Seacliff Primary School

2022 annual report to the community

Seacliff Primary School Number: 913

Partnership: Marion Coast

	Signature
School principal:	Mrs Sue Matene
Governing council chair:	Mr Luke Sandery
Date of endorsement:	**25 March 2023**

Government of South Australia

Department for Education

Context and highlights

Seacliff Primary School is a Category 7 school and commenced the year with 14 classes comprised of 378 students. Numbers remained relatively stable throughout the year. The school leadership team consists of a Principal who has been at the school since the beginning of the 2022 school year, a Deputy Principal, a Student Wellbeing Leader and a Literacy Coordinator. The year commenced with many students learning from home due to COVID-19 and we were well-supported by our families who assisted their children to engage with their teacher and classmates through a variety of online platforms.

Seacliff has a strong sense of community and is a place where students, families, staff and volunteers work together in the best interest of all. Learning programs, teaching strategies and assessment tools are designed to extend young children and encourage student voice in learning. The local beaches and Glenthorne National Park are utilised by classes to build and extend awareness, respect and stewardship of the environment. Current priorities include Wellbeing and Engagement and Numeracy and Literacy across the curriculum. These priorities were well supported through the appointment of a Coordinator role.

Specialist areas of Physical Education, Japanese and Performing Arts are taught from Reception to Year 6. Extra-curricular activities reflect changing community interests and needs. These included volleyball, beach volleyball, basketball, soccer, cricket, netball, choir and instrumental music. Our school community has developed a set of core values, and these are being integrated into the way we live and learn. These values are also expressed through our engagement with the wider community, and the commitment by all to make a positive contribution and impact. At Seacliff Primary School, we encourage children to demonstrate respect, act with integrity and be the best that they can be.

Highlights for the year included:

The contributions made by students, families and staff to support community organizations, such as the Hutt Street Centre and The National Asthma Council.

The tremendous participation in school-based sport and a diverse range of co-curricular activities that saw students representing across a range of sports at SAPSASA and State level, including state championship success in Year 6 boys' basketball. A strong After School Sport program offered cricket, basketball, soccer, volleyball and Auskick - well over 200 participants throughout the year.

The development of our R-6 Literacy agreement, along with our Reception - Year 2 team introducing the 'Little Learners Love Literacy' systematic synthetic phonics program and the Year 3-6 team trialling the Soundwaves Online Program and delving deeper into morphology and etymology.

Being able to welcome our school community back on site and involving them in school events such as Book Week, Sports Days, Fun Runs, Culture Day, Quiz Night, Celebration Evening and many more.

Governing council report

The success of Seacliff Primary School would not be possible without the support of the volunteers from our community. From volunteering in classrooms, excursions and the canteen to serving on our committees and the Governing Council, I wish to thank all of those parents, grandparents and others who have given their time to add to the learning and development of our children.

Our OSHC has continued to provide a great environment for our children and a very solid business under the conscientious management from Sarah. Likewise in our canteen, where Mish continued to nourish the bellies and souls of our children unwaveringly throughout the year.

The Governing Council has welcomed several new parents this year and it has been great to have been surrounded by a diverse and supportive group of passionate individuals.

Lastly, its has been a huge year for our new Principal, and I'm sure everyone has seen the positive impact that Sue has already had at Seacliff Primary School.

Quality improvement planning

SIP - GOAL 1: Increase NAPLAN high band status in Reading in Years 3 and 5.

  - GOAL 2: Increase the number of students achieving NAPLAN Numeracy Higher Bands in Years 3 and 5.

External School Review directions:

Improve the quality and consistency of teaching and learning through ongoing analysis of student achievement data, critical analysis of current pedagogical practices and effective evaluation of the impact of changes in pedagogy on student learning.

Improve student achievement through the consistent implementation of high impact pedagogical practices with high cognitive challenge and a sequenced approach to the teaching of literacy and numeracy.

Improve the quality of teaching through a strategic focus on instructional leadership, formal observation practices, improved collaboration, and high levels of accountability.

A new staff meeting structure was introduced involving teachers working within Professional Learning Teams (PLT) and documenting their learning and thinking within PLT shared books. This built teacher collaboration and accountability. To develop teacher capacity and a consistent understanding of the Science of Reading and formulate a whole school Literacy Agreement, professional learning was systematically facilitated throughout the year. This professional learning program was supported by the school's Literacy Coordinator, the Literacy Guarantee Unit (LGU) and the Local Education Team (LET). All staff critically analysed their own current literacy practices and as a PLT, thoroughly explored Teacher Actions within the DfE Guidebooks. Pupil Free Days and staff meeting agendas focused on Science of Reading: evidence for reading instruction, High Impact Teaching Strategies, Explicit Direct Instruction, Differentiation and the use of a shared text, The Writing Revolution to continue to refine our literacy practices.

The Reception – Year 2 teaching team participated in two days of professional learning in the Little Learners Love Literacy systematic synthetic phonics program. This ensured all teachers had the same understanding and were able to deliver the program with fidelity. The Years 3 – 6 teaching team underwent a trial of the Soundwaves online program and the decision was made to implement this program in all Year 2 – 6 classrooms in 2023. The leadership team will continue to support this team to develop a clear, explicit instructional routine for implementation in 2023.

Building data literacy was an ongoing focus of 2022. All teachers received explicit instruction on how to access Power BI and how to utilise the Achievement Profiles application to know their learners, to use data to support targeted programming and differentiation for all learners. Student data was an aspect of ongoing performance development discussions.

Seacliff Primary school teachers had previously undergone professional learning with the Acadience suite of resources to assess student reading progress but staff understanding, and implementation was inconsistent. With the DfE no longer supporting the use of running records a site-based decision was made to expose staff to the DIBELS resources and protocols. In 2023 teachers will be provided further professional learning to commence using these resources to assist with assessing student reading achievement and learning needs.

Step 4 staff reflection of SIP actions was conducted each term within PLTs to monitor progress and ensure we were all actively working towards SIP goals.

Teacher analysis of student data sets to determine learner achievement surfaced the need to adjust our 2023 Site Improvement Numeracy Challenge of Practice to have an explicit focus on problem solving. Determining an agreed whole school problem solving strategy to be explicitly taught and implemented within Maths sessions will be an initial step in 2023. Two self-nominated teachers and a member of the school leadership team will also participate in Numeracy Intensive workshops throughout 2023 and will support the provision of contemporary professional development for all staff, in addition to the collaborative development of a whole school Numeracy Agreement.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
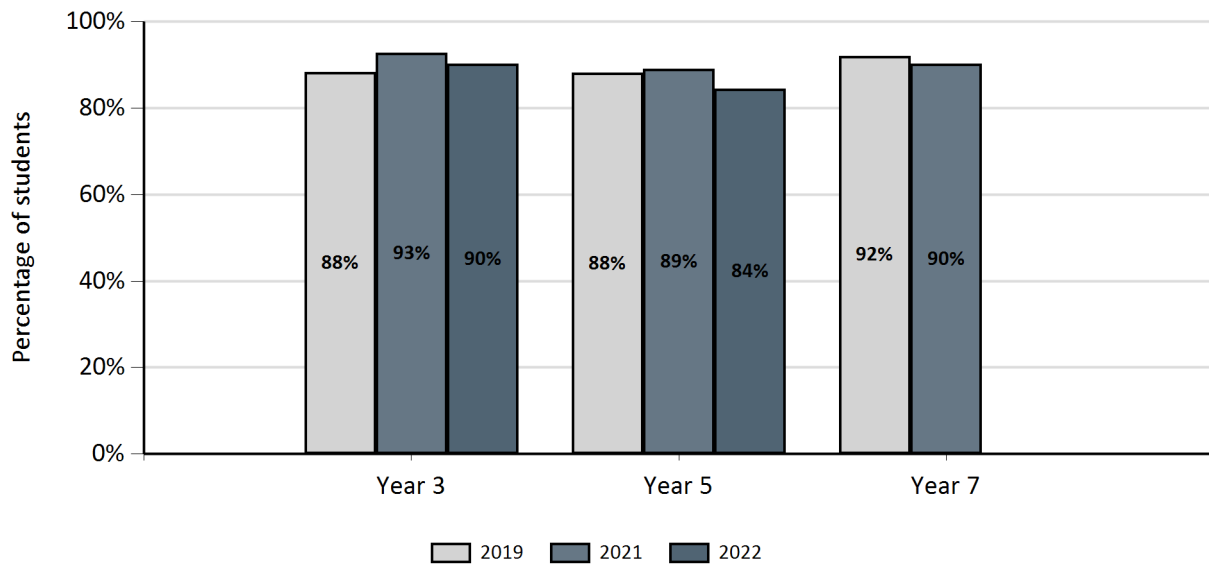
Reading
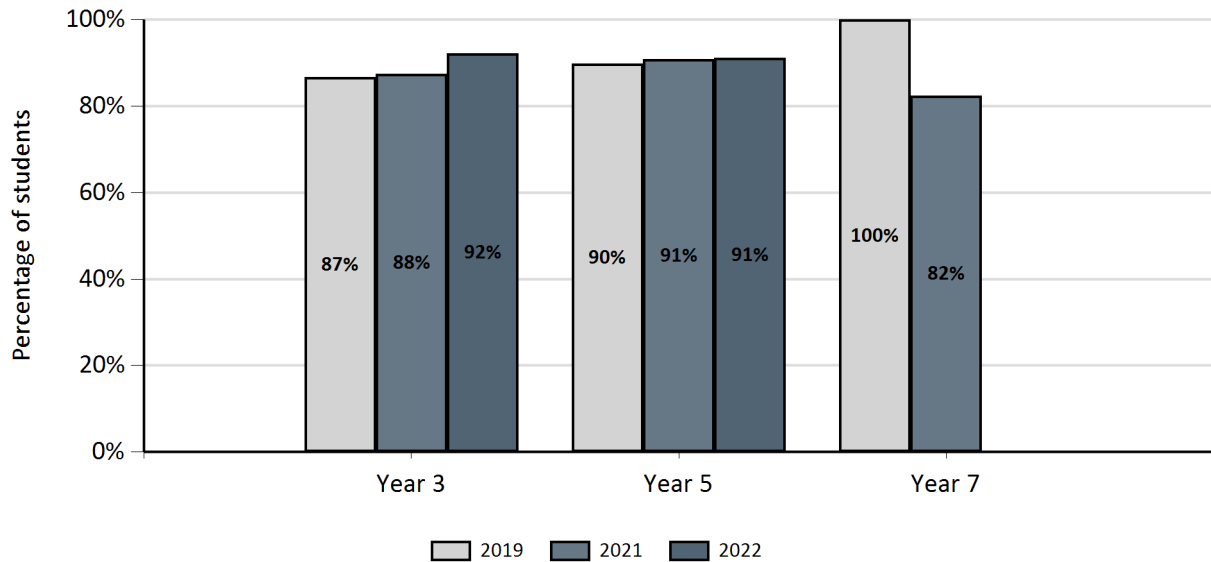
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	51	51	29	20	57%	39%
Year 03 2021-2022 Average	53.5	53.5	31.0	20.5	58%	38%
Year 05 2022	45	45	23	8	51%	18%
Year 05 2021-2022 Average	50.0	50.0	22.5	10.5	45%	21%
Year 07 2021-2022 Average	51.0	51.0	12.0	17.0	24%	33%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
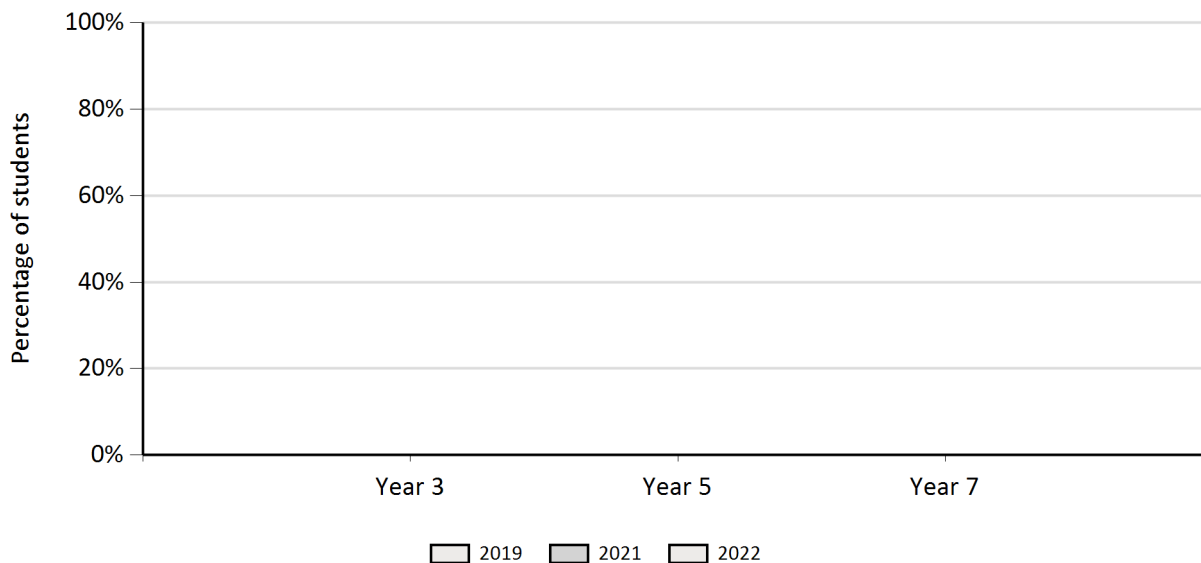Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
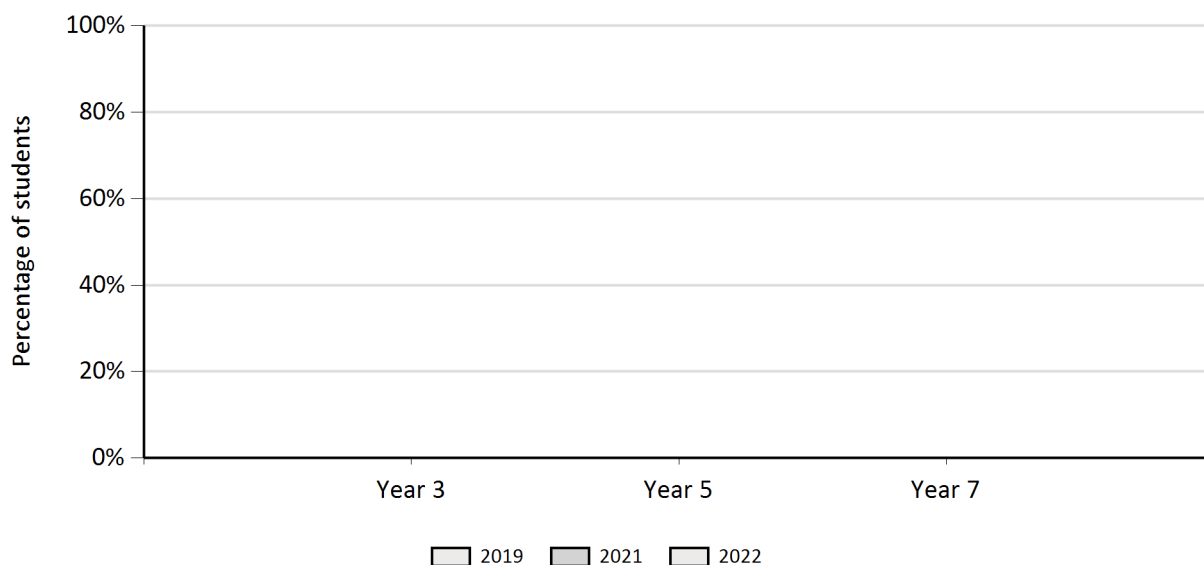Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

2022 saw the introduction of a new whole school Literacy agreement, the implementation of the Little Learners Love Literacy Program in the Junior Primary and the trial of the Soundwaves Online program from Years 3-6. Supported by the Literacy Guarantee Unit, all teaching staff participated in PD with a specific focus on reading and writing. Small groups and 1:1 intervention led by SSOs, and school leadership were also offered to students at risk in literacy and numeracy.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

All members of this small Aboriginal cohort demonstrated improved results in phonics and phonemic awareness through the consistent and regular nature of the programs introduced. 1:1 support was specifically linked to classroom programs and improvement was noted in both achievement and confidence with reading and writing of the targeted Aboriginal Learners, including a greater willingness to attempt written work and an improved ability to apply phonics and phonemic awareness to writing tasks. An increased focus was place on the ongoing review and maintenance of each of our student's One Plans.

School performance comment

2022 Phonics Screen Check data has shown a pleasing increase with 90% of our Year One students achieving the benchmark or higher (up from 87.7% in 2021). The introduction and consistent implementation of the systematic, synthetic phonics program, Little Learners Love Literacy and the professional learning undertaken by all staff this year, is driving positive change in supporting all students to be confident readers and writers.

53 students participated in the Year 3 NAPLAN testing this year. Our reading results were strong with 29 (55%) of students achieving a High Band Result (Bands 5 and 6). This contrasts with only 3 students failing to reach the DfE Standard of Expected Achievement (Bands 1 & 2). Our Site Improvement Plan target was for 60% of our Year 3 to achieve in the High Bands. In Numeracy 19 (36%) of students achieved a High Band Result. This was well short of our SIP Goal of 50%. Three students failed to reach the SEA.

23 out of 45 Year 5 students (51%) achieved in the High Bands (Bands 7 & 8). The SIP Goal was 54%. Numeracy was also an area of concern for this cohort with only 8 (18%) of students achieving in the High Bands as compared to our SIP Goal of 40%.

These results highlighted the need for change and increased consistency in how we deliver Maths at Seacliff PS. In 2023, with the support of the LET team, all partnership schools will have selected staff members attend Literacy, Numeracy or Differentiation intensive workshops. Two self-nominated teachers and a member of the school Leadership team will participate in the Numeracy Intensive workshops throughout 2023 and will support the provision of professional development for all staff in addition to the development of a whole school Numeracy Agreement.

The school Leadership team have set new targets for our 2023 SIP based on data collected through PAT-M and PAT-R testing, Phonics Screen Test Results and 2021 NAPLAN results. Students just below HB achievement have been identified with the aim of providing them with a learning program that promotes greater challenge and stretch to support them to move into the High Bands. Intervention programs, TooSmart and QuickSmart will also be provided to students identified in need of additional support.

Attendance

Year level	2019	2020	2021	2022
Reception	93.5%	86.9%	94.6%	87.6%
Year 1	93.5%	88.2%	91.9%	90.8%
Year 2	90.4%	86.8%	94.8%	89.4%
Year 3	93.8%	86.5%	93.7%	90.0%
Year 4	93.7%	89.9%	93.0%	88.2%
Year 5	92.1%	88.8%	94.5%	89.0%
Year 6	91.7%	91.7%	92.2%	84.6%
Year 7	89.3%	84.2%	92.3%	N/A
Total	92.4%	87.9%	93.4%	88.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Seacliff Primary school had an average daily attendance rate of 89.35%. This is approximately a 4% decrease on 2022 (93%) but reflects the impact of positive COVID cases across the school during the 2022 school year.

There were two students with chronic non-attendance . Both had individual attendance plans to support their high level of anxiety and its associated impact on their wellbeing. Attendance referrals were made with the Social Work Duty Line, meetings with families and follow-up suggestions implemented. Leadership and administration staff worked directly with the families and regular home visits were made to monitor student wellbeing. Psychology support was accessed for both children.

Behaviour support comment

Throughout 2022 the majority of behaviour referrals to 'Time Out Admin" (117 referrals) were linked to inattention and disruptive behaviors in class. This is a decline on 2021, possibly due to the introduction of a small trial Interoception space that was successful in supporting students to regulate themselves. There were however, 31 referrals made for lower level violent behaviour occurring mainly during play breaks with one instance of a student being sent home for violence. There were a total of 12 suspensions (6 internal & 6 external) eight for perpetrating violence. One student was suspended for 4 days for high level violent behaviour.
Seacliff Primary School Leadership staff utilised restorative practices when mediating and resolving incidents of bullying and conflict and parents were notified through email or phone call. Longer term support was regularly provided to students by the Leadership Team, Student Wellbeing Leader and Pastoral Care Worker. Parents were also provided information to consider engaging In-school Psychology services for their child in some instances.

Parent opinion survey summary

This year 103 families contributed to the official Department for Education online survey in Term 3. The highest 5 responses to areas of strength in relation to school climate (either strongly or agree) were:

Talks with child (strongly agree 91%)

Education is important (strongly agree 81%, agree 18%)

People are respectful (strongly agree 25%, agree 57%)

Teachers and students are respectful (strongly agree 30%, agree 47%)

Equipped to plan pathways (strongly agree 31%, agree 39%)

The highest 5 responses to areas of challenge in relation to school climate (either strongly disagree or disagree) were:

Receives learning tips (strongly disagree 5%, disagree 28%)

Knows standard of work (strongly disagree 5%, disagree 23%)

Has input into learning (disagree 27%)

Has useful discussions (strongly disagree 6%, disagree 18%)

School communicates effectively (strongly disagree 6%, disagree 15%)

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	66.7%
VI - LEFT SA FOR VIC	1	8.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Seacliff Primary School has a data base of relevant DCSI screening and WWCC checks. This is updated regularly. All volunteers, private instrumental music providers and other external providers have current clearances. All staff including Canteen and OSHC workers have current clearances. Volunteer induction support was provided as new volunteers engaged with the school.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	39
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	23.4	0.0	8.3
Persons	0	27	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$3,579,942
Grants: Commonwealth	$8,600
Parent Contributions	$107,382
Fund Raising	$19,480
Other	$73,049

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	The 0.4 Student Wellbeing Leader role was utilised to support students, families and staff throughout the year as well as overseeing the school Pastoral Care Worker. Resources to support all classrooms were sourced and introduced - these included sensory and regulation tools. The introduction of a trial Interoception Space was facilitated in place of the previous 'Office Time Out' space. In addition to the Wellbeing Engagement Collection survey for Years 4 - 6 students, site-based student surveys were developed for all cohorts.	The introduced interoception space was highly successful in supporting numerous students to regulate and return to class more focused. Education about interoception and modeling of how to use this space saw a reduced number of behaviour referrals for disruptive behaviours in comparison to 2021. The Student Wellbeing Leader introduced small social emotional learning groups using the program 'What's the Buzz' as well as 1:1 support sessions with other students. A Pastoral Care worker was eventually sourced and commenced at the school during Semester 2. Student wellbeing and engagement surveys were facilitated in all year levels.
	Improved outcomes for students with an additional language or dialect	Employment of a 0.2 SSO2 in a BSSO role. EALD funding used to supplement in-class SSO support.	Students increased their capacity to communicate using the English language and this resulted in a significant impact to their social wellbeing and ability to form and sustain friendships. Students met year level expectations in English.
	Inclusive Education Support Program	IESP grant used to supplement the employment of an SSO2 responsible for student support and intervention.	Targeted students accessed support specifically tailored to their needs. Programs were supported by class teachers, Support Services Staff and other external providers. Students demonstrated varying levels of growth as indicated by assessment data.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	All aboriginal students had priority access to intervention programs. Intensive programs used included QuickSmart Reading and Numeracy, TOOSmart! and in-class SSO support guided by class teachers. An ACEO was eventually sourced and engaged with our aboriginal students for a portion of the school year.	Attendance levels were very good for all aboriginal students. 50% of aboriginal students reached year level expectations in English and 100% in Maths. The appointed ACEO worked collaboratively with some staff members to support positive engagement and outcomes of Aboriginal students and assisted with whole school events such as tree planting and excursions to local places of significance.

Program funding for all students	Australian Curriculum	Whole school Professional Development days were aligned with the Site Improvement Plan and focused on the Science of Reading, DfE Guidebooks, Best Advice papers and Units of Work. The purchase of a staff text, 'The Writing Revolution' was used as a professional learning resource alongside the Little Learners Love Literacy systematic synthetic phonics program (Reception - Year 2) and Sound Waves Online program (Years 3 - 6). Actively building data literacy amongst the staff team was prioritised.	A whole school literacy agreement was collaboratively developed, and early implementation commenced. Reception - Year 2 students all received a consistent, rigorous, evidence based phonics program. Year 3 - 6 students experienced increased explicit literacy teaching that included phonics, morphology and etymology. Staff understanding of best practice writing pedagogy was explored through the introduction of a Book Club approach using the text, 'The Writing Revolution.' Staff use of student achievement data was more accurately accessed to inform teaching and learning programs.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Intensive literacy and numeracy intervention programs: -in-class SSO support program -TOOSmart! Numeracy and QuickSmart Literacy and Numeracy program	Greater levels of student engagement and most students participating in these intervention program demonstrated growth as shown by assessment data. Growth rates varied and the effectiveness of programs for individuals was regularly reviewed, and adjustments made as needed.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	All staff completed online 'Thinking about Differentiation' Professional Development to build consistent understanding of how to include appropriate stretch and challenge into learning tasks.	Increased teacher understanding of differentiation.