Seaford Rise Primary School

2021 annual report to the community

Seaford Rise Primary School Number: 1855

Partnership: River Hub

	Signature
School principal:	Mr Andrew Messenger
Governing council chair:	Judy Borowski
Date of endorsement:	28 March 2022

Government of South Australia

Department for Education

Context and highlights

Seaford Rise Primary School and Disability Unit continues to have a stable school population of some 456 students with the children from Seaford Rise Kindergarten being responsible for the large percentage of Reception enrolments. The school's enrolment map is: ATSI (5%), SWD (23.52%), EALD (3.3%) and families on school card (40%).
In 2021, the school maintained its unwavering focus on Literacy and Numeracy which is enhanced by the continual focus on identifying, verifying and providing targeted assistance to students who require additional support with their learning and/or behaviour. The actions of the Inclusive Education team working closely with classroom teachers has continued to see capacity building in teachers and SSO's as they strive daily to best meet the needs of students.
Highlights of the year led by the maintenance a strong school culture in another year of external challenges and continue to arrange school events wherever possible. Swimming and aquatics, Sports Day, Book Week Fair/Parade, Mother's and Fathers' Day Stalls, School Disco, and our fortnightly assemblies have greatly enhanced the community experience for students and parents/carers throughout 2021. In addition the schools commitment to Science was seen through the student's participation in Science Week and the Senyszyn Science Awards. The most notable highlight was the third staging of the School Concert – 'On the Green' in early December, where the children were superb as they sang and danced in front of a large and appreciative audience.

Governing council report

Chairperson's Report 2021
2021 proved to be another challenging year at Seaford Rise Primary School (SRPS) whilst navigating the impact of the worldwide pandemic. Much praise to the leadership team, staff and SSO's for their adaptability in ensuring positive learning outcomes for our students.
Home learning had a brief but effective spell during term 3 with a general positive consensus from the school community. Further training and reflection on feedback has ensured the preparedness of SRPS for any future disruptions to classroom-based teaching. Our new IT network and laptop roll out should ensure uninterrupted learning in the event of future challenges.
SRPS has strong fiscal controls, and this was evident in our exceptional audit results – well done Deb! Forward financial planning has seen the school continue with building rejuvenation throughout 2021 with an entire school outdoor repaint, gutter/roof repairs and updated front office/staff room spaces. After much lobbying we now also have upgraded Koala school crossings for improved safety.
The school has endeavoured to maintain a sense of normalcy for the children during 2021 with much loved events going ahead including sports day, book fair parade, outdoor concert and graduation celebrations. SAPSASA sports and aquatics also went ahead with some modifications. The overall response to QR code check-in, mask wearing and social distancing has been well received by the school community which has allowed these events to proceed.
Fundraising events included Mother's and Father's Day stalls, school disco and a chocolate drive. Fundraising from 2020/21 has been used towards the replacement of the Senior School playground. Installation has been progressing over the Christmas holidays and it is looking fantastic!
OSHC numbers have continued to be strong regardless of the disruptive year. Many thanks to Corey and his team for providing a high-quality service which is relied upon by many families.
2022 will see a new Principal appointed to SRPS. On behalf of the Governing Council and wider school community I would like to convey many thanks and sincere gratitude to Andrew Messenger for the progress he has made in establishing SRPS as a "go-to" primary school for the district. His vision and drive have left the school in good stead for many years to come.
After 7 years on the Governing Council 2021 was my last year at SRPS and I wish the incoming Governing Council members all the best for the coming years. It would be heartening to see the school community embrace and support the leadership team in this time of transition, and I encourage others to consider joining for 2022.

Judy Borowski
Governing Council

Quality improvement planning

The school's 2021 Site Improvement Plan drove the professional learning and development of staff this year where the major focus remained on Literacy and Numeracy.

Literacy continued to be shaped by the school's commitment to the Department for Education's Big 6 in Reading. This work built upon previous learning and resulted in all classes identifying Tier 2 and 3 vocabulary across key learning areas, and after an explicit teaching approach was used it was found that considerable gains were made in student outcomes when post testing results were analysed. Diagnostic testing continues to be a major focus which has contributed to improvement in student learning as evidenced by teachers better tailoring their differentiated instruction based on results from PASM, Phonics Screening, Running Records, NAPLAN and PAT testing regimes. An ongoing and focused commitment by teachers to One Plans has been essential in achieving growth for students with identified learning needs. In 2021 the Literature Based Literacy (LBL) project under the guidance of expert Literacy consultants was widened to include all teachers from Year 1-7. This project saw an ongoing building of teacher capacity in scaffolding and teaching a learning sequence that moves from reading through into student's writing. Writing outcomes for students have noticeably improved as a result of this whole school approach. Feedback from teachers in relation to these initiatives has been highly positive and it has been clear that there is a high level of ongoing commitment going forward.

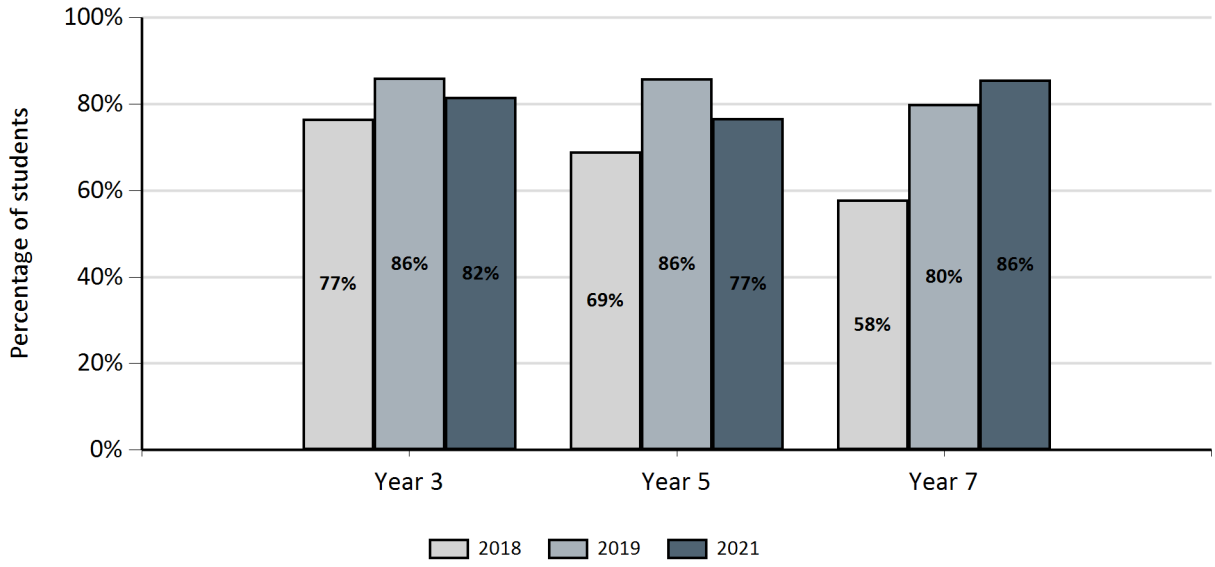
Underpinning all of the above improvements has been a deliberate and sustained commitment of teachers and leaders to work in a collaborative manner which has led to a visible and real enhancement around a 'culture of improvement' at Seaford Rise Primary School.

Performance Summary

NAPLAN Proficiency

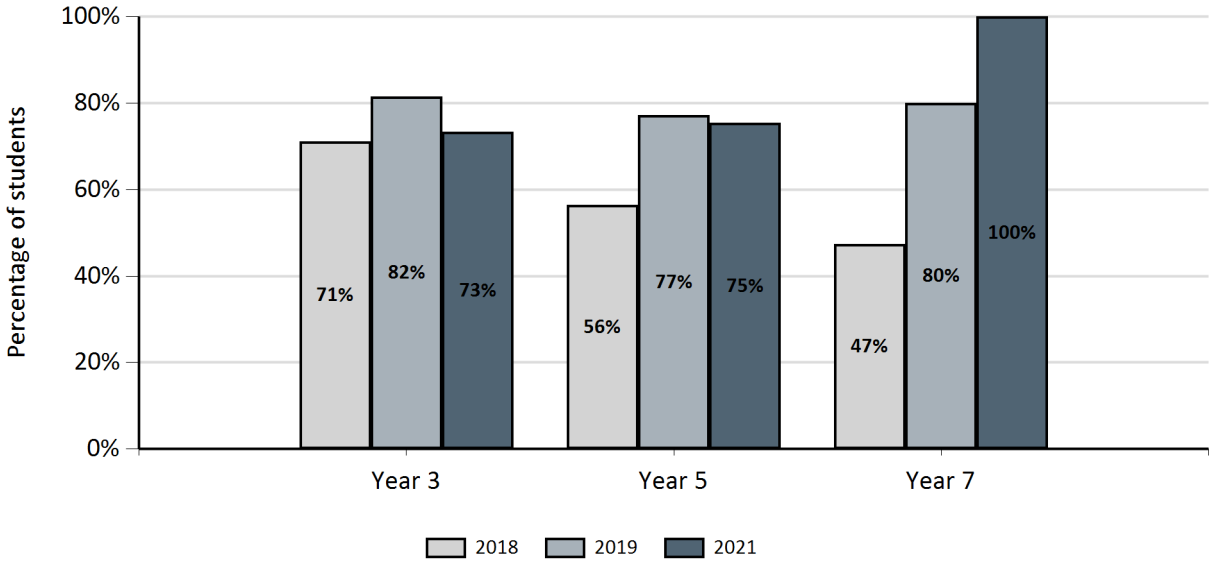
The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and 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 2021.
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 2021.
*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	32%	*	33%
Middle progress group	42%	*	48%
Lower progress group	26%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	36%	*	33%
Middle progress group	47%	*	48%
Lower progress group	16%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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.

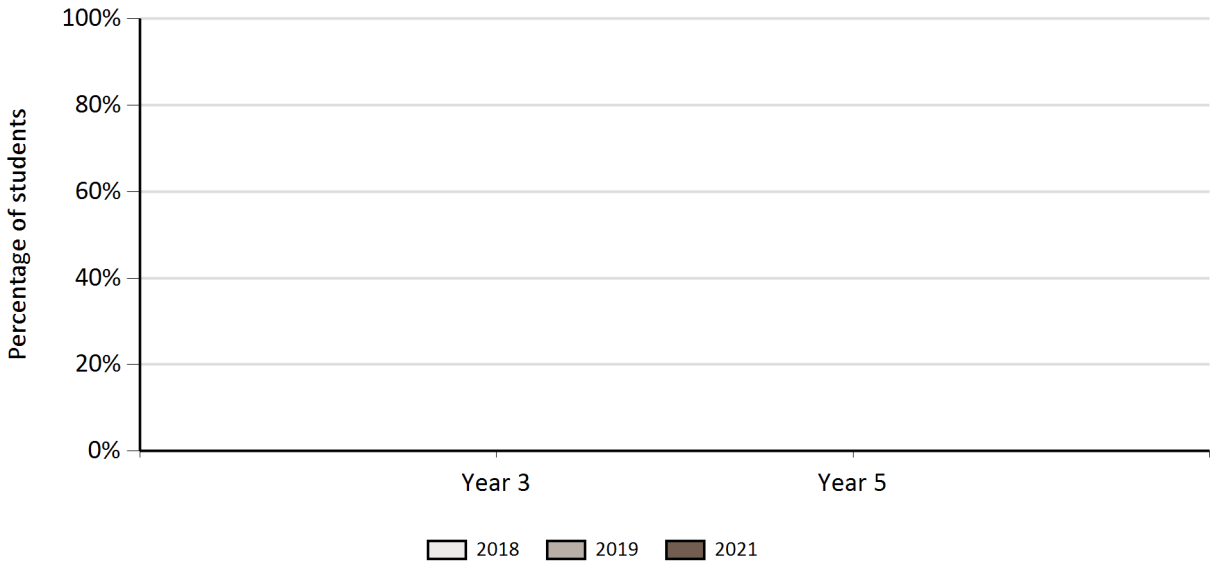
	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	60	60	19	11	32%	18%
Year 3 2019-2021 Average	62.5	62.5	25.5	12.5	41%	20%
Year 5 2021	69	69	15	7	22%	10%
Year 5 2019-2021 Average	63.0	63.0	13.0	5.0	21%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^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.

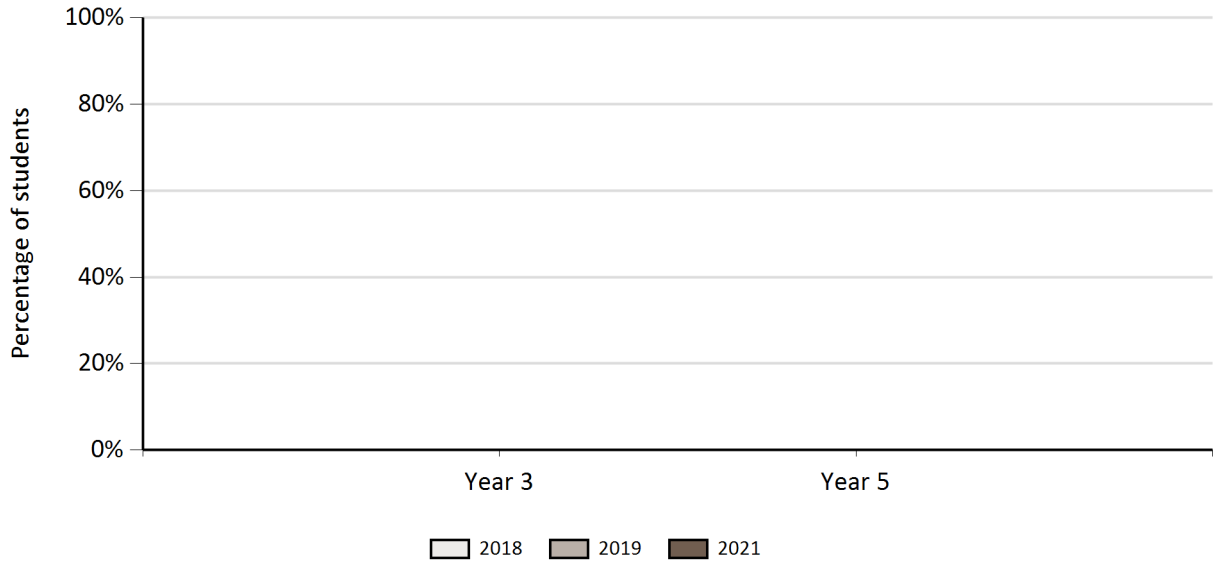
NAPLAN proficiency - Aboriginal learners

Reading



*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
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 2021.
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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.
Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.
Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^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 2021: Tracking & Monitoring

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

This year SRPS have effectively collected and collated data from every Aboriginal Learner. This data is presented on their own spreadsheet to show individual data and growth throughout the year. The AET has sat down with each teacher who had an Aboriginal Learner in that class to analyse their individual data and discuss tools/ideas/programs to stretch the student and their learning. This year data has been shared across the school not just with the Aboriginal Education Team. This data was used to identify students who required additional support in both numeracy and literacy. The data was collected each term as we have a relentless focus on improving SRPS literacy and numeracy outcomes for all Aboriginal learners.
One Plan meetings involved a 'team around the child approach' having parents, support workers, Aboriginal Education team, classroom teacher and the wellbeing leader present to develop suitable and achievable goals for the learner.
Termly newsletters went out to families identifying literacy/numeracy goals that have been achieved and what they are working towards. This year Aboriginal student goals for numeracy and literacy have been visible for the students in the Kaurna Room.
Two Professional development days were provided for staff.

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

This year at SRPS we have had APAS tutoring for both literacy and numeracy targeting year 1 – 4 Aboriginal learners. Along with APAS we have had an Aboriginal Education Teacher 2 days a week and an AECO for 14 hours per week. Our 5 year 6 students all scored a C or higher in both Australian Curriculum English and numeracy which is an improvement from 2020 end of year results. This year our year 2 students have moved 8 or more levels in their running records. In particular one of our students in year 2 went from a reading level 3 to 14 this year. Summative learning goals outlined the intended learning outcomes for each Aboriginal learner which helped the successes of each learner to reach their One Plan goals throughout 2021. Collaborative targeted formative goals provided the next steps for our Aboriginal learners to take the next steps in their learning growth. A year 3 student has completed the 'Too Smart Maths Program' this year because of their persistence and work with the AET and classroom teacher. A year 6 student has gone from RRL 14 to an independent reader this year.

School performance comment

In 2021 the school continued to maintain recent gains in student improvement across Literacy and Numeracy when results are averaged across the last five years. The key performance scores are:
Year 3 Literacy Year 5 Literacy
• NAPLAN 81.7% at SEA in Reading * NAPLAN 76.8% in Reading
• NAPLAN 83% at SEA in Writing * NAPLAN 68% in Writing
• PAT Reading at 69% attainment * PAT Reading 87% attainment

Year 3 Numeracy Year 5 Numeracy
• NAPLAN 73.3% at SEA * NAPLAN 75.4% at SEA
• PAT Maths at 69% attainment * PAT Maths 71% attainment

Note: Due to a small cohort of Year 7 students, the data is not reliable and therefore not reported.

Running Records
• 80% of students in Year 1 achieved the benchmark reading level
• 71% of students in Year 2 achieved the benchmark reading level

A-E Grades (Year 1- 7)
• 81% of students in English achieved at a 'C' standard or higher
• 76% of students in Mathematics achieved at a 'c' standard or higher

The school's overall 'School Performance Score' was 0.49, the second highest since its inception.

Attendance

Year level	2018	2019	2020	2021
Reception	91.2%	92.4%	92.3%	92.7%
Year 1	92.0%	88.9%	90.5%	93.1%
Year 2	91.9%	91.2%	89.7%	92.4%
Year 3	92.1%	90.8%	90.9%	91.5%
Year 4	92.3%	91.6%	89.6%	91.3%
Year 5	90.7%	92.1%	87.8%	90.5%
Year 6	89.1%	88.5%	90.7%	87.2%
Year 7	90.7%	91.2%	90.9%	91.3%
Primary Other	91.7%	83.2%	88.2%	87.0%
Total	91.3%	90.6%	90.1%	91.1%

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

Attendance comment

The attendance percentage 0f 91% is in line with the five year average, which is most pleasing considering the disruption of Covid-19 on school operations and family dynamics.
The continued utilisation of Seesaw by teachers and ongoing improvements in how the school is using Skoolbag (online app) around communication with the community has led to better connection between the home and school which has in turn had a positive effect on student attendance. The school's text messaging service has also helped with the attendance percentage by allowing the school to contact parents in the morning of any student unexplained absence. Where there is chronic non-attendance the school works closely with the department's Truancy Social Worker which may see home visits activated.

Behaviour support comment

The school's 'Procedure for Student Behaviour' has continued to be adopted across the school with the school values of Respect, Responsibility and Resilience being at its centre. The whole of school ownership model has seen gains made previously in reducing anti-social behaviours being maintained, resulting in acceptable levels of leadership intervention. Restorative practices continue to underpin the restoration of relationships when they are put under pressure or fractured.
When required SSOs have been activated to work with targeted students who exhibit a need for support, especially during play periods. The department's allocated Behaviour Coach is consulted and works in tandem with the school's Student Wellbeing Coordinator as required.

Parent opinion survey summary

The department's 'Parent Survey' was used in 2021 to gauge the effectiveness of the school across a number of criteria. It was pleasing to see a 30% participation rate which was a substantial increase on 2020. While there were numerous positive areas identified by parents the two that stood out were the high level of respect that exists between different sectors of the Seaford Rise community and effective communication processes between home and school. The desire of parents to have more input into the child's learning was again highlighted as an area that needs further work by the school.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	16.9%
NT - LEFT SA FOR NT	1	1.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	51	71.8%
U - UNKNOWN	7	9.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The school follows the Department for Education guidelines for relevant history screening.

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	51
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	27.1	0.0	14.2
Persons	0	32	0	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	$4,947,611
Grants: Commonwealth	$1,900
Parent Contributions	$114,924
Fund Raising	$22,859
Other	$0

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

2021 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 2021 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	Students working with support in individual and small groups with a focus on social and emotional strategies such as what's the buzz, to improve wellbeing and behaviour.	Students engaged in learning leading to better learning outcomes.
	Improved outcomes for students with an additional language or dialect	Targeted interventions in writing and reading through Minilit and in class support.	Improved student ability to engage in literacy
	Inclusive Education Support Program	Funding directed to targeted students through a range of intervention strategies delivered by inclusive education team in tandem with class teachers.	Strong growth achieved in literacy and numeracy for targeted students.
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	Implementation of Minlit, MacqLit, in groups and some modified 1:1 for ATSI students and several with complex needs. Speech articulation 1:1 Intensive social skills and interoception program for ASD students to improve regulation and engagement with the curriculum. In class SSO support for complex students to increase engagement and to provide a modified program aligned to One Plan goals. Numeracy intervention in Trusting the Count through small withdrawal groups for students in years 1-4 to meet minimum standards. APAS tutoring of ATSI students in reading.	Students achieved significant improvement to their reading and speech goals after interventions. Students achieved the trusting the count benchmark.
Program funding for all students	Australian Curriculum	Teachers worked with partnership curriculum lead to develop deeper understanding of curriculum and implement DfE units of work, leading to clearer differentiation for individual students.	Students engagement with the curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	SSO funding for literacy and numeracy interventions and increased time for ACEO to work with ATSI students.	Growth in student learning outcomes.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A