

2024 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 26 March 2025 at 12:13 PM by Charlotte Wilders (Principal)

- As executive officer of the school council, I attest that this 2024 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 26 March 2025 at 12:13 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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data 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 228. Currently our SFOE is 0.3784 and our current staffing numbers are 1 Principal, 1 Assistant Principal, 15 teaching staff and 23 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.

One of our standout programs, *Explorers*, offers our Foundation to Year 2 students the opportunity to take their learning outside every week. Through outdoor learning, we engage students in nature while fostering curiosity and a deep understanding of the world around them. This hands-on approach enhances their learning experiences and helps develop essential skills vital for lifelong success.

Our gardening and cooking program, run by our Indonesian teacher, connects students to cultural practices from Indonesia while promoting healthy eating and sustainability. This program enriches our curriculum and fosters an appreciation for diverse cultures and the importance of environmental stewardship.

We also offer specialist subjects in Indonesian, Physical Education and art. Additionally, we offer an excellent STEAM program, run by our dedicated art teacher. This program is a fantastic addition to our specialist offerings, sparking creativity and innovation in our students. Through engaging, hands-on projects, children develop critical thinking and problem-solving skills while exploring the connections between science, technology, engineering, arts, and mathematics. Our students are highly engaged in this program, and it plays a vital role in fostering a passion for learning and discovery.

Additionally, we offer a specialised language unit, providing targeted literacy intervention for children with a diagnosed language disorder. This unit is run by our speech pathologist, supported by trained education staff who also provide speech therapy assistance to other students in the school. This comprehensive approach ensures that all students receive the individualised support they need to thrive.

Our strong transition program from kindergarten to primary school builds essential partnerships with families and builds on each child’s existing knowledge through interest-based, developmentally appropriate experiences.

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, and Sharpen the Saw—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 and a morning and afternoon Out of Hours School Care run by Elysium.

Seaford Primary School is fully committed to keeping children safe and has a zero tolerance for child abuse.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, our school continued its commitment to improving student outcomes, particularly in maths, in alignment with departmental priorities. We maintained the valuable practice of using our maths specialist to model effective teaching practices across the school. Additionally, our Assistant Principal and maths specialist participated in a Community of Practice (COP) to develop curriculum maps that align with the Victorian Curriculum 2.0. This ongoing effort has led to positive results, with a growing percentage of students achieving Strong or Exceeding results in NAPLAN maths.

As part of our ongoing commitment to enhancing educational outcomes for all students, we recently conducted focused in-house staff training aimed at strengthening the development and management of Individualized Education Programs (IEPs).

Throughout the training, our teaching staff worked collaboratively to further develop their skills in regularly monitoring, reviewing, and updating IEPs. This ensures that each IEP remains responsive to the evolving needs of our students, allowing us to provide the most effective support possible.

In the area of literacy, our focus on the F-2 writing program has remained a priority. We continued to engage staff in professional learning throughout 2024 and made updates to our planning documents to ensure alignment with the Victorian Curriculum. Two literacy coordinators were appointed to support ongoing development and lead research into improving explicit teaching of phonics for 2025.

The evidence-based "Model, I Do, We Do, You Do" approach, which we apply to the writing program, has proven to be effective. The strong results we have seen in NAPLAN writing, combined with consistent teacher judgment, confirm the positive impact of these pedagogical practices. In Year 3, 79% of students achieved Strong or Exceeding results, and in Year 5, 83% of students performed at these levels.

Looking ahead to 2025, our goal is to replicate this success in phonics and morphology, further strengthening our students' literacy outcomes.

Wellbeing

In 2024, our school placed a strong emphasis on professional learning in the area of trauma-informed practice. All staff participated in professional development sessions to deepen their understanding of trauma and its impact on students. Additionally, our welfare officer completed a Graduate Certificate in Trauma-Informed Practice, while another staff member was successful in securing a scholarship under the Department's initiative for the Master's in Inclusive Education. These efforts reflect our ongoing commitment to supporting both staff and students in a trauma-sensitive environment.

We also continued to embed our social-emotional learning program, *Zones of Regulation*, alongside Tier 2 social groups for identified children. This structured approach helps students develop the skills to regulate their emotions and navigate social interactions effectively.

Our Mental Health funding supported the Song Room music program, providing students with creative outlets that support emotional and mental wellbeing. Furthermore, we continued to hold regular fortnightly wellbeing meetings with the leadership and wellbeing teams to ensure a collaborative approach to supporting our school community.

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.

Engagement

While attendance remains a priority, we have continued to focus on reducing the number of unapproved absences. All staff are now consistently following our absence protocol, which includes a staged response and a dedicated team for follow-ups, in line with our established protocol guidelines.

Our students' attitudes toward attendance are just above the state and network averages, reflecting ongoing efforts to encourage regular participation and engagement. We will continue to prioritise improvements in this area.

In 2024, professional learning sessions were centred around student agency, with a particular focus on utilising the Amplify materials to empower students in their learning. A Learner Agency Team was established to identify strategies for further strengthening student agency across the school.

Additionally, three staff members attended the Victorian Academy's professional learning sessions on developing student agency, enhancing our approach to fostering independent learners. This was further supported by professional learning for all teaching staff on formative assessment and how to engage students in assessing their own learning and setting personal goals.

We are encouraged by the positive survey results on student voice and agency, with 78% of students expressing confidence in their ability to voice opinions and influence their learning. This is above the state and network results, which are 67% and 66%, respectively. Similarly, survey results in self-regulation and goal setting were at 91%, significantly higher than the state and network averages of 83% and 82%, respectively.

Other highlights from the school year

Other notable achievements this year 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.

In addition, the bike bus initiative, started by parents, has been a success, with at least 40 students now travelling to school by bike every Friday. This initiative promotes a healthy and sustainable mode of transport while also building community spirit.

In Term 4, we were pleased to learn that we had been successful in our grant application with the Victorian School Building Authority (VSBA) to improve and extend our toilet block in the junior area. This development will provide better facilities for our students and contribute to a more comfortable and supportive learning environment.

Financial performance

The Budget Management Report for 2024 indicates a surplus of \$259,455 at the time of reconciliation. We carried forward a surplus of \$245,511 from 2023. Of this amount, \$171,592 was utilised throughout 2024 as credit-to-cash transfers, leaving a further \$73,919 to utilise in 2025.

Once again, in 2024, it was necessary to approach the School Council to increase the CRT (Casual Relief Teacher) budget due to high staff absences among both teaching staff and education support staff.

Fundraising: We had a number of successful fund raising activities, including the parents quiz night, winter solstice and Bunnings sausage sizzle. In total we raised \$11,753.36. A great achievement from our school community!

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 208 students were enrolled at this school in 2024, 82 female and 126 male.

2 percent of students had English as an additional language and NDP percent 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).

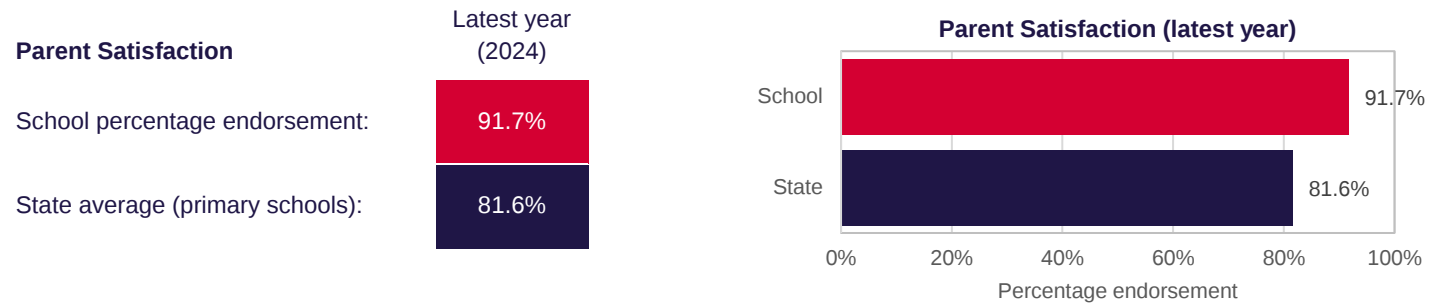
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **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.

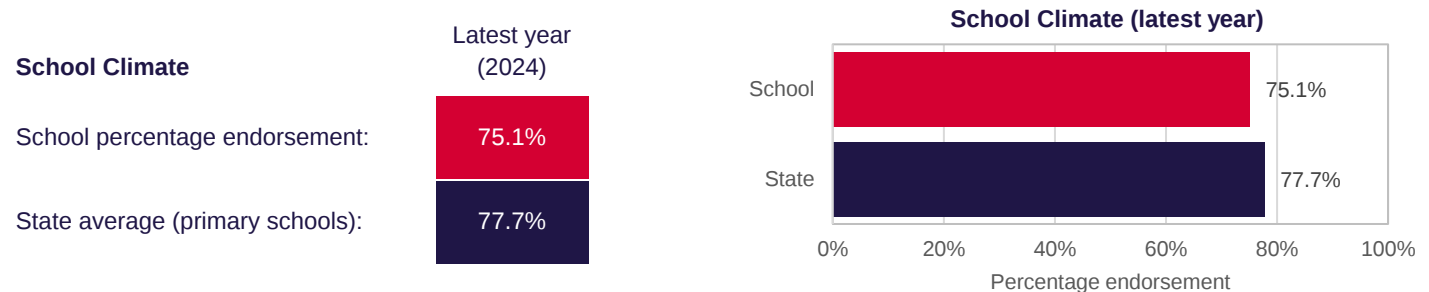


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

8 Department of Education		English (latest year) Years Prep to 6				
School	#N/A					

English
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

NDA

Similar Schools average:

84.9%

State average:

86.4%

Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

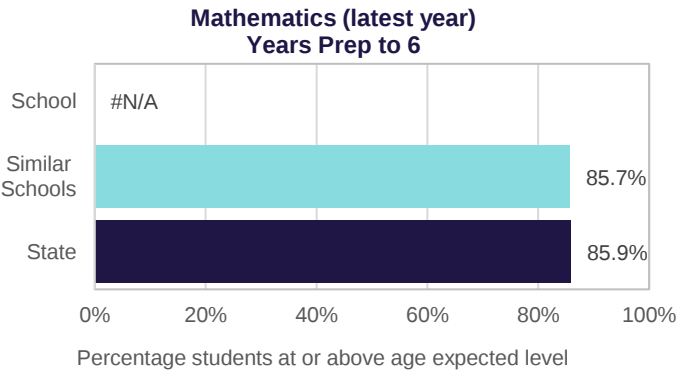
NDA

Similar Schools average:

85.7%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

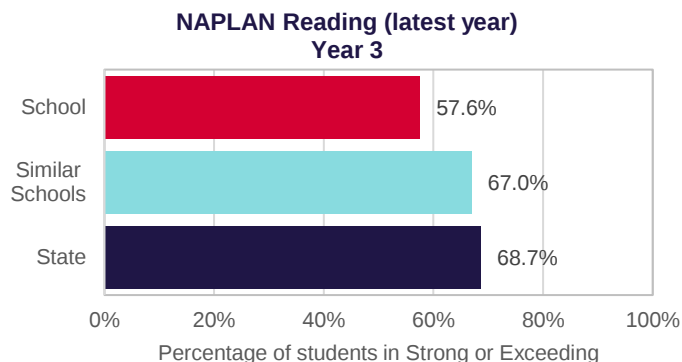
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

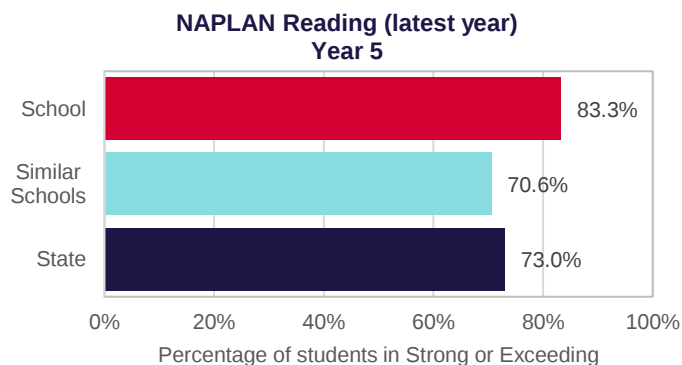
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.6%	51.0%
Similar Schools average:	67.0%	66.3%
State average:	68.7%	69.2%



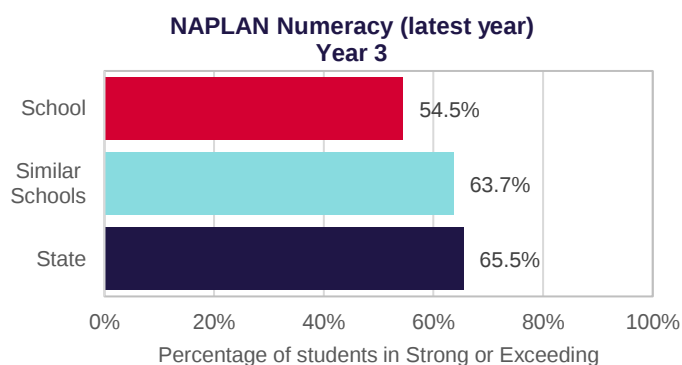
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	74.0%
Similar Schools average:	70.6%	72.4%
State average:	73.0%	75.0%



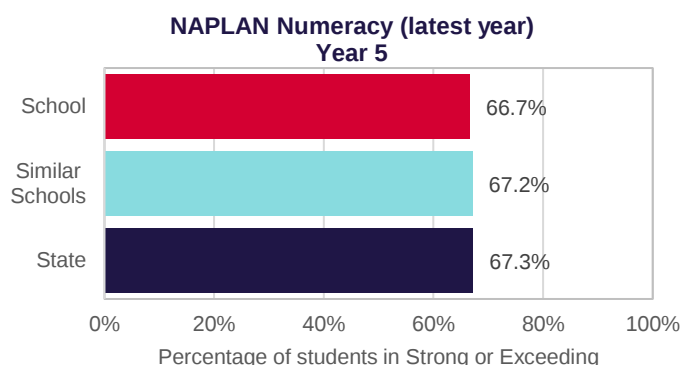
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.5%	52.9%
Similar Schools average:	63.7%	64.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	65.3%
Similar Schools average:	67.2%	64.3%
State average:	67.3%	67.6%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

68.8%

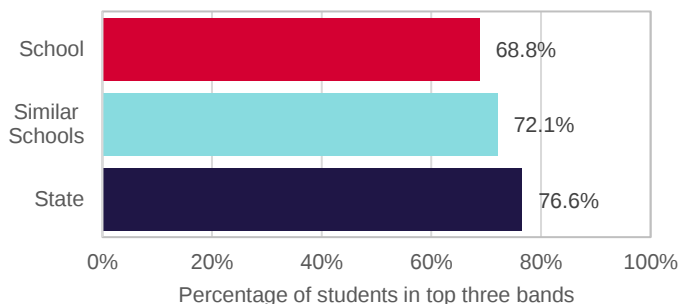
Similar Schools average:

72.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

46.2%

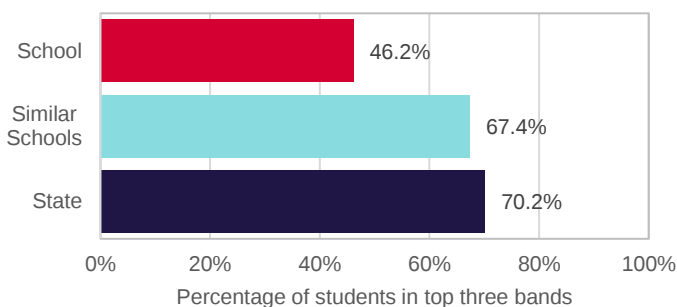
Similar Schools average:

67.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

56.3%

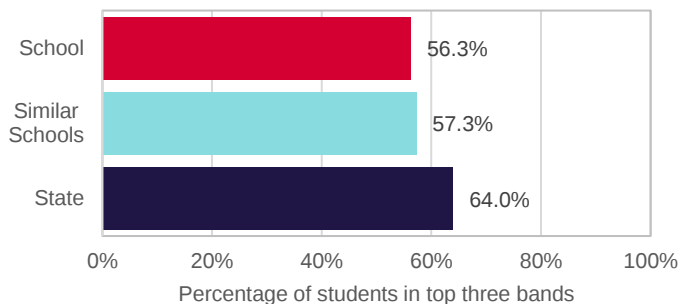
Similar Schools average:

57.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

36.4%

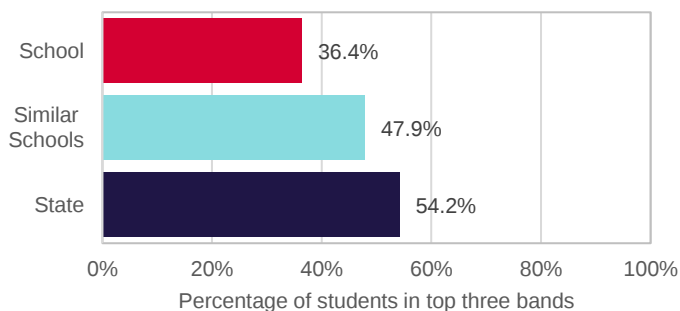
Similar Schools average:

47.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

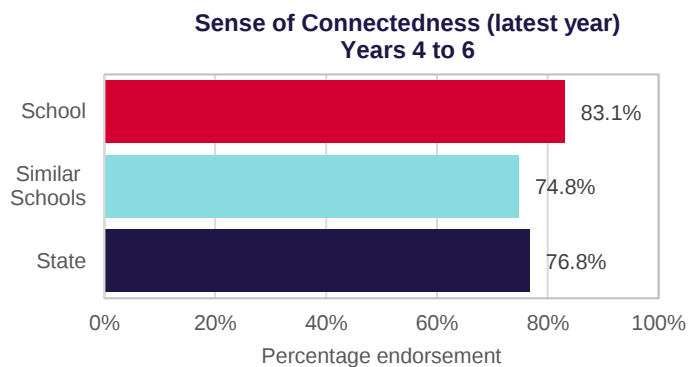
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	83.1%	82.1%
Similar Schools average:	74.8%	76.8%
State average:	76.8%	77.9%

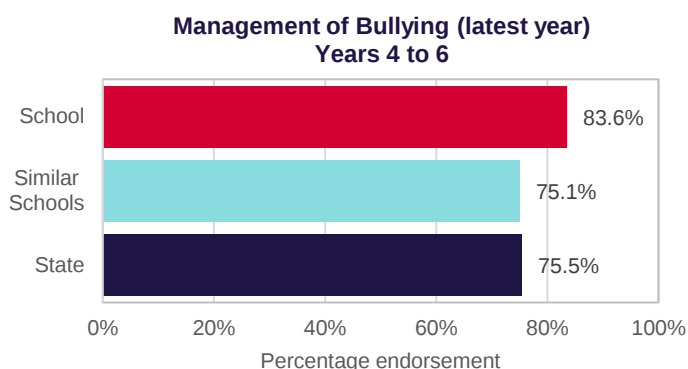


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	83.6%	80.6%
Similar Schools average:	75.1%	76.6%
State average:	75.5%	76.3%

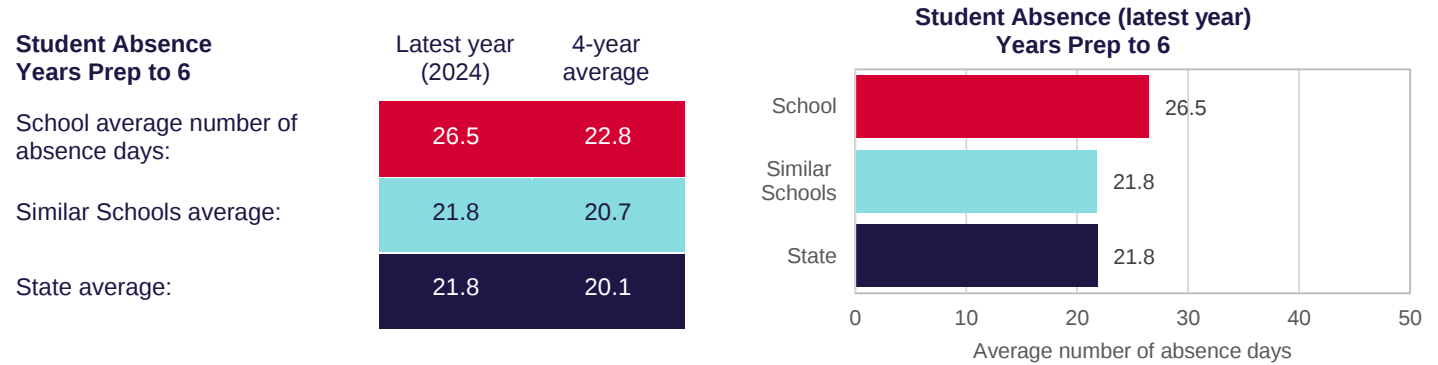


ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	88%	87%	86%	91%	80%	87%	86%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,383,916
Government Provided DET Grants	\$545,744
Government Grants Commonwealth	\$3,900
Government Grants State	\$0
Revenue Other	\$54,598
Locally Raised Funds	\$129,537
Capital Grants	\$0
Total Operating Revenue	\$4,117,695

Equity ¹	Actual
Equity (Social Disadvantage)	\$95,013
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$95,013

Expenditure	Actual
Student Resource Package ²	\$3,137,160
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$89,312
Communication Costs	\$13,827
Consumables	\$48,807
Miscellaneous Expense ³	\$12,252
Professional Development	\$24,380
Equipment/Maintenance/Hire	\$26,172
Property Services	\$97,335
Salaries & Allowances ⁴	\$249,227
Support Services	\$15,692
Trading & Fundraising	\$32,619
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,072
Total Operating Expenditure	\$3,769,854
Net Operating Surplus/-Deficit	\$347,841
Asset Acquisitions	\$34,507

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$183,079
Official Account	(\$319)
Other Accounts	\$0
Total Funds Available	\$182,760

Financial Commitments	Actual
Operating Reserve	\$105,686
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,000
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	\$55,686
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$211,371

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.