School context statement
Seaham Public School is part of the Port Stephens/ Callaghan group of schools and is an active member of the Hunter River Learning community. The school has a current enrolment of 210 students and services a growing local community. Seaham currently has 8 classes with students taught by an enthusiastic, committed and experienced staff in a technology rich environment.

Parents are active in their children’s learning and are encouraged to participate and assist in classroom learning.

The school acknowledges the Worimi people with 5% of students identifying as Aboriginal. An active Learning Support Team assists teachers in differentiating the curriculum to cater for all learners.

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.

2014 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 a really busy year, with a lot of fundraising activity to secure the funds for large projects around the school.

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 year saw a number of changes to the operation of the canteen and our volunteers have taken this all in their stride continuing to offer a great service to the school and all of the children. 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 involved in operating the school book club, school banking or those who come in each day to assist with class reading, sport and other activities. Your assistance is greatly appreciated and adds value to everyone’s learning experience.

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 kids and teachers is nothing short of amazing. It is a pleasure to be involved with this group of people.

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

- Battery World $2000
- Birthday Cards $500
- Mangos $1000
- Masters BBQ’s $495
- School Performance $1258
- Movie Night $1074
- Mulch $300
- Shopping Trips $38

Raising in excess of $6000 across the year

This year the primary focus for the P&C has been the upgrade of our tennis court area into a multi-purpose court for the school. This will have a full sized area for both Basketball and Netball.

This has required a significant amount of work to source suppliers, obtain quotes and ensure that we have raised sufficient funds to complete the upgrade.

We have been exceptionally lucky to have the support of Hansen Quarries, Brandy Hill and to
have received a community grant from Holiday Coast Credit Union without this support projects like this would not be possible for us to complete.

Over the year the P&C have been busy with involvement in the following:

- New paths to reduce a safety risk. The P&C have successfully arranged for the donation of the Concrete and Materials for the installation of this path. Thanks to Hansen Quarries – Brandy Hill who supplied the materials for this project.
- New handball courts
- Quarterly donation to the library for new resources
- Donation for presentation night awards
- Continued to run Book Club this year again with great success. Thank you to Tracey Morris, Julie Vasic, Alison Imber and Leanne Cox. Book club redeemed $474 for library books and stage 2 award certificates. Earned $528.50 reward credit from sales this year.
- 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. $250. Thanks go to Kirsty Johnson, Karen Codrington and Shannon Gillon for continuing to run this successful program.
- 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 stall – these stalls are enjoyed by the children each year. Being able to come and shop for someone special to them is lots of fun.

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 Robyn Campbell who is leaving this year and will be greatly missed by all at the school. Good luck in your future adventures.

As this year is my last year as President of the P&C I would like to thank all of the people who have either directly or indirectly supported our efforts. We have continued to raise money and provide exceptional resources for the school and all the children. I hope to see this wonderful support to the school continue into the future.

Lastly, I’d like to encourage 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.

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 2014

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

![Enrolments](image)

Student attendance profile

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.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>-</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>-</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>-</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.15</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td>Total</td>
<td>14.4</td>
</tr>
</tbody>
</table>

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 meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning in 2014 was focused on the implementation of the new syllabus in English and mathematics. During staff development days these opportunities included online training courses such as

- Your school and the mathematics K-10 syllabus.
- Syllabus Plus adobe connect online series in English, mathematics and science.

Planning days each term allowed stage groups to consolidate their learning and plan stage based units and lessons from the new syllabus.

Welfare was also a strong focus in training and development. Staff were involved in

- Non crisis intervention training
- Training in the National Consistent Collection of Data (NCCD) in school students with a disability.

Beginning Teachers

In 2014 we had one permanent beginning teacher. Great Teaching, Inspired Learning funding was used to provide an additional teaching resource in the stage 3 open plan learning area. This enabled the beginning teacher to work with smaller groups in literacy and numeracy. The team teaching also provided an opportunity for collegial sharing and collaboration with the more experienced stage 3 teacher. This funding was also used for one planning day each term where stages were released together to plan and program appropriate lessons based on the new syllabus.

Our beginning teacher also attended PL opportunities in Anti-racism, non-crisis intervention and mathematics.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>97285.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>179908.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>100538.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>100043.22</td>
</tr>
<tr>
<td>Interest</td>
<td>4300.18</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6971.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>489047.04</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 29132.61   |
| Excursions                | 27347.63   |
| Extracurricular dissections| 50489.23   |
| Library                   | 4302.76    |
| Training & development    | 11224.49   |
| Tied funds                | 88109.82   |
| Casual relief teachers    | 27831.55   |
| Administration & office   | 56848.47   |
| School-operated canteen   | 0.00       |
| Utilities                 | 46011.28   |
| Maintenance               | 15520.30   |
| Trust accounts            | 6580.50    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 363398.64  |
| **Balance carried forward**| 125648.40  |

A full copy of the school’s 2014 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.

School performance 2014

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.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

![Percentage in bands: Year 3 Reading](image)

59.4% of students in year 3 performed in the top two bands in NAPLAN compared to an average of 46.6% over the last four years.
No students in year 3 performed in the bottom two bands in writing. Over the last 4 years 5.8% of students performed in bands 1 and 2.

Although less students performed in the highest band compared to the last four year average overall, there was a higher total percentage of students in the upper bands.

**NAPLAN Year 3 - Numeracy**

No students performed in the lowest band in year 3 spelling and there was an increase in students performing in the two highest bands.

No students performed in the lowest band in year 3 numeracy with a higher percentage in the top two bands compared to the last four year average.
3% more Year 5 students performed in the top two bands than the last four year average.

Year 5 writing scores indicated the majority of students performed in bands 4, 5 and 6. Our percentage of students performing in the top two bands was slightly down compared to the last four year average.

Spelling, like writing, showed a reduction in the percentage of students performing in the top two bands.

Year 5 performance in grammar and punctuation was slightly down on previous years.
A majority of year 5 students performed in the middle bands with an increase in bands 1 and 2 and a decrease in bands 7 and 8 compared to the last four year average.

Other achievements

Sport

We have had a number of outstanding sporting achievements in 2014. A number of students represented Port Stephens zone in a number of sports and events and our sporting teams performed well in PSSA knockout competitions and local events.

In swimming 17 Seaham students went on to represent at the zone swimming competition. In cross country Sam Codrington won his age event at the zone event and Amber Sullivan placed 2nd. Both went on to the regional event where Sam placed 7th overall and Amber placed 31st. Our athletics champions for 2014 were

- Junior boy – Cody Hancock
- Junior girl – Rhianna Brooker
- 11yrs boy – Sam Codrington
- 11yrs girl – Amber Sullivan
- Senior boy – Jordan Murphy
- Senior girl – Aleece Richardson

At the zone athletics carnival Seaham took out the champion school overall. Aleece Richardson was the zone champion senior girl. 13 students went on to represent the zone at the Regional athletics championship with Jayden Hancock qualifying for the discus at the state athletics in Sydney.

In other team sports Jeremy Nunan and Jordan Murphy made the Hunter cricket team and Cooper Thew the Hunter basketball team. Jeremy also was a member of the Hunter softball team.

Oscar Mella competed in the NSW school sprint orienteering challenge where he placed 2nd overall. Tommi and Jaimie Studdy excelled in horse sports, both reaching champion and reserve champion in three events at Singleton, Dungog and Cessnock.

The boy’s cricket side were our most successful team, becoming their Hunter pool champions and making the semifinal of the Reg Kelly Shield.

Public Speaking and Spelling Competitions

A number of students were successful in winning their stage public speaking final at school. They were Ben Moroney, Bridie Gillon, Tim Kerkhof, Archie Lilley, Milla Kime and Finlay McCumstie. Milla and Bridie went on to compete at the zone finals.

The Spell Athon raised over $2000 for the school. The highest fundraisers were Jackson Grono and Ellie Marquet. Paige Williams, Archie Lilley and Eliza O’Donnell went on to compete at Regional finals of the Premiers Spelling Challenge.

Major Awards

The following students received major awards at our school presentation night. These included:

Dux – Robert Morris
Citizenship – Eden McCaw
Principal’s Encouragement – Ethan Parmenter
Premier’s Sporting Medal – Jayden Hancock
Sporting Achievement – Jeremy Nunan
Sportsmanship – Georgia Fuhrer-Andrews
HRHS Scholarship – Alex Lidbury

During Education Week a number of our school and community members received awards at the Education Week Awards Ceremony at Irrawang High School.
These included Robert Morris for outstanding academic achievement and a positive attitude to learning and Andrew Akerman for his outstanding contribution in all areas. Excellence in teaching to Mrs Lawler for her dedication to all students and outstanding classroom management and Mrs Stewart for dedication to all staff and students. The school community award to Mr Neil Morris for supporting the school and mentoring students across many curriculum areas and Mrs Tracey Morris for her ongoing support of Seaham School and the community. Outstanding contribution by a non-teaching staff member was awarded to Mrs Shelly Nielson for her organization, care and outstanding preparation of the school newsletter each week and Mrs Robyn Campbell for an outstanding career in supporting public education and the Seaham school community. The school program award was awarded to the Seaham school parliament managed by Mrs Bowman and Mrs Dybell.

2014 Education Award recipients

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 2014 early stage one and stage one students visited Oakvale Farm and the transport excursion in and around Newcastle.

Stage two students visited the Great Aussie Bush Camp and Stage three went to Point Wolstoncroft as part of their work on PDHPE and Environmental Education.

Parliament

In 2014 the Seaham School Parliament continued. The school leaders took on senior roles in our government with other year five and six 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.

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 6 girls completing a science and engineering challenge
Significant programs and initiatives – Policy and equity funding

Aboriginal Education

Seaham Public School celebrated Harmony Day on the 20th 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 day concluded with a special assembly where visiting Aboriginal dancers performed and classes showcased their work around Aboriginal education.

Hunter River dancers performing in the hall.

Multicultural and Anti-racism education

Mrs Bowman became our Anti-Racism contact officer (ARCO) in 2014 and completed a one day training day for new ARCOs. Her role was to monitor student behavior notifications and intervene during follow up if behavior involved racism.

Aboriginal background

In 2014 5% of our student population identified as Aboriginal. Additional funding was used to support our Aboriginal students during literacy and numeracy lessons. This additional resource was also used to release teachers to complete Personalised learning Plans (PLPs) for all Aboriginal students.

Socio-economic background

In 2014 additional equity funding was received. This funding was primarily used to release teachers in stage groups to plan units of work based on the new English and mathematics syllabus. This planning also involved analysing assessment and grouping students according to need in literacy and numeracy. This allowed appropriate resources to be allocated to groups with specific needs.

Learning and Support

Additional learning and support funding was used to employ additional SLSOs to support groups and individuals. It also allowed us to increase hours available for our Learning and Support teacher (LAST) improving outcomes for all students.

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 2014 SMART, reading benchmark levels, writing assessment and state attendance data.

School planning 2012—2014: progress in 2014

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.

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

Evidence of progress towards outcomes in 2014:
46.9% of year 3 students achieved in top 2 bands and 0% in the bottom 2 bands in the year 3 NAPLAN writing assessment.
6.8% of students achieved in top 2 bands and 24.1% in the bottom 2 bands in the year 5 NAPLAN writing assessment.
72% of students achieved greater than or equal to expected growth in NAPLAN writing.

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 expected growth in NAPLAN reading.

Evidence of progress towards outcomes in 2014:
59.4% of students achieved in top 2 bands and 12.5 % in the bottom 2 bands in the year 3 NAPLAN reading assessment.
34.5% of students achieved in top 2 bands and 24.1% in the bottom 2 bands in the year 5 NAPLAN reading assessment.
60.9% 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 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.

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 2014:
45.1% of students achieved in top 2 bands and 3.2% in the bottom 2 bands in the year 3 NAPLAN numeracy assessment.
20.6% of students achieved in top 2 bands and 24.1% in the bottom 2 bands in the year 5 NAPLAN numeracy assessment.
64% 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.

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 2014:**

2014 attendance rate for all students of 94.9%

89% 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.

Involves 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.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Parents attended a focus group where opinion was sought and recorded under the new strategic directions of students learning, school and community learning and culture and values. The following is a summary of findings.

**STUDENT LEARNING**

**Literacy** – More intensive support for those students not meeting grade benchmark levels in reading and feedback to parents around this—Reading Recovery – Team teaching focus on reading groups – Homework centre at lunch or after school

**Learning Styles** – Deeper understanding of how students learn and providing opportunities for
this in the classroom – More CAPA and outdoor education – Opportunities to extend students – After school activities such as drama, art, music, PE

**Numeracy** – More of a push of the basics, times tables.

**Environmental Studies** – Utilise local environment more - replace trees removed.

**SCHOOL AND COMMUNITY LEARNING**

**Parent Feedback** – More opportunity for parent/teacher discussion, particularly when trialling new ideas such as team teaching – More specific report comments in all KLAs - Early communication of child experiencing difficulties – Expectations/responsibilities statement for parents – A parent portal or app where student results can be accessed – email contact parent/teacher

**Teacher PL** – Continued and specific professional learning for teachers.

**Parent Workshops** – Teen talk info and strategies for parents – Homework workshops and strategies needed – Need to be at suitable times for working families.

**Staffing** – More male role models/ male teachers.

**CULTURE AND VALUES**

**SRE** – Introduction of Ethics classes – children not attending SRE need to be separated.

**Behaviour and Consequences** – Establishing what acceptable behaviour is – Is planning room working? – PBL positive behaviours and relationships required before academic success – PBL needed to create fair and consistent environment

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

An internal review of programs and processes was undertaken throughout semester 2, 2014. Information was gathered from the following sources.

- Feedback from community including surveys and focus groups.
- NAPLAN results.
- Previous school plan.
- Attendance rates.
- Student assessment, including Best Start.
- Reading records.
- Work sample data.
- Teacher programs (TARS).
- Learning support team (LST) data.
- Student reports.

This information was shared with the following key stakeholders.

- Teaching and support staff during staff meetings and staff development days.
- The President of the local Aboriginal Education Consultative Group (AECG) during an LMG Principal sharing session.
- Community members during two ‘Planning to Plan’ focus group sessions.

Feedback from these sharing sessions informed the development of our school vision, strategic directions including the purpose, people, processes and practices and improvement measures. The following is an outline of our three strategic directions.

**STRATEGIC DIRECTION 1**

**STUDENT LEARNING**

Every student has the opportunity to achieve their personal best through engaged, active learning

**Purpose:**

Students are literate and numerate and are creative and productive users of technology.

Students can think deeply and logically.

Students are involved in their learning and understand their personal areas for improvement.

Students are innovative and resourceful and complete activities independently.

Students collaborate, work in teams and communicate ideas to make sense of their world.

**STRATEGIC DIRECTION 2**

**SCHOOL AND COMMUNITY LEARNING**
Teachers and the support staff have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students.

**Purpose:**

Teachers and the support staff have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students.

Teachers engage in individualised, team and shared professional learning for the 21st Century.

Teachers with the capacity to implement the new National curriculum.

Parents and community have the opportunity and capacity to support student learning

**STRATEGIC DIRECTION 3**

**CULTURE AND VALUES**

Every student has the opportunity to achieve their personal best in a safe, respectful and supportive school.

**Purpose:**

A school community working together to create and sustain a fair and positive school culture.

A learning support team that improves outcomes for all students.

The well-being and resilience of students and staff are valued in the creation of lifelong learners.

Staff and students who achieve leadership at all levels.

**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.

Craig Partridge - Principal
Lisa Stewart – Assistant Principal
Tara Dybell – Relieving Assistant Principal
Sue Lawler – Relieving Assistant Principal
Kerri McCaw – P & C President

**School contact information**

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Fax: 02 49886435
Email: seaham-p.school@det.nsw.edu.au
Web: www.seaham-schools.nsw.edu.au
School Code: 3048

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: