-2019	1.5	6.8	17.5	26.7	22.3	25.2

**Percentage in bands:
Year 5 Reading**



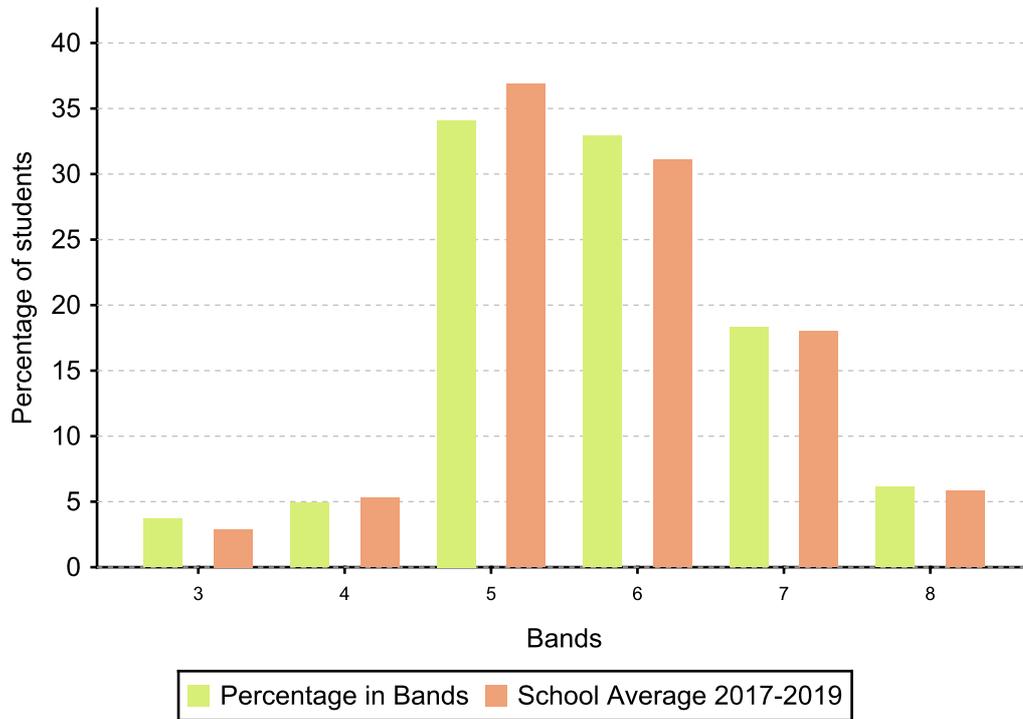
Band	3	4	5	6	7	8
Percentage of students	0.0	1.2	13.4	29.3	31.7	24.4
School avg 2017-2019	0	3.9	16	26.2	34	19.9

**Percentage in bands:
Year 5 Spelling**



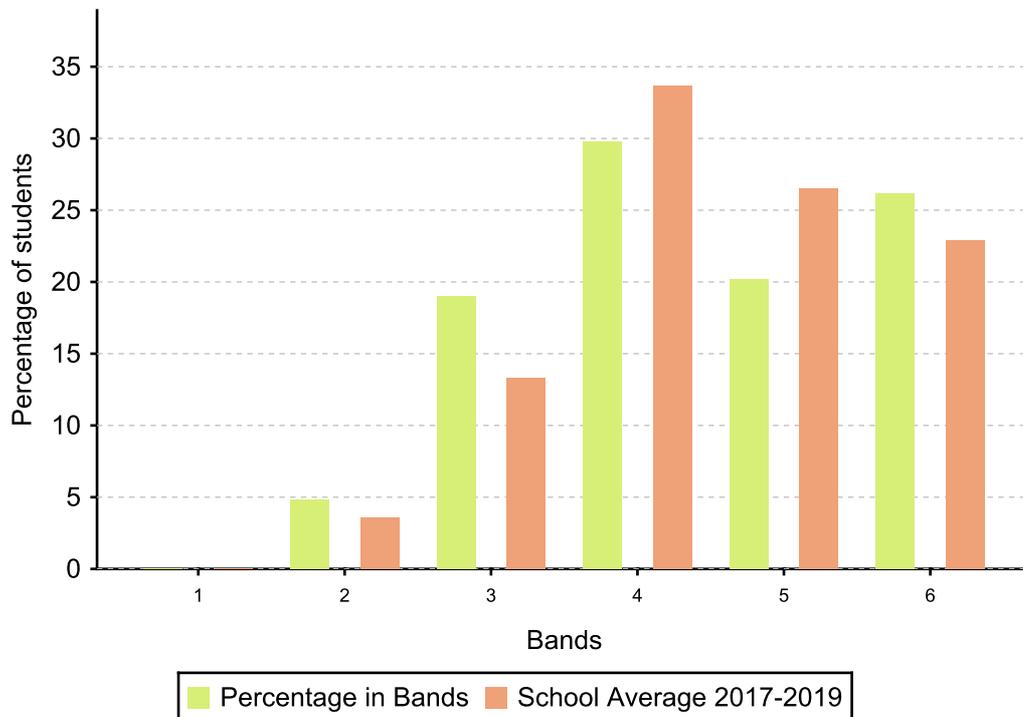
Band	3	4	5	6	7	8
Percentage of students	1.2	3.7	23.2	30.5	30.5	11.0
School avg 2017-2019	1	6.3	18	39.3	24.8	10.7

Percentage in bands:
Year 5 Writing



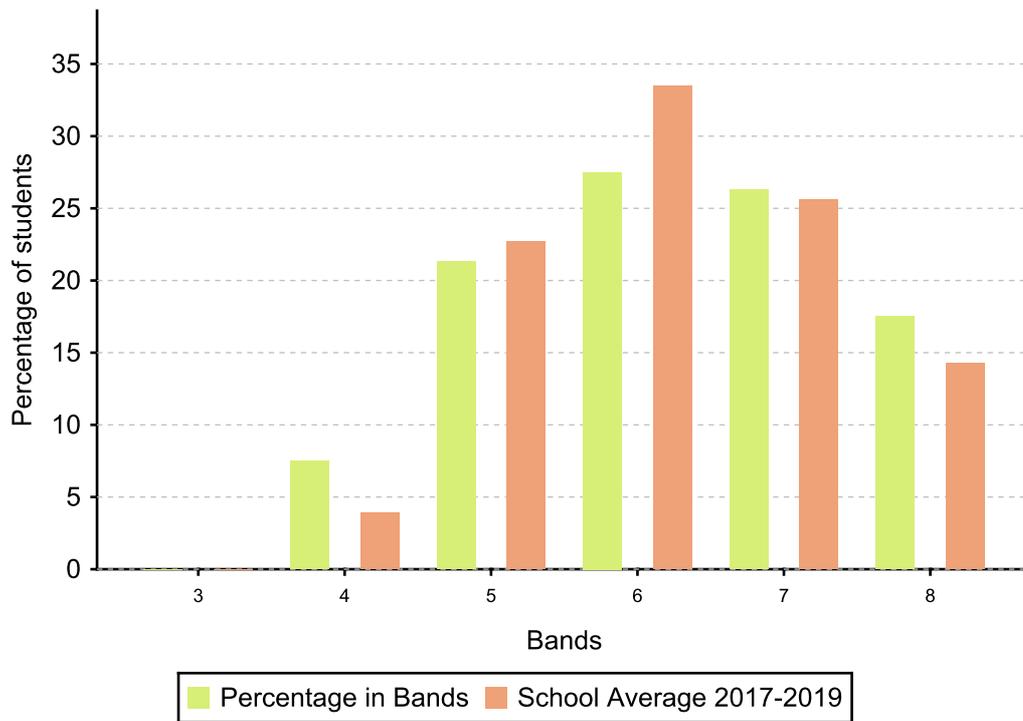
Band	3	4	5	6	7	8
Percentage of students	3.7	4.9	34.1	32.9	18.3	6.1
School avg 2017-2019	2.9	5.3	36.9	31.1	18	5.8

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	4.8	19.0	29.8	20.2	26.2
School avg 2017-2019	0	3.6	13.3	33.7	26.5	22.9

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	7.5	21.3	27.5	26.3	17.5
School avg 2017-2019	0	3.9	22.7	33.5	25.6	14.3

Seaforth PS 2019 NAPLAN Analysis

Year 3

Reading

In 2019, 62% of Year 3 students achieved in the top 2 bands for Reading. In 2019 the school has utilised experts from the DoE and it's QTSS (Quality Teaching for Successful Students) funding to build on professional learning done in 2018 and support staff through our Instructional Leader program. School reading resources are being updated and organised to assist in achieving improvement in this area and a significant focus is being made school wide to improve student Reading outcomes.

Writing

61% of Year 3 students achieved in the top 2 bands for Writing in 2019. This is an improvement of 15% from 46% in 2018. The school is targeting the teaching of Writing in the 2018 – 2020 School Plan to assist in achieving improvement in this area. A significant focus has been made school wide to improve student self-reflection, teaching and resourcing for achieving improvements in writing. All staff K–6 engaged in a Lesson Study project in Term Three with a focus on the explicit teaching of writing. Teachers co – planned, observed each other's lessons and reflected on feedback during this process.

Spelling

In 2019, 56% of Year 3 students achieved in the top 2 bands for Spelling. This is an improvement from 55% in 2018. The school is targeting the teaching of Spelling in the 2018 – 2020 School Plan to assist in achieving improvement in this area with a focus on developing a school wide scope and sequence. In Term 1 2019 we implemented the Sound Waves Spelling program in Years 3–6 and the Get Reading Right Synthetic Phonics program in Years K–2 to address spelling across the school. Due to it's success, we have decided to extend the Sound Waves spelling program to Years 1 & 2 in 2020, to enable us to have a consistent Year 1–6 Spelling program across the school.

Grammar and Punctuation

69% of Year 3 students achieved in the top 2 bands for Grammar and Punctuation in 2019. This is an improvement from

58% in 2018. The school is targeting the teaching of Grammar and Punctuation in the 2018 – 2020 School Plan to assist in achieving improvement in this area. This area continues to be a focus for staff professional learning and resourcing in 2020.

Numeracy

In 2019, 46% of Year 3 students achieved in the top 2 bands for Numeracy. In 2019 support classes were established in Years 1–6, by the school Learning and Support Team, to assist with basic numeracy skill development for some of our students who have difficulty in this area.

Year 5

Reading

56% of Year 5 students achieved in the top 2 bands for Reading in 2019. In 2019 the school has utilised experts from the DoE and it's QTSS (Quality Teaching for Successful Students) funding to build on professional learning done in 2018 and support staff through our Instructional Leader program. School reading resources are being updated and organised to assist in achieving improvement in this area and a significant focus is being made school wide to improve student Reading outcomes.

Writing

In 2019, 24% of Year 5 students achieved in the top 2 bands for Writing. This was an improvement since our 2018 results in the top 2 bands. The school is targeting the teaching of Writing in the 2018 – 2020 School Plan to assist in achieving improvement in this area. A significant focus has been made school wide to improve student self-reflection, teaching and resourcing for achieving improvements in writing. All staff K–6 engaged in a Lesson Study project in Term Three with a focus on the explicit teaching of writing. Teachers co – planned, observed each other's lessons and reflected on feedback during this process. The executive team have developed a K–6 editing code to assist with developing explicit learning criteria for all students and have been working in teams K–6 to develop scope and sequences for English to create greater fluidity and consistency across the school. This will continue to be a target area for school improvement in 2020.

Spelling

In 2019, 41% of Year 5 students achieved in the top 2 bands for Spelling. This is an 11% improvement since 2018. The school is targeting the teaching of Spelling in the 2018 – 2020 School Plan to assist in achieving improvement in this area. In Term 1 2019 we implemented the Sound Waves Spelling program in Years 3–6 and the Get Reading Right Synthetic Phonics program in Years K–2 to address spelling across the school. Due to it's success, we have decided to extend the Sound Waves spelling program to Years 1 & 2 in 2020, to enable us to have a consistent Year 1–6 Spelling program across the school.

Grammar and Punctuation

51% of Year 5 students achieved in the top 2 bands for Grammar and Punctuation. The school is targeting the explicit teaching of Grammar and Punctuation in the 2018 – 2020 School Plan to assist in achieving improvement in this area.

Numeracy

In 2019, 44% of Year 5 students achieved in the top 2 bands for Numeracy. This is a 1% improvement since 2018. The school is targeting the teaching of Numeracy in the 2018 – 2020 School Plan to assist in achieving improvement in this area. Year 5 hosts an enrichment mathematics program in Term 3 to neighbouring school this year and selected students from Year 5 & 6 were invited to participate in the Maths Olympiad competition, led by Mrs Curnow, to extend and enrich our Stage 3 maths students.

Growth

We are very pleased to report that our Year 5 students performed at or above their expected growth rate for this years NAPLAN in Reading, Writing, Grammar and Punctuation & Numeracy, at a higher rate than our similar schools group and the state in four out of 5 subject areas. We performed 1.7% lower in growth than our similar schools in growth in Spelling but higher than the State.

Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* (TTFM) survey measures student engagement and wellbeing. It is used to evaluate the impact of initiatives implemented across the school and identify priority areas for improvement. The TTFM survey was completed by students twice in 2019 (Semester 1 and Semester 2) and by teachers and parents in Semester 2.

Student survey

The TTFM Primary Schools Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. The following results are expressed first as a percentage of the cohort of 196 respondents from Semester 1, then as a percentage of the cohort of 202 respondents from Semester 2, followed by the NSW Government norms in brackets:

- Students with a positive sense of belonging 79%, 81% (81%)
- Student participation in school sports and clubs 97%, 97% (89%)
- Students with positive relationships 90%, 93% (85%)
- Students that value schooling outcomes 90%, 90% (96%)
- Students with positive behaviour at school 91%, 93% (83%)
- Students with positive homework behaviours 48%, 38% (63%)
- Students who are interested and motivated 70%, 70% (78%)
- Effort 86%, 85% (88%)
- Quality instruction 91%, 87% (93%)
- No students indicated early signs of disengagement

The school's ongoing commitment to our PBL (Positive Behaviour for Learning) initiative is reflected in the strong results pertaining to positive school behaviour and positive relationships, and a lack of students indicating early disengagement.

The school's dedication to providing extensive extracurricular opportunities is also accurately reflected in the survey data and is a key driver of student engagement at Seaforth Public School.

The low results for positive homework behaviours will continue to be an issue of focus for the school community.

As the results between Semester 1 and 2 remained quite consistent throughout 2019, the decision has been made to complete the survey only in Semester 2 2020.

Parent survey

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey includes seven separate measures, which were scored on a ten-point scale. 31 respondents completed the Parent Survey between 24 September 2019 and 21 October 2019.

Improving communication and fostering positive relationships with our parent community has been a major focus of our current school plan and we have seen some great improvements since the 2017 survey:

- Parents feel welcome has increased from 6.4 to 8.0
- Parents are informed was at 5.4 and is now at 6.8
- Parents support learning at home has increased from 5.4 to 6.0
- School supports learning was at 6.1 and is now 7.1
- School supports positive behaviour was 7.3 and is now 8.5
- Safety at school has grown from 6.8 to 7.5
- Inclusive school has improved from 6.0 to 6.6

Teacher survey

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The following results are scored out of 10 as a maximum, with the NSW Government norm in brackets:

- Leadership (school leaders support of teachers) 6.9 (7.1)
- Collaboration (among the teaching staff) 8.2 (7.8)
- Learning Culture (feedback, monitoring of progress, learning goals etc.) 8.1 (8.0)

- Data informs practice (including formal and informal assessment practices) 7.7 (7.8)
- Teaching strategies 7.9 (7.9)
- Technology (within classrooms and teaching programs) 6.4 (6.7)
- Inclusive school (regarding special learning and behaviour needs) 8.4 (8.2)
- Parent involvement (formal and informal) 7.4 (6.8)

The second component is about the Four Dimensions of Classroom and School Practices:

- Challenging and visible goals 7.6 (7.5)
- Planned learning opportunities 8.0 (7.6)
- Quality feedback 7.1 (7.3)
- Overcoming obstacles to learning 7.9 (7.7)

The school is committed to focusing on quality, explicit instruction, particularly in reading and writing. The engagement of our Instructional Leader will continue to foster collaboration, support and continual improvement among the teaching staff.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.