

# 2025 Annual Report to the School Community

School Name: Seaford Primary School (3835)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 April 2026 at 01:13 PM by Charlotte Wilders (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 18 April 2026 at 01:13 PM by Charlotte Wilders (Principal)

## How to read the Annual Report

### What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

## NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### School context

Seaford Primary School is located in the original part of Seaford and sits in close proximity to the Seaford/Edithvale Wetlands, Kananook Creek and the Seaford Foreshore. The school was established in 1914 and our current enrolment is 252. Currently our SFOE is 0.3784 and our current staffing numbers are 1 Principal, 1 Assistant Principal, 22 teaching staff and 25 ESS

Our school vision is clear: “We inspire curious, lifelong learners and leaders.” Our mission statement drives us to empower all students to be motivated learners and responsible citizens, ready to meet the challenges of the future.

Our core values, respect, resilience, inclusiveness, and kindness, are woven into the fabric of our daily practice. We celebrate diversity and ensure that every student feels safe, supported, and engaged in their learning journey. Our strong commitment to inclusive education means that we are outstanding in supporting all children, regardless of their needs or challenges. Our dedicated staff work tirelessly to create an environment where every child can thrive and achieve their full potential.

Our motto, "From reality we gain understanding," reflects our commitment to providing enriching, real-world learning experiences that extend beyond the traditional classroom.

We offer specialist subjects in Auslan, Physical Education and, Steam, Performing Arts and art.

At Seaford Primary, we embrace the principles of Stephen Covey's *7 Habits of Highly Effective People*, which instil a sense of pride and responsibility in our students. The habits, Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to Be Understood, Synergize, Sharpen the Saw and Find your Voice are essential for helping children navigate their lives effectively and become resilient, collaborative leaders in the future.

The school offers a daily healthy eating breakfast program. We have several members of staff who have completed Lookout training to be effective learning mentors for our Out of Home care Students, and we have 2 MARAM trained staff members.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2025, In 2025, our school focused on embedding and refining our literacy practices to ensure strong, consistent outcomes for all students. In Foundation to Year 2, this included strengthening the consistent delivery of systematic synthetic phonics through the Decodable Readers Australia program. This approach explicitly teaches the relationship between sounds and letters, with

students applying this knowledge through carefully sequenced decodable texts to support accuracy, fluency and confidence in reading.

In Years 3–6, our focus was on embedding morphology through the Phormes approach, supporting students to understand how words are constructed through prefixes, suffixes and root words. This strengthens vocabulary, spelling and reading comprehension, particularly as students engage with more complex texts.

A key priority across the school was the continued development of consistency in our instructional model. This is grounded in the Gradual Release of Responsibility (I do, We do, You do), where teachers explicitly model new learning, guide students through supported practice, and gradually release responsibility for independent application. This ensures clarity, structure and high expectations in every classroom.

All teachers have engaged in ongoing professional learning aligned to the Victorian Teaching and Learning Model (VTLM) 2.0, strengthening a shared understanding of effective teaching practices. This included a focus on cognitive load theory, supporting teachers to carefully sequence learning, reduce unnecessary cognitive demand and maximise student understanding.

Together, this work has strengthened a consistent, evidence-based approach to teaching and learning across the school, with a clear focus on improving literacy outcomes for every student.

## Wellbeing

In 2025, our wellbeing focus was centred around embedding a consistent, whole-school approach to student regulation, relationships and classroom environments. We continued to strengthen our implementation of Zones of Regulation and Respectful Relationships, supporting students to develop the skills to understand and manage their emotions, build positive relationships and navigate social situations successfully.

A key priority was also the introduction of positive classroom management strategies across all classrooms. This approach focuses on proactively establishing clear expectations, predictable routines and positive reinforcement to support student engagement and behaviour. It emphasises teaching and modelling expected behaviours, rather than responding reactively, and ensures a calm, structured and supportive learning environment for all students.

This work is closely aligned with our Ready to Learn approach at the start of each day, as well as consistent morning entry and end-of-day exit routines across the school. These predictable structures support student regulation, reduce anxiety and set clear expectations, enabling students to transition smoothly into and out of learning.

We continued to utilise targeted supports where required, including Tier 2 social groups, to further develop students' social and emotional skills. Regular wellbeing team meetings ensured a coordinated and responsive approach, allowing us to monitor student needs closely and provide timely support.

Together, this work has strengthened a consistent and proactive approach to wellbeing, supporting all students to feel safe, regulated and ready to engage in learning.

The results from the *Attitudes to School* survey, completed by students in Years 4-6, show that our efforts are having a positive impact. Our school continues to maintain high levels of wellbeing

compared to other schools across the state, reflecting the success of our ongoing initiatives and dedication of our staff.

## Engagement

In 2025, our focus in engagement was strengthening student connection to school through a clear emphasis on attendance. Our Attitudes to School Survey data indicates that students' attitudes to assessment are slightly below state averages, highlighting this as an area for continued development in ensuring students feel confident and supported in their learning.

To support improved attendance, we have established a dedicated Attendance Committee, comprising staff from across different areas of the school. This team is responsible for leading and monitoring our work across the Department of Education key elements:

- Attendance is a shared priority across the school
- Accurate recording and monitoring of attendance data
- Clear escalation processes and targeted support for students at risk
- Ensuring students feel welcome, included and engaged at school
- Building strong relationships with parents and carers

The purpose of this team is to take a proactive and consistent approach to attendance by analysing trends, identifying students at risk, coordinating follow-up actions and strengthening whole-school strategies to support regular school attendance.

This work reflects a more structured and data-informed approach, ensuring that attendance is closely monitored and that supports are put in place early to re-engage students and families where needed.

Together, this work is supporting stronger student engagement by ensuring students are present, supported and ready to learn.

## Other highlights from the school year

Other notable achievements include the continued engagement of the fundraising and events parents' committee, who have created an annual calendar of events for the school community. This initiative has helped foster greater engagement and support from families and the wider community.

Work commenced on the new outdoor toilet block, following our successful grant application with the Victorian School Building Authority (VSBA). This development will provide improved facilities for students and contribute to a more comfortable and supportive school environment.

## Financial performance

The Budget Management Report for 2025 indicates a surplus of \$196,782 at the time of reconciliation. We carried forward a surplus of \$173,275 from 2024. Of this amount, \$113,991 was utilised throughout 2025 as credit-to-cash transfers.

Once again, in 2025, it was necessary to approach the School Council to increase the CRT (Casual Relief Teacher).

Fundraising: We had a number of successful fund raising activities, including the parents quiz night, winter solstice and Colour Fun Run. In total we raised \$13,376.45. A great achievement from our school community!

We entered into a new license agreement with an Out of School Hours Care provider which will commence in 2026.

**For more detailed information regarding our school please visit our website at  
<https://www.seafordps.vic.edu.au/>**

## PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 229 students were enrolled at this school in 2025, 96 female and 132 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.




### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	73.3%	
	Similar schools	81.2%	
	State	82.0%	

### School Staff Survey


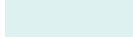


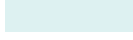

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	56.5%	
	Similar schools	76.8%	
	State	77.4%	

## LEARNING

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>82.5%</b>	
	Similar schools	84.9%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>83.3%</b>	
	Similar schools	84.3%	
	State	84.2%	

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


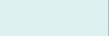


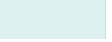

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>54.1%</b>	<b>52.3%</b>
	Similar schools	67.5%	66.7%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>45.0%</b>	<b>65.7%</b>
	Similar schools	69.9%	71.6%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>45.9%</b>	<b>50.0%</b>
	Similar schools	62.9%	63.7%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>40.0%</b>	<b>58.0%</b>
	Similar schools	65.2%	64.6%
	State	69.1%	68.1%

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


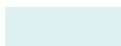

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>52.9%</b>	
	Similar schools	71.1%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>29.4%</b>	
	Similar schools	69.4%	
	State	74.0%	

## WELLBEING


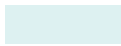

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>78.9%</b>		<b>81.5%</b>
	Similar schools	77.8%		76.8%
	State	77.1%		77.3%

### Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>71.9%</b>		<b>79.3%</b>
	Similar schools	78.7%		76.7%
	State	76.4%		75.8%

## ENGAGEMENT




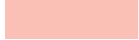



### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
<b>Prep - 6</b>	<b>School</b>	<b>23.7</b>	<b>23.8</b>
	Similar schools	21.6	22.0
	State	21.5	21.7

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
<b>Prep</b>	<b>School</b>	<b>89.4%</b>	
<b>Year 1</b>	<b>School</b>	<b>86.4%</b>	
<b>Year 2</b>	<b>School</b>	<b>90.1%</b>	
<b>Year 3</b>	<b>School</b>	<b>86.7%</b>	
<b>Year 4</b>	<b>School</b>	<b>89.6%</b>	
<b>Year 5</b>	<b>School</b>	<b>83.0%</b>	
<b>Year 6</b>	<b>School</b>	<b>86.9%</b>	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,994,985
Government Provided DET Grants	\$431,395
Government Grants Commonwealth	\$9,050
Government Grants State	\$0
Revenue Other	\$24,178
Locally Raised Funds	\$89,399
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,549,008</b>

Equity	Actual
Equity (Social Disadvantage)	\$90,183
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$90,183</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$3,691,735
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$82,819
Communication Costs	\$3,937
Consumables	\$46,565
Miscellaneous Expenses <sup>2</sup>	\$37,080
Agency Staff	\$0
Professional Development	\$22,500
Equipment/Maintenance/Hire	\$32,154
Property Services	\$87,414
Salaries & Allowances <sup>3</sup>	\$276,669
Support Services	\$11,791

Expenditure	Actual
Trading & Fundraising	\$22,439
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,154
<b>Total Operating Expenditure</b>	<b>\$4,342,257</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$206,750</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

<b>Funds Available</b>	<b>Actual</b>
High Yield Investment Account	\$51,202
Official Account	\$10,119
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$61,322</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$108,420
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$55,000
Maintenance - Buildings/Grounds < 12 months	\$53,420
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$216,841</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*