Principal’s message

The Annual School Report provides our school community with a summary of the school’s achievements, results and future directions. As a school community we are continually trying to improve outcomes for students so we can provide them with a challenging and rewarding education in a rapidly changing society.

2013 was an exciting and challenging year at Seaham Public School. At a local, district and state level students and staff were successful in many endeavours throughout the year. The teaching of basic skills continues to be a focus of classroom practice and is complimented by extensive opportunities across other key learning areas.

Parents assist in many sporting and cultural activities and the school has a very active and supportive Parents and Citizens Association (P&C) that represent the parent body very effectively.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr. Craig Partridge - Principal

P & C message

The P & C has had another good year in 2013.

Thanks to all of the people who have either directly or indirectly supported our efforts.

I’d like to thank the Canteen Committee and all the volunteers. This is a great service and the students thoroughly enjoy this experience and seeing their parents in there. Without you all, our canteen wouldn’t operate. The canteen has passed over $5500 this year to the P&C.

Similarly, thanks to all the people who come in each day to assist with class reading, sport and other activities. Your assistance is greatly appreciated.

A special thanks to the members of the P&C, your attendance at meetings and your tireless work on improving the resources and equipment available for the students and teachers is nothing short of amazing. It is a pleasure to be involved with this group of people.

This year the P&C have worked on a number of items which include:

- Completion and opening of the new sensory garden area ($5255 project cost)
- Chess and draughts pieces supplied for outdoor board ($651)
- Quarterly donation to the library for new resources (Totaling $2,700)
- Donation for presentation night awards
- Donation to purchase more Laptops, to support the ongoing laptop program ($7000 total)

P&C have also conducted a number of fundraising activities throughout this year, including:

- Living Fundraisers (Raising $1,400)
- Mother’s Day Raffle ($630)
- Fete ($13,400)

A significant amount of the P&C’s work this year has been on completing the Sensory Garden and play area.

Before school resumed in February, we had the water tanks installed along with the concrete stream base and river rocks. A significant boost to this project has been the involvement and donation of all rock and road base materials for the garden by Hansen Quarries – Brandy Hill. Their support has seen this project come in significantly under the original budget and allowed the P&C to reallocate those funds to other projects within the school.

Different play zones have been installed, including a large chess board and cubby house along with the creation of beautiful gardens. The gardens and the outdoor chess board were part of a wonderful community donation by Maitland Bunnings.

The garden was officially opened by Principal Craig Partridge and Martin Connor Representative from Hunter Water in June. An article was featured in the Port Stephens Examiner to highlight the wonderful donations and work done to bring this project to life. I am truly pleased to see the garden used daily by the children in all breaks times as well as teachers using the area for lessons.

The other key project for the year was the school fete. This takes a significant amount of coordination and support from our whole school...
From donations, to volunteers to run the stalls there is plenty of action. This year’s fete was no exception. With the introduction of some new stalls and the return of some classic favourites the 2013 fete was enjoyed by all who attended. The fete raised a profit of $13400 for the P&C to spend on new projects and resources for the school.

On top of all of this activity we have been very busy with involvement in the following:

- Continued to run Book Club this year again with great success. Thank you to the Vasic and Morris families for running this great program. Book club earned $538 in reward points from catalogue sales through the year and were able to redeem $1006 of reward points for library and classroom resources, including:
  - Premier’s reading challenge book packs for the library
  - chess books for the library to support the school’s chess program
  - classroom gifts in book week and
  - book stall raffle prizes to promote reading
- School banking was another program that has continued again this year with even more children taking part. With the school earning commission payments of approx. $300. Thanks go to Kirsty Johnson for continuing to run this successful program.
- During the year a safety risk was identified within the school. This has seen preparation work commence on a path to join the top and bottom playgrounds. The P&C have successfully arranged for the donation of the concrete and materials for the installation of this path. Thanks to Hanson Quarries – Brandy Hill who will supply these materials. This work will be finished before school commences in 2014.
- Term 2, we welcomed a new teacher Mrs. Bowman - this was a highly contested position. We would like to again congratulate Mrs. Bowman.
- School uniforms - this has again been an extremely busy year for our uniform coordinator, Carly Clarke who has done an excellent job.
- Running of the Mothers and Father’s Day stalls – these stalls are enjoyed by the children each year. Being able to come and shop for someone special to them is lots of fun.
- Woolworths Earn and Learn School Program – we achieved a lot of points again this year which has meant we are able to order lots of great additional resources for the children as part of this community initiative. Thanks to everyone for your support in collecting these stickers.
- Followed up on School Zone issues with Robyn Parker and Port Stephens Council. This has seen the introduction of the 'your speed' sign situated in Warren Street. All schools will have flashing lights in their school zone by end 2015.
- Obtaining pricing and creating a project plan for the upgrade and resurfacing of the tennis court area into a multipurpose netball and basketball court. Approval was given to go ahead with this project in the November P&C meeting. Intention is for work to commence early in the new year on this project.

To any of our members and families who leave the school this year ‘thank you’ for your wonderful contributions to the P&C and school community. I would like to make special mention to Mrs. Pat Feenan who is not only a teacher at Seaham School but a life member of the P&C. Pat is leaving this year and will be greatly missed as a key teaching and P&C member. Good luck in your future adventures.

I’d like to thank everyone who donated money, time or resources to make all of our projects and activities not only happen, but succeed.

Finally, I’d like to ask that all our families consider joining the P&C; we need new members to join our existing committee so the wonderful work being done to enhance the school environment and resources can continue into the future. The time commitment is not huge, P&C is a couple of hours per month for the meeting and occasional assistance with projects or fundraising where you are able.
We are looking forward to another exciting year next year and I would like to welcome all parents and community members to our meetings.

Kerri McCaw – P&C President 2013

Student representative’s message

In 2013 I had the excellent opportunity of being the girl school captain of Seaham Public School. The boy captain was Isaac Buckley and vice captains were Taylah Baylis and Corey Holloway. We attended the Young Leader’s Day in Sydney where we met other school leaders and learnt some skills to use during the year. The introduction of the school parliament gave us the opportunity to run meetings and to listen to suggestions from other students for improving the school. School assemblies were led by us and we got to represent the school on ANZAC Day and to lay a wreath at the War Memorial. The past year was fun because of the things we got to do and the people we met. I will miss being part of the wonderful community of Seaham Public School.

Sonia Sullivan -2013 School Captain

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

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<thead>
<tr>
<th>Year</th>
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<td><strong>93.8</strong></td>
<td><strong>94.3</strong></td>
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Management of non-attendance

Student attendance is monitored on a daily basis. Should there be recurring attendance issues the school works co-operatively with parents and students to overcome these issues. Attendance at school is strongly encouraged by providing a caring and supportive environment. The school works with families and involves the Home School Liaison Officer (HSLO) when further support is needed.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2013 our teacher librarian, Mrs. Feenan continued her leave. This position was filled by Mrs. Karen Brown and Mrs. Christine Elliot. Mr.
Padmos continued to fill the role of classroom teacher of 4/5P during term 1. This position was then filled by merit selection from term 2. The successful applicant was Mrs. Deborah Bowman and we welcomed her to our school in term 2.

**Workforce composition**

<table>
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<tr>
<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<td>Classroom Teacher(s)</td>
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<td>Teacher of Reading Recovery</td>
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<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher of ESL</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

We currently have no school staff members who identify as Aboriginal.

**Teacher qualifications**

All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
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<table>
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<table>
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<th>Expenditure</th>
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<td>Teaching &amp; learning</td>
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<td>Excursions</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.
62% of Year 3 students achieved bands 5 and 6 in the writing component of NAPLAN compared to 37.5% in 2012.

In 2013 there was an increase in Year 3 students achieving bands 5 and 6 in reading compared to 2012.

There has been a 3% increase in Year 5 students achieving band 8 in writing compared to 2012.
Year 5 girls have improved by 63 scale scores from the 2012 data in the test aspect of grammar and punctuation.

**Reading**

![Percentage in bands: Year 5 Reading]

Year 5 students achieving bands 7 and 8 in reading has increased by 25% from the previous year.

**NAPLAN Year 5 - Numeracy**

![Percentage in bands: Year 5 Numeracy]

43% of year 5 students achieved bands 7 and 8 in numeracy compared to 19.4% in 2012.

Year 5 boys are 18 scale points above the state average growth in the test aspect of numeracy.

**Other achievements**

**Sport**

We have had a number of outstanding sporting achievements in 2013. A number of students represented Port Stephens zone in a number of sports and events.

The following students were successful in making it to regional finals as part of the Hunter team. They were Sam Codrington and Joel Wevers for cross country, Corey Holloway for AFL, Isaac Buckley for Rugby Union and Cooper Thew for basketball.

**Public Speaking**

A number of students progressed through to the zone public speaking finals. They were Ruby Bennett, Finlay McCumstie, Ellie Todd, Archie Lilley, Taylah Baylis and Kelsey Burridge.

**Major Awards**

The following students received major awards at our school presentation night. These included:
- **Dux** - Eaden O’Donnell
- **Citizenship** – Jazmin Neilson
- **Principal’s Encouragement** – Louise Delforce
- **Premier’s Sporting Medal** – Isaac Buckley
- **Sporting Achievement** – Corey Holloway
- **Sportsmanship** – Paris Bennett

During Education Week a number of our school and community members received awards at the Education Week Awards Ceremony at Hunter River High School.

These included Kelsey Burridge and Jazmin Neilson for their contribution to the school’s environmental program. Excellence in teaching to Mrs. Millburn for outstanding classroom management and contribution to the school’s performing arts program. The school community award to Mr. Ron Pearce for his long term support to our school’s environmental program. Outstanding contribution by a non-teaching staff member was awarded to Mrs. Diane Stulz for her dedication to all students and the school program award was awarded to the Seaham Public School's environmental program and was accepted by Mr. Unicomb.
Significant programs and initiatives

Excursions
At Seaham Public School all students are given the opportunity to attend class and stage based excursions. These visits are planned on a two year rotation to accommodate composite classes and are always planned to support programs being taught at the time. In 2013 early stage one and stage one students visited Oakvale Farm and the transport excursion in and around Newcastle. Stage two students visited Sydney and Stage three went to Canberra as part of their work on Australia and government.

Parliament
In 2013 the Seaham School Parliament was implemented. The school leaders took on senior roles in our government with other year 5 and 6 students taking on portfolios such as environment, student welfare, playground, fundraising and sport. The parliament sat twice a term with representatives from all the primary classes attending and providing input and ideas.
Multicultural education

Seaham Public School celebrated Harmony Day on the 21st of March. The day began with open classrooms where parents and friends participated in ‘Harmony Day’ related activities. The activities included craft, drama, art and digital technology. Cultural perspectives were integrated into teaching programs before, during and after the event.

The Harmony Day assembly in the hall

Science Week

During Science Week students from years five and six were invited to attend the Dungog High School for the Mid North Coast Science and Engineering challenge. The program was a day long competition where students worked in groups to complete various fun challenges involving science and engineering.

Year 5 boys completing a science and engineering challenge

School Planning and Evaluation 2012 -2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Interviews with classroom teachers and analysis of class programs during the TARS process.
- Surveys containing parent and student responses on their feelings about the school.
- Analysis of student achievement data including 2013 SMART, reading benchmark levels, writing assessment and state attendance data.

School planning 2012—2014: progress in 2013

Literacy

School priority 1

To increase NAPLAN school performance compared to state for writing

Outcomes from 2012–2014

In Year 3, at least 50% of students achieving in the top 2 skill bands and 10% or less of students achieving in the bottom 2 skill bands.

In Year 5, at least 30% of students achieving in the top 2 skill bands and 10% or less of students achieving in the bottom 2 skill bands.

75% of Kindergarten students achieve English early stage one syllabus writing outcomes by the end of the year.

Evidence of progress towards outcomes in 2013:

62.1% of year 3 students achieved in top 2 bands and 10.3% in the bottom 2 bands in the year 3 NAPLAN writing assessment.

9.4% of students achieved in top 2 bands and 15.6% in the bottom 2 bands in the year 5 NAPLAN writing assessment.
School priority 2

To increase the NAPLAN school performance compared to the state for reading.

In Year 3, at least 30% of students achieving in the top 2 skill bands and 27.3% or less of students achieving in the bottom 2 skill bands.

In Year 5, at least 35% of students achieving in the top 2 skill bands and 20% or less of students achieving in the bottom 2 skill bands.

75% of Kindergarten students achieve an independent Reading Recovery level 6 or equivalent.

More than 55% of year 5 students achieve greater than or equal to the expected growth in NAPLAN reading and writing.

Evidence of progress towards outcomes in 2013:

48.2% of students achieved in top 2 bands and 13.7% in the bottom 2 bands in the year 3 NAPLAN reading assessment.

43.7% of students achieved in top 2 bands and 12.5% in the bottom 2 bands in the year 5 NAPLAN reading assessment.

64% of students achieved greater than or equal to expected growth in NAPLAN reading.

Strategies to achieve these outcomes in 2014:

Early stage one teacher and learning support teachers to assess kindergarten students and analyse results.

Revised scope and sequence implemented by all teachers from the beginning of 2014 including literacy focus and links to other KLAs.

Stage based focus on planning, teaching and assessing using Literacy on Track (LOT) teaching and learning process as a framework for Australian Curriculum implementation.

Students from 2013 NAPLAN results who scored in lowest two bands are identified and receive assistance from the Learning Support Team (LST).

Benchmarking schedule of literacy data updated for all students in all year groups and recorded on literacy data base on shared site.

Monitor individual literacy progress of all Aboriginal students to ensure appropriate growth.

Online reading program (Lexia) implemented in stage 3 as part of targeted literacy groups. All students have access to online literacy program, Reading Eggs and Reading Eggspress.

Evaluate current practice using the DET Analytical Framework for Literacy.

School priority 3

To increase NAPLAN school performance compared to state for numeracy.

In Year 3, at least 40% of students achieving in the top 2 skill bands and 15% or less of students achieving in the bottom 2 skill bands.

In Year 5, at least 35% of students achieving in the top 2 skill bands and 15% or less of students achieving in the bottom 2 skill bands.

More than 55% of Stage 3 students achieve greater than or equal to the expected growth in NAPLAN numeracy.

Evidence of progress towards outcomes in 2013:

27.6% of students achieved in top 2 bands and 13.8% in the bottom 2 bands in the year 3 NAPLAN numeracy assessment.

43.8% of students achieved in top 2 bands and 21.9% in the bottom 2 bands in the year 5 NAPLAN numeracy assessment.

55% of students achieved greater than or equal to expected growth in NAPLAN numeracy.

Strategies to achieve these outcomes in 2014:

All teachers participate in professional learning, reflection, analysis and planning activities for increased student engagement.

Learning Support Team (LST) to ensure all students not achieving year appropriate numeracy outcomes receive targeted support.

Monitor individual numeracy progress of all Aboriginal students to ensure appropriate growth.

Benchmarking schedule of numeracy data investigated and established for all students in all year groups. Teachers released to assess students.

Evaluate current practice using the DET Analytical Framework for Numeracy.
Source and investigate technology resources used to support classroom numeracy lessons.

Provide opportunities for staff and community to understand the curriculum development process and timeline for the introduction of the Australian Curriculum.

School priority 4

Student Engagement

To increase student engagement during class instruction time.

To achieve an attendance rate for all students of more than 92%.

Digital learning resources, linked to curriculum, evident in class programs and available and used in classrooms.

Increase in programs available for high achieving students

Evidence of progress towards outcomes in 2013:

2013 attendance rate for all students of 95.7%

78% of classrooms have interactive whiteboard installed and all class programs contain evidence of technology integrated into classroom practice.

Strategies to achieve these outcomes in 2014:

Enhance technology and technology learning across the school.

Laptops distributed across the school to support individual and group instruction.

Mobile class set of ipads purchased for use in classrooms to support teaching and learning.

All classrooms to be fitted with an interactive whiteboard.

Continue to utilise stage 3 mentors to assist and guide younger students in the use of computer technology.

Student Welfare policy revised and implemented. Students with specific and targeted learning and behavioural needs supported in the classroom and in the playground.

All teachers to modify their teaching and learning programs to reflect the individual needs of students. Program proformas supplied and teachers released to assess and plan based on the Literacy on Track model.

Involve the Seaham community through special events and celebrations such as Harmony Day, NAIDOC day and Grandparent’s day.

Train and support stage 3 student leaders to be more active.

In organising activities and supporting younger students.

School parliament implemented.

Employ teacher to support students achieving beyond stage outcomes in literacy and numeracy.

Professional learning

Staff were given the opportunity to participate in a number of professional learning activities in 2013. These included:

- ‘Literacy on Track’ programme and professional learning as part of staff development days.
- Australian Curriculum implementation training.
- First aid and CPR training including the use of an epipen.

The school expenditure on professional learning well exceeded the annual departmental allocation and reflects our commitment to the ongoing professional development of all staff.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

97 primary age students completed the School Life Student questionnaire

A summary of their responses are presented below.

- More than 95% of students felt that school is a place where they learn to get along with other people, where the work is good preparation for their future and they achieve a satisfactory standard in their work.
More than 90% of students felt that they were a success at school, that others accept them for who they are, that the things they learn are important to them, that they are good at school and feel proud to be a student here. More than 90% also indicated that they have fun at school, their teacher listens to them and they are treated fairly.

Parents were invited to respond to a school survey relating to aspects of our school, in particular new break times, communication and interest in before school care.

A summary of their responses are presented below.

- 60% of parents felt that the change in break times was positive. Comments included students had more time to eat their lunch, it helps to avoid the long break in the hottest part of the day and it seemed to be positive for the canteen volunteers.

- 20% of parents felt that the break change was a waste of time because their children liked it the way it was, it created confusion and it wouldn’t work if the canteen could not organize lunches in the first break.

- 85% of parents see the newsletter as the easiest and primary form of communication between school and home. Facebook was not accessed by everyone and the webpage can be problematical to find.

- 75% of parents felt that before school care would be a positive program for the school and would assist parents.

Program evaluations

Background

In 2013 teachers at Seaham Public School were involved in a TARS process that involved personal reflection and supervisory feedback using the 7 domains from the Australian Institute of Teachers standards for teaching. Using this feedback specific strategies were outlined in an action plan for each teacher.

Findings and conclusions

Standard 1 - Knowledge of subject content and how to teach it to their students.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: