

NUMERACY

Again this year the Year 5 and 7 Seacliff cohorts have achieved strong results with +20.4 and +14.2 points above the National Mean respectively. This is a consistent trend for the last 7 years. Of particular note this year is both the Year 5 and Year 7 cohorts numeracy scores were above their Reading scores! It is rare for a school to achieve parity between reading and numeracy let alone exceed its reading scores in two cohorts particularly since the Reading scores were strong also! The Year 3 cohort whilst below our expectations at 2.8 points below the National Mean still achieved +7.4 points above Similar Schools.

Year 3 cohort has achieved above Similar Schools (+7.4) and below the National Mean (-2.8).

Year 5 cohort has achieved significantly above the National Mean (+20.4) and above Similar Schools (+30.6).

Year 7 cohort has achieved significantly above the National Mean (+14.2) and above Similar Schools (+20.9).

We are really pleased with our Numeracy results and will continue to focus on improvement with our Year 2 at risk students next year.

Aboriginal families and friends celebrate the opening of the Anzac Memorial



SCHOOL ETHOS

The ACARA survey tool was sent to over 130 families. Parent, staff and student opinions of Seacliff PS are very high. Analysis of the data indicates that the one area of concern is the **grounds require improvement**. **Strengths** were found in school safety, support for learning and relationships.

The **Parents** opinion survey indicates that parents are generally satisfied with all aspects of the school. The vast majority were happy with the quality of teaching with 86% stating that the teachers expect their children to do their best and 81% indicating that they feel comfortable talking to their child's teacher (17% undecided).

The **Staff** survey information show 95% believe that students participate actively in their learning and that teachers use a variety of strategies in their teaching and learning programs. 95% of teachers indicated that learning programs at Seacliff are responsive to the needs of the students and respond to the range of abilities of the students.

Survey information gained from a random selection of Year 3-7 **Students** indicated that 100% of students surveyed believe that their teachers expect them to do their best and 96% always feel safe at Seacliff. 92% believe that we are always looking for ways to improve and 85% say that their teachers are always trying to motivate them to learn.

FINANCIAL REPORT

In 2015 **major expenditure** was on student support programs in reading and numeracy. The school finished in a fair financial position. The **Canteen** finished in a sound position. **OHSC** financial position is sound.

LIFELONG LEARNING is a cornerstone of Seacliff PS. We work closely with Seacliff Kindergarten and local Secondary Schools to ensure a smooth transition.

We Aim High and Reach for the Stars!



SEACLIFF PRIMARY ANNUAL REPORT 2015

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Aim High: Reach for the Stars!

CONTEXT FOR THE REPORT

In general our students come from stable socio-economic backgrounds. The school is extremely well supported by its community.

	2013		2014		2015	
	No's	%	No's	%	No's	%
School Card	45	11	43	14	45	11
ESL	47	12	45	12	52	13
Aboriginal	17	4	16	4.2	11	2.7
NEP	9	2	6	1.5	7	1.7

The table above shows the school community groups have stayed much the same over the 3 year period 2013-2015.

Staff retention was very high. There were a few staff changes as the school welcomed Mardi Angus JP teacher and Suzi Bán as our Business Manager onto our staff. Wes Moyle retired at the end of the year after a wonderful career.

SCHOOL COMMUNITY HIGHLIGHTS

- Giant Snake Nature Play project completed
- Anzac memorial garden and Meeting Place Project commemorating WW1 soldiers particularly Indigenous soldiers completed
- Brian Schiller won a scholarship to Japan to teach Science
- Seacliff PS competes strongly in Volleyball
- Strong Numeracy results across the school for the last 6 years. Numeracy results were stronger than reading in Year 5 and Year 7 which is very unusual for any school.
- 65% of Seacliff PS Year 3 students achieved in the Higher Bands of the Standard of Educational Achievement in Reading.

- Seacliff PS Student Environmental Group Presented a workshop Kids Teaching Kids for local primary schools
- Biannual Concert Series presented students drama and musical talents!
- Out Of School Hours Care Building exterior upgraded
- Quicksmart student's results were outstanding in maths and reading.
- Circus Troupe took their show "Movie Machine!" on a successful tour of schools.
- R-2 Literacy intervention results show students improving strongly
- TOOSmart! maths (Year 2) intervention Program delivered an average of 3 years growth to students!
- We had 82 entrants in the Oliphant Science Competition. Four place winners and two Highly Commended.

*Oliphant Science Competition Winners and Highly Commended recipients:
Rhys, Kaiji, Minami, Sava, Freddy and Flynn*



ENROLMENTS: RECEPTIONS - YEAR 7

2010-2013 (As per August Census)

2014/15 (Feb census)

Year	R	1	2	3	4	5	6	7	Total
2011	67	55	47	50	40	39	23	39	360
2012	61	51	56	55	51	44	34	29	381
2013	64	50	53	58	58	52	39	32	406
2014	44	58	53	54	54	54	42	38	397
2015	44	60	54	57	58	58	43	36	410

Enrolments peaked at 414 in 2015. 2016 estimated start is 425. We have estimated student enrolment capacity for the current building structure is approx. 426. A new double classroom will be in place for the start of 2017.

LITERACY

Each cohort continues to show strong achievement in **Reading** when compared to National and Similar Schools means. In Reading **Year 3 and Year 5** Seacliff cohorts achieved **significantly above** (14 Points or more) the National and Similar Schools Mean. The **Year 7** cohort achieved **above** the National and Similar Schools means.

School **growth in Reading from Year 3-5** shows 86% of students are in the Middle or Upper progress group.

Likewise school **growth from Year 5-7** shows 76% of students are in the Middle or Upper progress group.

Overall we are pleased with the results in each cohort and we are particularly pleased with the high degree of success in our Year 3 Reading results. This shows the immense value of a successful reading intervention program combined with quality Early Childhood teaching.