



Seaview Downs Primary School

2022 annual report to the community

Seaview Downs Primary School Number: 984

Partnership: Marion Coast

Signature

School principal:

Mr Sam Winters

Governing council chair:

Mr Antony Sheehan

Date of endorsement:

27 March 2023



Government
of South Australia
Department for Education

Context and highlights

Seaview Downs Primary Schools student population size in 2022 grew to 320 students from reception to year 6. This size enables us to know and nurture each individual.

We continue to increase in population, with local housing opportunities for new families arising and consistent student-centered teaching and learning practices building our profile within our local suburban area.

There is a close community feel in the school where students are well supported.

Governing Council is focused, positive and actively contributes to the achievement of many initiatives.

The OSHC program is vibrant and well supported and offers Vacation Care.

Established in 1969, the school continues to provide a positive learning environment.

Specialist Visual Arts, PE and Japanese programs enhanced the learning experience in 2022, particularly through whole school concerts, a Sports Day with community engagement and consistency with Japanese language. Math's and Literacy intervention programs including Quickmart supported individual students accelerate their progress in these essential aspects of the curriculum. Performance of all students is carefully monitored with individual mid-term progress checks undertaken by teachers and support staff. Proactive student management strategies including interoception spaces, and student driven class working agreements led by our Student Wellbeing Leader and Pastoral Care Worker, promoted student safety and well-being, dramatically enhancing learner focus and sense of community.

Governing council report

Seaview Downs Primary School Annual General Meeting - 2022 In Review

After 4 years as Treasurer supporting the outgoing Pauline Glover, it was a privilege to step into the Seaview Downs Primary School (SDPS) chairperson role in 2022. We wholeheartedly thank Pauline for her service to the school and community over her 6-year tenure as chairperson. The newly elected Governing Council (GC) were left to manage the final tremors of the COVID pandemic but ultimately the newly assembled team did a fabulous job transitioning back to more normal levels of engagement with the school and community. A 'full' GC was elected in 2022 consisting of 18 members plus Sam Winters (Principal) and a rotating teacher representative at all meetings. It was great for 10 new members to volunteer their time and support the existing 8 members on SDPS GC. Thanks to Nat Weate (Treasurer), Emma Van Dongen (Secretary), Sally Pavic (Canteen) and Sam Hards (OSHC) for the extra responsibilities they took on as GC members in 2022.

With the advent of the 2021 year 6 graduates moving into high school, 2022 marked the first year that Year 7 kids were not present at SDPS. Despite their absence, the high number of new enrolments 2022 filled this void which is a credit to our Principal Sam Winters and the teaching staff for the high standards they maintain which help make SDPS a destination school for new families moving into the community.

The SDPS GC is responsible for the governance of the school businesses including the Uniform Shop, OSHC and Canteen for which we thank Audra Nesbit (Finance Officer) for her excellent input. Led by Kristy Weekly (Director) and Emily Hicks (stand in OSHC director) for 2022, our OSHC business continued to grow from strength to strength. The before school, after school and vacation care programs were very well attended. Although Kristy was absent for most of 2022 on maternity leave, Emily stepped in and did a terrific job. OSHC is in a very healthy financial position and with the cash surplus of approximately \$200K that has been built over the last 4-5 years it is intent on investing this money back into the school and the attending OSHC kids to ensure the service is maximized for 2023 and beyond. Many thanks to council member Sam Hards for her excellent work convening this committee in 2022.

The Canteen – our other school business – was not in operation in Terms 1-3. Many thanks to Sally Pavic for initiating the reopening of the Canteen in Term 4 with the hiring of Allison Wittwer as Canteen Manager combined with a heavy focus on a volunteer model which is critical for the financial viability of the Canteen service. Although Allison will not be managing the Canteen in 2023 the data generated in Term 4 highlighted that with sound management this is a service that can be adequately maintained, provided there is suitable input from volunteers, and we offer a simple, relatively healthy and sensible menu into the future.

As we returned to more normal post COVID engagement in the second half of 2022, it was great that we could all enjoy the school sports-day in Term 4. To see parents, teachers, families and most importantly the kids participating/competing on this day was excellent. Led by Emily Clarke and supported by many other council members and volunteers, GC put on an excellent BBQ for those attending on the day. With so many basic events and interactions off limits during COVID, personally it was a highlight to see the resumption of school/community engagement at the sports-day and ultimately see our kids play hard in the right competitive spirit. I hope the 'GC-run BBQ' will be a mainstay for many years to come.

Similar to what was reported in the previous 2 years, site funded works expenditure was considerably greater in 2022 as Sam and his staff continue to deal with the challenges of managing an older facility. 'Patch up' jobs in their wide and varied forms were an ongoing theme in 2022. Our aging infrastructure has been recognized by the State Government with their 2021 announced pledge of \$15M capital works investment to upgrade school facilities. This pledge which has been earmarked to provide new administration areas, replace existing aged buildings and ultimately offer contemporary learning areas designed for collaboration and flexibility is yet to commence.... hopefully we see some progress in 2023 on that front! Looking ahead, as we completely shake off the COVID restrictions we've been burdened by, I sincerely hope that GC can contribute more significantly with school/community engagement and support Sam Winters and his high-quality staff to increasingly make SDPS a destination school in the southern suburbs of Adelaide. This will be front of mind with my role as Chair in 2023.

Antony Sheehan (Chairperson)

Quality improvement planning

The school continued with its improvement journey as outlined in the External School Review (2021) and, maintain the implementation of strategies associated to the directions for increased ability to meet each learners needs.

In 2022 we continued to work on our Site improvement Priorities of teacher designing learning in number to increase achievement in mathematics, working toward common comprehension strategies and maintaining a delivery of authentic, real-world problem solving through connection with industry partners. Our whole school challenge is to lift the achievement of students in mathematics from R-6.

Dr Margarita Breed was timetabled to support Big Ideas in Number understanding, bringing her instructional leadership to teams of staff who could experience professional learning sessions inclusive of small group number activity learning, followed by in class demonstrations of the strategy targeted.

External School Review 2021 - Strengths

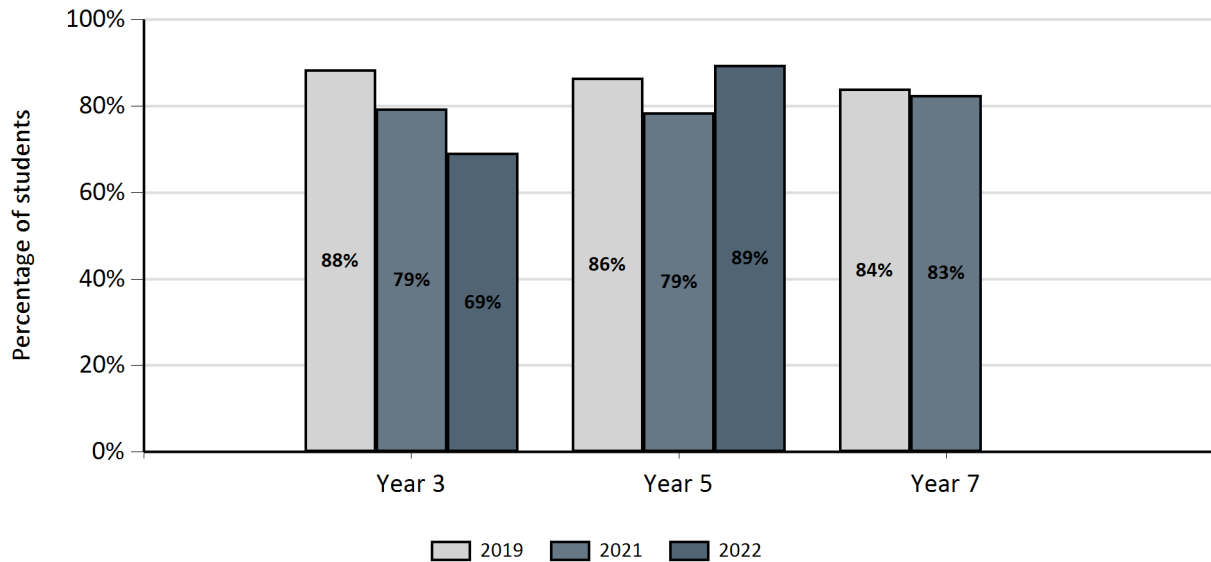
At Seaview Downs Primary School the intent to meet each student's learning needs and maximise their potential is highly evident. Leaders hold an unyielding position regarding teachers having a full understanding of their students' achievement and context. Staff have been scaffolded to learn how to access data and to identify levels of achievement and next steps in learning. Improvement planning practices have been informed through the comprehensive application of strategies from the departmental guidebooks. As such, all staff fully understand priorities and subsequent expected actions.

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

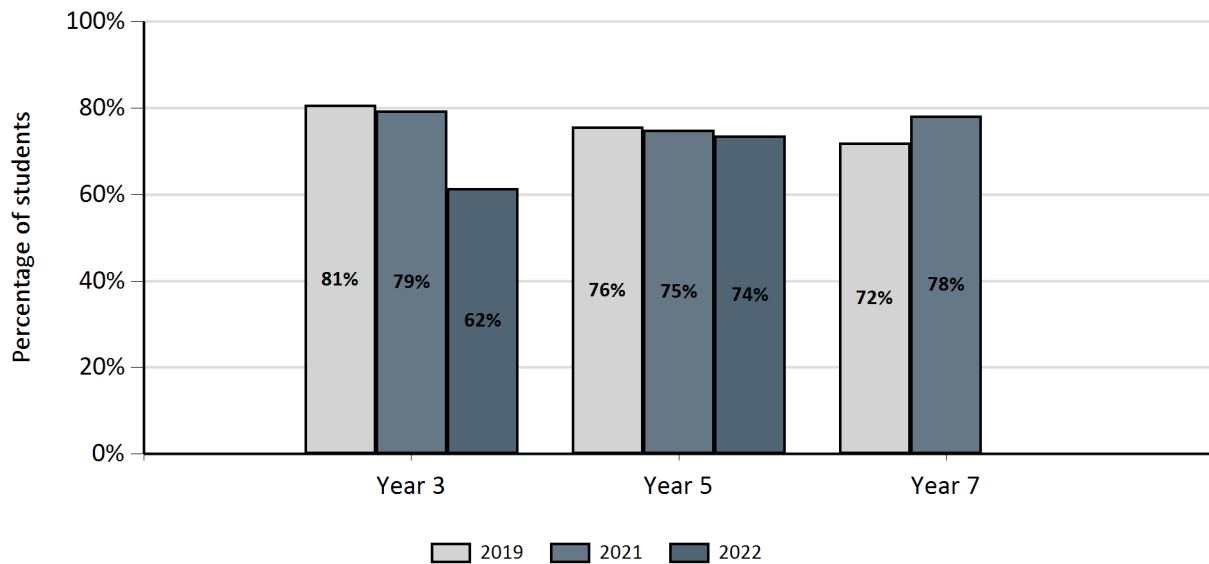


*NOTE: No NAPLAN testing was conducted in 2020.

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	39	39	19	7	49%	18%
Year 03 2021-2022 Average	36.5	36.5	17.0	6.0	47%	16%
Year 05 2022	38	38	16	7	42%	18%
Year 05 2021-2022 Average	33.0	33.0	12.0	7.0	36%	21%
Year 07 2021-2022 Average	46.0	46.0	10.0	9.0	22%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

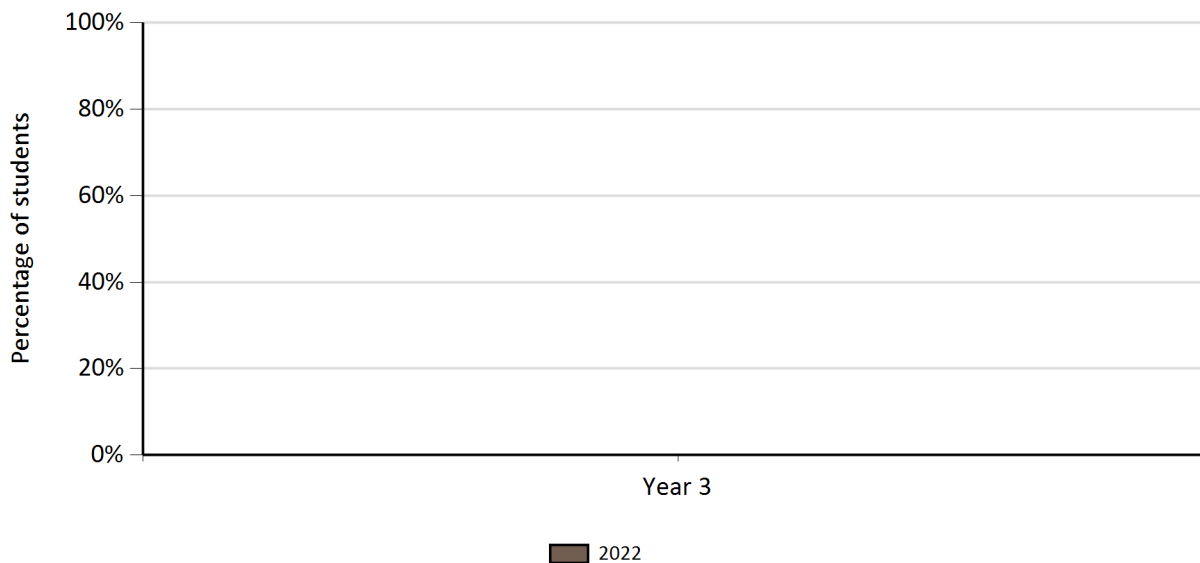
[^]includes absent and withdrawn students.

*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



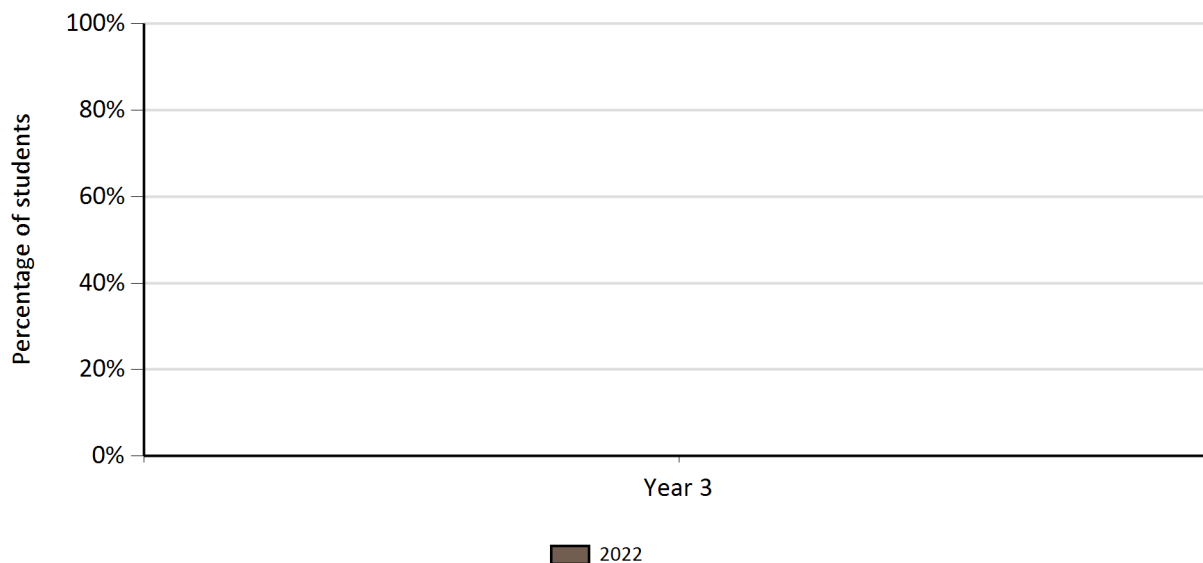
*NOTE: No NAPLAN testing was conducted in 2020.

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 2022	*	*	*	*	*	*
Year 03 2022-2022 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: Tracking & Monitoring

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

Tracking of Aboriginal learners continued as per 2021, with a focus on individual learner challenges and associated supports.

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

All learners continue to track meeting Standards for Educational Achievement in reading; however, numeracy targets are more challenging - hence the site wide focus on number for all learners.

School performance comment

Of the students who participated in the National Assessment Program Literacy and Numeracy (NAPLAN) the numbers of students achieving the expected level of achievement (National Minimum Standard) in 2022 was:

Year 3

Reading - 33/35 students (94%)

Writing - 35/35 students (100%)

Spelling - 31/34 students (91%)

Grammar and Punctuation - 32/34 students (94%)

Numeracy - 32/34 (94%)

Year 5

Reading - 38/38 students (97%)

Writing - 36/38 students (95%)

Spelling - 34/37 students (92%)

Grammar and Punctuation - 34/37 students (92%)

Numeracy - 36/38 students (92%)

*Please note the numbers reflect the actual number of students who sat the specific test on the day

Attendance

Year level	2019	2020	2021	2022
Reception	94.3%	91.5%	91.0%	90.1%
Year 1	95.3%	90.4%	92.6%	87.4%
Year 2	91.6%	91.3%	92.5%	88.6%
Year 3	93.8%	90.8%	93.0%	87.6%
Year 4	92.0%	91.4%	94.1%	88.8%
Year 5	93.8%	90.0%	93.2%	90.1%
Year 6	90.7%	90.9%	90.2%	89.0%
Year 7	91.8%	89.6%	92.5%	N/A
Total	92.9%	90.7%	92.2%	88.8%

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

Attendance comment

Our attendance levels decreased from 92.2% in 2021 to 88.8% in 2022. Decreases were evidenced across each year level cohort. Illness and family reasons were recorded most often. We noted covid related illness, and family related holidays for extended times (after 'opening up') following a time of inability to visit families and travel - as the impactful attendance data.

Behaviour support comment

We continue to focus on proactive student wellbeing and success strategies including teaching students to recognise times when they might disrupt the focus in class/ group situation and exit to our whole school wellbeing space. Active engagement in proactively choosing to exit and reset is a strategy that we use as adults - so teaching the kids this with specific strategy development through our Student Wellbeing Leader and the interoception learning space is crucial.

Parent opinion survey summary

One hundred and two parents responded to school parent survey.
*Note - parents surveyed did not respond to every question.

In relation to school climate, responses included (as a number not percentage):

People respect each other at school -
28 responded strongly agree, 51 agreed, 4 did not disagree or agree, and 2 disagreed.

Teachers and students respect each other at the school -
32 responded with strongly agree, 48 agreed, 5 did not disagree or agree, and 2 disagreed.

I feel like my child is important to the school -
31 responded strongly agree, 46 agreed, 9 did not agree or disagree, and 3 disagreed.

I receive enough communication from the school -
29 responded strongly agree, 41 agreed, 10 did not disagree or agree, and 10 disagreed.

The school communicates effectively with me -
24 responded strongly agree, 43 agreed, 10 did not disagree or agree, and 13 disagreed.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	10.0%
NS - LEFT SA FOR NSW	2	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	70.0%

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

The school maintains compliance with Relevant History Screening following the child safety procedure. Administration staff assist to ensure the student safety at Seaview Downs is priority by ensuring documentation is evidenced and managed as the procedure dictates.

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	30
Post Graduate Qualifications	6

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	1.0	18.3	0.0	6.6
Persons	1	21	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$2,646,472
Grants: Commonwealth	\$8,200
Parent Contributions	\$162,531
Fund Raising	\$23,516
Other	\$36,127

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	Access to learning regulation strategies aided by a wellbeing leader assisted student focus, ensuring less time was spent out of learning engagement with peers when wellbeing related challenges arose.	All students continue to be taught how to manage regulation, including restorative process.
	Improved outcomes for students with an additional language or dialect	In 2022 a teacher was allocated to support student with small group instruction/ intervention based on literacy levelling.	All EALD students continue to move forward with learning.
	Inclusive Education Support Program	Many targeted students received 1:1 Student Support Officer intervention time in class or adjacent learning areas. The level and type of support was directly associated with the students verified challenge/ disability.	Each student was supported to engage to their highest potential.
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	We reduced class sizes in 2022 by ensuring our JP classes to provide more quality instruction to students. IESP funding support was used to employ Student Support Officers 1:1 for student with funding, and additional funding was used to support students whilst applications for support were being processed.	Students with learning challenges were more deliberately targeted, with progress against One Plan goals documented for most students on plans.
Program funding for all students	Australian Curriculum	We used the funding to release staff to focus on curriculum implementation, including unit exploration, use, and review.	Staff were more adequately acquainted with the developing curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	Staff planning and training.	Staff planning and training continued with targeted release.
	Better schools funding	To allow additional release for aspiring leadership staff to attend T&D for improved targeting of student needs.	Improved leadership density within school.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

