



Education



Seaforth Public School

2015 Annual Report



About this report

This report is produced in accordance with requirements set out by the Educational Measurement, School Accountability Directorate for the NSW Department of Education and shall be used in accordance with published policy.

The Annual School Report is a record of the school's self-evaluation process. It is conducted annually and is part of the ongoing cycle of school planning and evaluation. The Annual School Report provides information to the school community on the performance of the school in national and state testing programs. It also provides information about the context in which that information should be considered. Approximately 2250 schools and education centres produce an Annual School Report according to specifications established by the NSW Department of Education, Educational Measurement and School Accountability Directorate.

The Annual School Report is an important component of a school's accountability requirements to its parents and community and to the NSW Department of Education.

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Education

Seaforth Public School

2015 Annual School Report

Prepared by

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The Seaforth Public School Self Evaluation Committee.



Seaforth Public School

New South Wales Department of Education and Communities

School Code: 1104



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Introduction

The Annual Report for 2015 is provided to the community of Seaforth Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

The Annual School Report is an important component of a school's accountability requirements to its parents and community, to the NSW Department of Education and Communities and to the Commonwealth Government's Department of Education and Training.

Mr. Bernard Cheng, Principal

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Message from the Principal

Seaforth Public School is a comprehensive NSW Department of Education and Communities Primary School situated on a split campus in Seaforth. The school is a growing school that caters for a population of 583 students.

We are committed to celebrating the uniqueness of the individual. We achieve this through the provision of differentiated curriculum programs that provide opportunities for all students to achieve to their potential. Underpinning this commitment is a focus on the social and emotional welfare of all students.

To this end we are focused on developing a safe and nurturing environment that supports the development of the whole child. This underpins the provision of a strong foundation for learning in the primary years.

To achieve these aims, Seaforth Public School has a committed team of outstanding teachers and support staff. Our staff delivers high quality teaching and learning programs through extensive experience and understanding of the issues relating to students with specific learning requirements, mainstream students and high achieving students.

In support of this, the school has a strong commitment to continual staff professional development. All staff are guided in setting individual professional learning goals that are actively pursued through school-based and external training and development activities. This underpins our commitment to the highest possible standards in teaching and learning.

In 2015 our community came together to develop our schools forward vision and strategic directions through our 2015-2017 school plan and vision. This came through a consultative process with teachers and parents where we sought to articulate the aspirations that we hold for our children and our school more broadly.

This led to a three part vision that focused on setting our identity as educators and families, working together to achieve success for our students during and beyond their Seaforth Years. A key aspect of this vision set the tone and agenda for our P&C association where the focus for the year was on building community to enhance the work that we do together to continue our schools growth and success.



This has since been borne out through monthly P&C meetings which became more of an open exchange of ideas and views, through to our welcome drinks in the Kitchen Garden, the many working bees that featured throughout the year to enhance our schools facility and then ultimately our efforts consolidated post fire through the Phoenix Festival where we all demonstrated a shared strength and resilience of a community determined to rebuild stronger and better than before.

In and beyond our classrooms, our teachers have shone and delivered in the words of Mike Baird, world class education. The success of this has been the acclaim and recognition that our students have received in a range of endeavors such as Wakakirri, Tournament of the Minds, Multicultural Public Speaking, The Bear Pit Public Speaking competition at Parliament House, the band program, PSSA Sport and through visits by the then Prime Minister, Tony Abbott and our Premier Mike Baird.

Throughout 2015 our students have been in the care and guidance of exceptional staff that supported all children to achieve to their potential. This can be most clearly seen in their years 3- 5 academic progress expressed as growth where in 2015, 68.2% of children equaled or exceeded their expected school growth at year 5 which is up from 63.5% in 2014. This equates to an overall growth of 4.7% of children meeting or exceeded their expected growth.

This is particularly excellent as within our school plan, we set a 3% per annum growth target for the school for which we exceeded this by 1.7% which is fantastic. As an outcome of this, we congratulate those students who have been successful in attaining places within the Year 5 Opportunity Classes as well as entry into Selective High School. These are outstanding achievements to be commended. These successes would not have been possible without our talented team of teachers for whom I express sincere gratitude and appreciation.

Amongst our successes we did share a significant challenge together in the fire that took five classrooms last September. It must be said that our community and extended community of schools all rallied together to ensure that our students only missed one day of school as a result of the extraordinary efforts and support of our community, partner schools and the NSW Department of Education. Post fire we are in the process of rebuilding a stronger school with new teaching facilities that will continue to support the exceptional quality of teaching and learning afforded to all of our students.

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. Bernard Cheng. B.Teach (MERIT), B.ED (UNSW), Grad. Cert Ed. (USYD)

Message from the Parents and Citizens Association

It has been both an honour and a privilege to be part of the P&C over the past year.

I vividly recall the first meeting of our executive at which we asked the question "what will success look like?" We wanted a shared understanding of what needed to happen during our tenure such that we could reflect on it and be satisfied that we'd achieved something useful.

Two things in the ensuing discussion stood out - we wanted to engage with a broader range (and number) of people in our community and we wanted to encourage a longer-term view of support from the P&C for infrastructure programs. As we now view the last twelve months in the rear view mirror, I believe we can claim to have achieved both - but I doubt we could have foreseen the path that led us here!

The most visible part of the successful year has been the events that our wide team of dedicated volunteers have delivered. When a large crowd turned up to the welcome drinks event in the kitchen, we were off to a good start. When we were nearly overwhelmed with numbers at the Big Night In, it became clear things were on the right track. Despite the short-planned nature of the Phoenix Festival, then, it wasn't a surprise to see so many supporters join the fun. It was still a thrill, though, to see the Movie Night just recently so well attended.

Perhaps less visible, though, is the story behind that. Part of our theory of focusing on engagement was the logic that greater involvement would lead to greater fundraising. The report that our Treasurer, Mark, will present



momentarily bears that out wonderfully. We've delivered a terrific financial outcome for the school and, more importantly, for the children who attend it.

Moreover, through both design and circumstance, we have committed those funds to longer term projects. We've left the P&C with a strong balance sheet to invest into infrastructure that aligns with the schools rebuilding process over the next 12 to 18 months.

Not that we've hoarded the lot, mind you. Particularly gratifying for us this year was our ability to provide immediate funding to those teachers who lost classroom resources to replace them. This enabled their students to continue learning despite the obvious disruption. The gratitude of the relevant staff was reward in itself for much of the work we've undertaken.

All of our executive positions are up for election this evening. If I may express a personal opinion to the meeting - it's my firm belief that these positions are best held by those who have an interest in the earlier years of the school. That's not to say those with older students shouldn't or won't be involved - I've no doubt those of us in that position will still be holding the proverbial BBQ tongs as needed - but that executive-level decisions with longer term ramifications would be best made by those with longer term interests.

It would be remiss of me not to thank our executive this year that have done a sterling job. Likewise, many thanks to the army of volunteers who were involved this year - and also to our paid staff running our successful business units. Thanks also to the school executive and staff for their engagement with us.

Let me finish with this; Communities - like ours - are shaped by those who turn up. Lots of people turned up this year and shaped a great community. It has been a great pleasure to play a small part in it.

Andrew Gregson: President

School background

School vision statement

We are a community of educators and families, committed to achieving success and developing a strength of character for every child that will allow for the accomplishment of their individual potential throughout and beyond the Seaforth years.

This will be achieved through three school priorities:

Engagement and Innovation

Working together as an inclusive, creative and innovative community

Quality teaching for success

Providing all staff with the knowledge skills and understandings to be highly effective teachers.

Curriculum and Student learning

Developing the intellectual quality of all students through the delivery of a significant and engaging curriculum.



Seaforth Public School is a comprehensive NSW Department of Education and Communities Primary School situated on a split campus in Seaforth.

The school is a growing Northern Beaches school that provides comprehensive and specialist educational programs to a population of 583 students.

Seaforth is committed to celebrating the uniqueness of the individual through the provision of a differentiated curriculum program that provides opportunities for all students to achieve to their potential.

To this end, Seaforth Public School is focused on developing a safe and nurturing environment that supports the development of the whole child underpinning the provision of a strong foundation for learning throughout the Primary Years and beyond.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Learning

All teaching staff understand that student engagement and learning are related and are working to enhance the communication to our school community about the work that we do in our classrooms. To this end, there is a shared commitment to refine and strengthen the programs that we deliver to students. This has been underscored by an understanding and commitment to developing positive learning behaviours within our students that promote student engagement and wellbeing. This has been achieved through the introduction of the Positive Behaviour and Learning program (PBL) and a renewed focus on differentiation and visual learning.

This commitment has been reinforced by the learning and support team providing focussed and strategic support of classroom teachers. This has been achieved through the collaborative planning of individual learning and support plans tailored to support students requiring learning adjustments and the engagement of high performing students.

Work in this area will continue to be strengthened where a greater use of data informing teaching and learning with a focus on enhancing value added results measured as student growth being key focus areas in 2016.

Teaching

The school executive team ensure that all teachers are provided with professional development that focuses on the collaborative development of teaching and learning curriculum and the evaluation of teaching practices and processes for their impact on student learning. This commitment is demonstrated through our weekly professional development and stage meetings where there is considered discussion around the development of school focus areas which then informs our school plan and its articulation into action within our milestones document.

A key achievement of this has been for staff to demonstrate an ongoing commitment to engaging in professional discussions around teaching and learning as well as the craft of teaching where this has been borne out through our whole school engagement in the development of our mathematics scope of learning for the new syllabus, a review of assessment practices and information gathered for student reporting as well as eight staff engaging with the Quality Teaching Rounds research program.

In support of this, we reviewed our processes for beginning teacher induction and mentorship through the participation of the beginning teacher mentor program as well as through the soft implementation of the new

Professional Development Plan policy for all staff. Through this teachers have been engaged in discussions that seek to review the schools teaching and learning programs as well as reflect on their own professional development requirements to assist in the achievement of the goals set out within the school plan.

Additionally it has been exciting to see the extent to which staff contribute to the schools continuing success through working beyond their classrooms to bring value adding experiences to students. This has been demonstrated through our Dance program engaging with the Wakakirri Dance festival as well as year 6 students provided with enrichment through participation in the Tournament of the Minds program through Macquarie University along with 2 – 6 students engaging with the hour of code and Lego robotics.

Leading

Seaforth Public School has a committed and involved school community who have been engaged in setting school priorities and vision setting through a close working relationship with the schools P&C association. Through this partnership, staff and the community understand and articulate our school vision and purpose where there is a high degree of familiarity with the plan and of the strategic directions that provide a roadmap for the future success of the school whilst closely aligning demonstrations of success with the school excellence framework.

Through this we have demonstrated a commitment to ensuring that we implement and value add to the curriculum through our RFF specialist music and science programs and work towards the implementation of the History and Geography Syllabus. Success of these programs has come through supporting staff with leadership aspirations to lead roles in the roll out of whole school initiatives. This has led to staff developing leadership competencies to relieve in higher positions as Assistant Principals whilst achieving success in attaining promotions through merit in other schools.

Through this self-assessment across Learning, Teaching and leading we will further develop and refine the strategic priorities in our School plan for 2016 leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Engagement and Innovation

Purpose

We innovate and continually respond to the changing needs of our students and the community. We will support teachers and the extended school community to engage in effective and supportive learning partnerships. Through this we will be future focused in the promotion of a learning community that values collaboration, learning innovation, and student engagement. In the achievement of this we will pursue innovative learning technologies that will allow the exploration of new opportunities and modes of learning that are aligned with the vision, values and planning priorities of our school.

Overall summary of progress

In 2015 the school and parents and citizens association came together with a core focus of building a positive school community through increasing participation in community social capital building events as well as P&C attendance with a goal of enhancing opportunities for the community to be involved in the decision making processes of the school. Through this emphasis we also sought to develop our schools relationships with partner organisations that would be of a professional benefit to staff leading to increased outcomes for students. Further we looked to upgrading our schools facilities to allow for broader curriculum opportunities for students within the areas of Music, Drama and Science Education.



Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	\$38,000.00
Parent participation at a planning and social level increases from 3% and 25% to 6% (2%pa) and 40% (5% pa) over 3 years.	<ul style="list-style-type: none"> Engaged the school community in the shared setting of the school vision and key target areas for achievement where P&C meetings became a community forum to connect and engage with the work of the school. Parent participation was measured at 5% of the school population. Over the course of the year, 4 major functions organized by the P&C that included Term 1 welcome function, Winter Ball (Big Night In) in Term 2 and the Phoenix Festival in Term 4 gathering the community post the fire in October. School participation in these events was measured at 30% of the school population 	\$6000.00
Partner relationships are established with success evaluated through measuring student attainment taken from base line data and annual review data.	<ul style="list-style-type: none"> A reciprocal relationship was established with the University of Newcastle through participating in the Quality Teaching Rounds Research project. This saw a staff participation of 8 taken from all levels that led to the enhancement of teaching and learning. Staff developed relationships with the Macquarie University to participate in the Tournament of the minds and with Wakakirri through the participation in the Wakakirri Dance festival. Participation in these activities saw an increase of 5% of staff engaging in external partnerships. 	\$8000.00
Learning spaces and amenities are upgraded in line with the development of a master plan for the schools two sites looking forward 6 years.	<ul style="list-style-type: none"> Through the engagement of Scale Architecture and support from the NSW Department of Education, a new creative arts and science innovation space was developed from the conversion of an old ICT lab. The Creative Arts and Science space named Studio 57 Allowed for the implementation of a specialist music education program, additional Stage Band to the Schools training, intermediate and concert bands as well as a drama and dance space to support the formation of a Tournament of the minds team and Wakakirri Dance Group. A Lego robotics and programming group was established in Studio 57 that supported students engage with coding and robotics in year 6. 	\$24000.00

Next steps

In 2016, Seaforth Public School will be working with Scale Architecture and the Department of Education in the design and construction of 4 flexible use classrooms that will further support learning and innovation. In addition, Positive Behaviour and Learning (PBL) will be implemented to enhance student engagement in tandem with the renewal of our Reconciliation Action Plan.

It is further planned to support an expansion of the Quality Teaching Rounds through identifying an additional eight staff to participate supporting the schools focus on differentiated and visual learning where there will be an emphasis on teachers creating new learning opportunities across stages and that enhance opportunities for parent engagement.





1890
JOHNSON
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MC COURT
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CARR
1911

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WILLIS
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Strategic Direction 2

Quality Teaching for success

Purpose

We know our students as quality teaching and high expectations are essential to success. We will enhance our capacity to deliver on student learning priorities through continually developing our teacher's pedagogy and practice. This will be evidenced through a strong foundation in educational research, a commitment to student wellbeing and the promotion of optimal conditions for learning. This will be underpinned by a school wide collective responsibility for student success with high levels of community engagement.

Overall summary of progress

In recognition of the Department of Education's reform to teacher professional development and an understanding of the needs of our beginning teachers, we engaged in two initiatives that included the participation in the Quality Teaching Rounds research project with Newcastle University as well as the implementation of the soft launch of the Performance and Development Framework for all staff.

Further through the implementation of a beginning teacher mentor program we have focussed on supporting teachers attain accreditation as well as looking to accreditation at higher levels for staff that are considering next steps in their career.

Finally we looked to encourage staff to interact with and present current educational research to staff as a key component to our weekly professional development program to encourage new ideas and enhanced practice through facilitated discussion around a series of curated articles and scholarly papers.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	\$23,000.00
Quality Teaching Rounds Continued our involvement with the University of Newcastle's Quality Teaching Rounds research study providing opportunities for teachers to enter into discourse and observation around best classroom practice.	<ul style="list-style-type: none">A group of 8 teachers completed the quality teaching rounds program of 16 observations with coding and debriefing each observation.Researchers from Newcastle University engaged staff in post experience interviews as a follow up to their pre-experience interviews to gain participants perspectives on their participation in the programIncreased sharing of practice in tandem with better understanding of the dimensions of teaching at each stage was expressed by participants who indicated that they have much better appreciation of teaching across all grades.	\$12,800
Performance Development Framework Implement the Performance Development Framework through fostering a culture of continual improvement as well as providing enhanced support for teachers wishing to further their professional qualifications.	<ul style="list-style-type: none">The Principal and Federation Representative participated in joint Department of Education and Teachers Federation training in regard to the Performance and Development Framework.All staff participated in global training on the implementation of the Performance and Development Framework including opportunities to negotiate how it would be implemented and timeframes for key activities such as professional observations and evidence collection.In collaboration with team supervisors an agreed process for the Performance and Development Framework was soft implemented in term 2 with a view to a full implementation Term 1, 2016.	\$ 2000,00



Reflection on research and practice Continue to provide professional readings to staff for presentation and discussion at weekly staff meetings developing a culture of continuous learning where research and reflection guides practice.	<ul style="list-style-type: none"> • All staff were provided with a set of curated readings by the Deputy Principal where staff were matched to particular readings that were thought to be of professional benefit. • Two staff each week presented a reading at whole staff meetings around concepts of behaviour, classroom management, creative and positive schools and differentiated learning. • As an outcome to the process a commitment to the implementation of the Positive Behaviour and Learning program was identified along with a commitment to visual and differentiated learning. 	\$1000.00
Teacher Accreditation and Mentorship Utilising the Teacher Mentor program as well as establishing a parallel program, for "old scheme teachers" support teachers seeking accreditation, maintenance of accreditation and accreditation at higher levels.	<ul style="list-style-type: none"> • All temporary beginning staff were identified for participation in the program where there was a priority to support teachers that were requiring to be accredited. • As a school initiative a parallel program for permanent beginning staff was developed and delivered to permanent beginning teachers that were required to attain accreditation. • All temporary staff and the Principal participated in a review study of the effectiveness of the program with the goal of evaluating its effect and inform future refinements where recommendations based on school feedback will be implemented in 2016. 	\$8000.00

Next steps

In 2016 Seaforth Public School will implement the Positive Behaviour in Learning program along with identifying another group of eight teachers to participate in the Quality Teaching Rounds. Further, the Performance and Development framework will be fully implemented with a focus

Strategic Direction 3

Curriculum and Student Learning

Purpose

We ensure all teachers are supported in developing a deep understanding of the significance and intellectual quality of the K-6 curriculum.

We will support teachers to provide broad and engaging learning opportunities across all disciplines.

Through this we will develop students' knowledge, skills and understandings of the Australian Curriculum.

In achieving this we will use evidence based teaching practices to deliver a differentiated curriculum that exceeds community expectations and national achievement standards.

Overall summary of progress

2016 was a year of enhancing the quality of teaching and learning delivered to students where we focused on engaging in a review of best practices and implementing effective strategies for learning in the continued embedding of the Australian Curriculum. This was supported through two staff members being trained as facilitators of the TEN program, the provision of an external training provider to deliver certified courses in sports coaching and the establishment of a dedicated music education program.

Through these initiatives we looked to enhancing teacher's professional practice as key drivers to the successful enhancement of student learning across these areas which has led to considerable student achievements that we are very proud of.



Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	\$31,000.00
Australian Curriculum Implementation of NSW BOSTES syllabus documents that implement the Australian Curriculum ensuring that content delivery, assessment and reporting are compliant with DEC and BOSTES guidelines.	<ul style="list-style-type: none"> Staff cooperatively developed a scope and continuum of learning for the mathematics syllabus in conjunction with a reframing of student assessment. A concept based approach to developing a literature based English program is informing a school commitment to developing a scope of learning for English that takes its content and relevance from the new History and Geography syllabus Initial conversations and work around visual learning has commenced as the foundation to a whole school review of student assessment and the greater use of PLAN to track student progress over the learning continuums. 	\$7,000.00
Change to pedagogies and practices Implementation of the TEN to refine teaching practice enhancing student learning in mathematics	<ul style="list-style-type: none"> Two staff members trained as TEN facilitators and attained 70 hours accreditation. Stage 1 staff were trained in TEN and the commencement of data collection initiated. The stage 1 team have been developing lesson resources, sharing practice in the implementation of TEN games and strategies to enhance mathematics instruction. Student engagement in mathematics has significantly improved in line with increases in performance and achievement. 	\$8,000.00
Creative Arts and Languages Broaden the depth and scope of our curriculum to expand the creative arts and introduce languages in the curriculum.	<ul style="list-style-type: none"> A specialist music education program has been implemented for students K-6 Dedicated teaching and learning space for music and dance has been designed and constructed allowing for greater facility for the arts including rehearsal spaces for the school band and dance program participation in Wakakirri, School Spectacular and the Yamaha Band competition. A scope of learning for music has commenced that focuses on developing student's music appreciation, theory and practice. 	\$10,000.00
Enhance of staff credential to deliver sport programs Establish Sports-Pro Sport Professional development program in addition to developing further partnership programs across other KLA's building teacher capacities whilst providing institute hours.	<ul style="list-style-type: none"> All staff commenced the credentialed sports coaching program delivered by sports pro Staff engaged in regular team taught lessons, developed lesson planning with guidance with a view to developing a revised whole school scope of learning for Physical Development/Health/Physical Education All staff attained four hours credit towards their BOSTES accreditation of compulsory professional development hours towards their accreditation or maintenance of accreditation The school initiated two new sports provision as a result of the program that included Rugby League and Beach Volley Ball. 	\$7000.00

Next steps

In 2016 Seaforth Public School will focus on identifying if languages are a viable option to be provided to K-6 students, along with foundation work for the implementation of the new History and Geography syllabus.



Underpinning this will be a continued commitment to staff professional learning with a focus on enhancing student growth working to the goal of maximising the number of students achieving their expected growth targets by 2017.

Key initiatives and other school focus areas

In 2015, Seaforth Public School delivered on a range of policy areas that underpin student success that included; Aboriginal Education, Multicultural perspectives, beginning teachers, socio economic funding and beginning teachers.

These key initiatives underpin our equity provision for ensuring that all students are supported to access the mainstream curriculum and to achieve success.

There strategies are developed and delivered in collaboration with our school learning and support team that includes representatives from each stage of learning along with specialist teachers that include; Learning and Support, English language (EAL/D) and school counsellor.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Support identified Aboriginal students to achieve at comparable levels to the student cohort in literacy and numeracy.	<ul style="list-style-type: none"> Positive behavior and support strategies have been developed in consultation with parents and the Dalwood Centre to support Aboriginal children achieve behaviors that support social and emotional success. Targeted literacy and numeracy support provided to students that has assisted in the achievement of achievement goals for Mathematics and English. 	\$1842
English language proficiency funding Provide intensive language support to students from backgrounds other than English to achieve success in English language proficiency.	<ul style="list-style-type: none"> 21% (58 students) of the Seaforth Public School student population have received English language support of which 10% have received support between 1-3 years IPADs and language support applications including translators, teaching apps and other resources have been purchased to assist language acquisition and proficiency 	\$10398
Targeted students support for refugees and new arrivals Provide support and learning assistance to students from backgrounds other than English to settle successfully into the NSW Education System.	<ul style="list-style-type: none"> Seaforth welcomed and supported 3 new arrivals with Spanish and Mainland China LBOTE backgrounds in 2015 with targeted English support the impact of which was to support two children in year 5 attain English proficiency. 	\$5199.00
Socio-economic funding Maximise participation and learning success within the classroom and extra-curricular activities for which there is a defined talent or aptitude.	<ul style="list-style-type: none"> 10% of families in the school accessed funding to support their participation in extra-curricular activities linked to the classroom in the form of assistance with school excursion participation, stationary and textbook requirements and sports participation. 	\$4512.00

Low level adjustment for disability funding Provide differentiated learning plan to identified students for which adjustments are required to be made that enhance access and deliver success within the mainstream classroom.	<ul style="list-style-type: none"> 1 child with cerebral palsy was successfully transitioned to year one and achieved significant learning gains in literacy and numeracy. 3 children with ADHD and Anxiety were supported in the classroom through target aide support linked to individual learning plans focused on maximizing student learning outcomes. Learning and support team developed enhanced support strategies to 45 targeted students and programs in collaboration with the school counsellor, EAL/D and LAST specialist staff and class teachers. 	41392.84
Support for beginning teachers Implementation of a beginning teacher mentor program supporting beginning teachers in their first three years including achieving accreditation.	<ul style="list-style-type: none"> 5 temporary beginning teachers and 1 permanent beginning teacher achieved accreditation 1 temporary beginning teacher achieved a permanent position through merit selection Induction program for beginning teachers developed and delivered to all beginning teachers. 	\$5700.34
Other school focus areas	Impact achieved this year	Resources (annual)
Stephanie Alexander Kitchen Garden Program Deliver a design and technology focused commercial cooking program in tandem with an environmental science program through the maintenance and expansion of a market garden.	<ul style="list-style-type: none"> Commenced classes K-6 in weekly environmental education and sustainable horticulture. 3-6 students participated in weekly design and technology (food technology) classes that took seasonal ingredients from the garden as the basis of the development of cookery skills. All students developed safe work practices and understandings through the attainment of a tool licence in the garden and a safe work and handling procedures license in the kitchen. Students through the program catered for a variety of school functions. Staff supported to develop links to their teaching and learning across science, mathematics and literacy. 	\$10000
Quality Teaching Rounds Participate in the Quality Teaching Rounds research project in conjunction with the University of Newcastle focused on the enhancing teacher quality and student	<ul style="list-style-type: none"> 8 teachers participated in a training day delivered by the University of Newcastle by Jenny Gore. 	4942.00

outcomes.

- 2 Quality teaching rounds were completed that included professional readings prior to the coding of lessons for debriefing
- Staff participated in 2 university surveys seeking to gain attitudes and perspectives to the quality and effectiveness of the program
- Teachers remarked that they found the program exceptionally beneficial where considered observations of peers across stages was found to have a powerful impact on their own teaching and learning.

Next Steps

The core focus for the school in 2016, is building positive learning and behaviour in our students through the implementation of the Positive Behaviour and Learning program (PBL), working with the new History and Geography syllabus documents for full implementation in 2017 along with a review of our student assessment processes through the extension of the use of PLAN data along with a commitment to differentiated and visual learning and the use of explicit learning intentions K-6.





Student information

Student enrolment profile

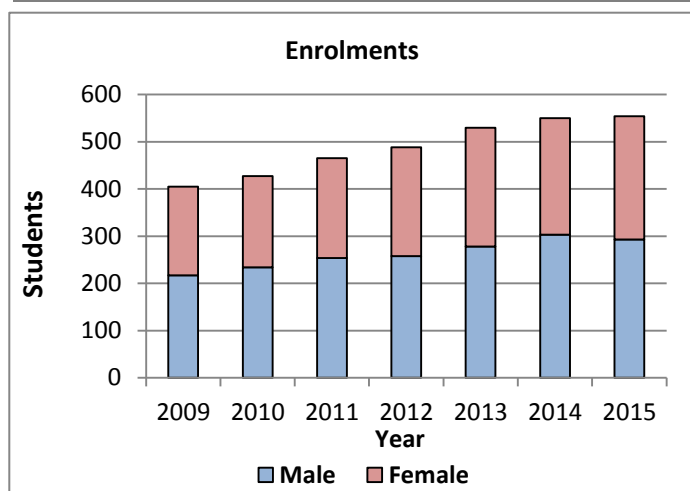
Seaforth Public School has experienced an average annual student enrolment growth of approximately 4% per year since 2008.

On average the school has a gender balance of 60% males to 40% females \pm 5%.

In 2015 we achieved a 52.7% Boys and 47.3% girls gender differential providing a relatively even gender balance.

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	217	234	254	258	278	303	293
Female	188	193	211	230	252	247	261



Student attendance profile

In 2015 our overall attendance was reported as 94% which is demonstrating no statistically significant change in attendance over the preceding 5 years.

Management of Non-Attendance

All parents in the school are advised through regular communication, the importance of school attendance.

Each week, the school Principal requests an attendance report via the school attendance management system in OASIS to monitor general student attendance.

For students who are identified as having an unusual pattern of attendance, excessive days off school or

absences without explanation, measures are put in place that include; meeting with the student's parents and reiterating the legislative requirements for student attendance, formal monitoring of students' attendance, putting in place negotiated strategies to support student attendance and, if required, referral to the Home School Liaison Officer.

	Year	2010	2011	2012	2013	2014	2015
School	K	94.7	95.6	95.1	96.2	95.3	96.8
	1	94.8	95.5	95.4	95.0	95.7	95.5
	2	96.1	94.7	96.0	96.2	96.0	95.5
	3	95.6	97.1	95.1	95.2	95.6	95.8
	4	96.0	95.7	95.5	96.1	95.2	95.6
	5	94.4	96.6	95.6	94.6	94.6	94.9
	6	92.8	97.6	93.6	96.3	94.2	91.8
	Total	95.1	96.0	95.3	95.7	95.3	95.4
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

In 2015, Seaforth Public School maintained 25 classes. Straight classes with an average size of 22 from years 1 – 6 featured throughout the school with Grades 5&6 being composite classes.

Structure of classes

Class Sizes and structure			
Roll class	Year	Total	Total per year
K BLUE	K	18	18
K GREEN	K	19	19
K PURPLE	K	18	18
K RED	K	18	18
K YELLOW	K	19	19



1C	1	23	23
1D	1	22	22
1M	1	23	23
1S	1	21	21
1T	1	21	21
2F	2	23	23
2G	2	24	24
2H	2	22	22
2K	2	23	23
3C	3	24	24
3M	3	24	24
3W	3	26	26
4D	4	23	23
4DC	4	24	24
4L	4	23	23
5/6A	5	17	24
	6	7	24
5/6B	5	13	23
	6	10	23
5/6G	5	15	26
	6	11	26
5/6M	5	15	24
	6	9	24
5/6S	5	15	24
	6	9	24

Workforce information

Seaforth Public School has a team of 41 outstanding staff members that support the school in providing the highest quality teaching and learning programs.

In 2014, due to growing student numbers, the school was entitled to establish a new Deputy Principal position and an additional teaching position.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	1

Position	Number
School Counsellor	1
School Administrative & Support Staff	3
Total	41
Principal	1
Deputy Principal(s)	1

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

As such Seaforth Public School is committed to providing Indigenous Australians with every opportunity to undertake employment opportunities as they arise.

In 2015 we do not have any Indigenous Australians undertaking roles in the school.

Teacher qualifications (mandatory)

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

Qualifications	% of staff
Undergraduate degree or diploma	94.6%
Postgraduate degree	5.4%

Beginning Teachers

In 2015, Seaforth Public School beginning teaching staff were supported by the NSW Department of Education mentor program facilitated by Ms Stratia Vergos.

The program provided professional guidance and mentorship to beginning temporary and first appointment permanent teachers across the school.

A mix of 10 teachers that comprised of both new scheme and 5 year accredited and experienced teachers across the school participated in the program which included professional observations and weekly professional development meetings with the view to assisting new scheme teachers complete their BOSTES teacher accreditation report.

At the completion of the school year, 4 teachers successfully completed and submitted their teacher accreditation reports to BOSTES which was an excellent achievement.



Financial information

Financial summary

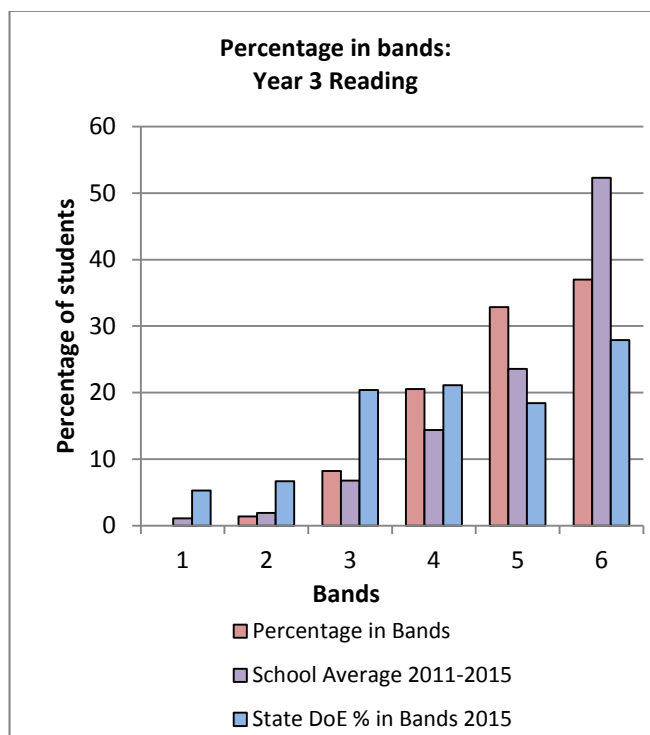
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	139,059.09
Global funds	391,320.71
Tied funds	124,471.78
School & community sources	664,612.94
Interest	0.00
Trust receipts	647.15
Canteen	0.00
Total income	1,320,111.67
Expenditure	
Teaching & learning	
Key learning areas	231,520.30
Excursions	96,657.42
Extracurricular dissections	166,697.47
Library	10,166.68
Training & development	19,750.85
Tied funds	124,471.78
Casual relief teachers	133,243.57
Administration & office	146,932.95
School-operated canteen	0.00
Utilities	113,001.67
Maintenance	56,026.25
Trust accounts	540.15
Capital programs	3599.00
Total expenditure	774,430.37
Balance carried forward	218,276.82

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

NAPLAN - Literacy



Year 3 NAPLAN Reading

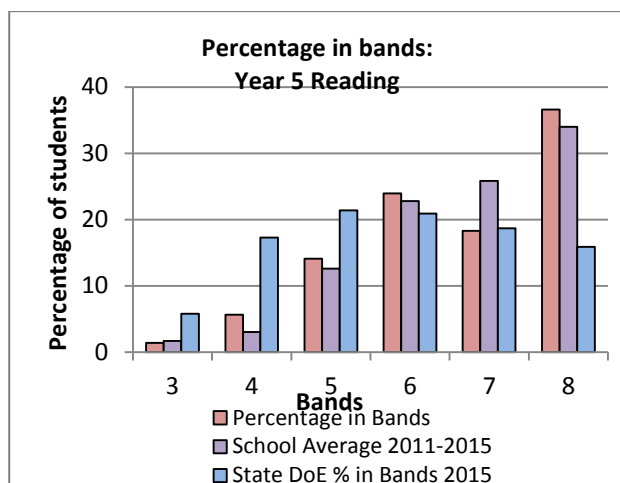
Average score, 2015	School		SSG		State DoE	
	465.6		486.4		422.4	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	6	15	24	27
Percentage in Bands	0.0	1.4	8.2	20.5	32.9	37.0
School Average 2011-2015	1.1	1.9	6.8	14.4	23.6	52.3
SSG % in Bands 2015	0.8	1.6	8.4	13.7	20.2	55.3
State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9

School performance

NAPLAN

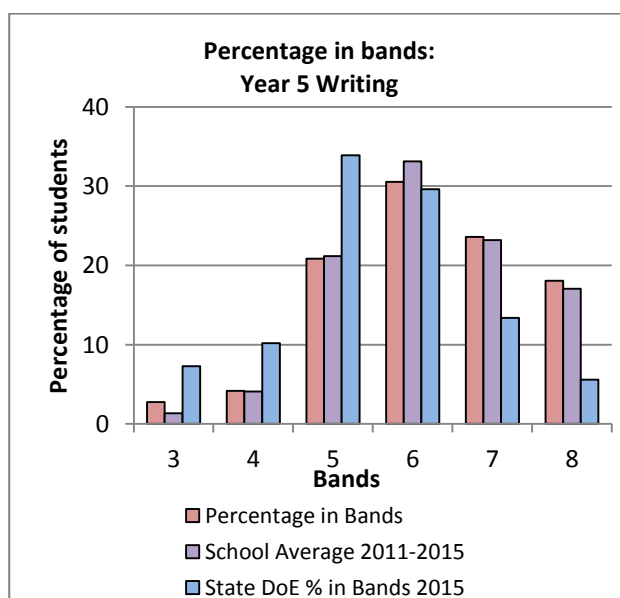
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.





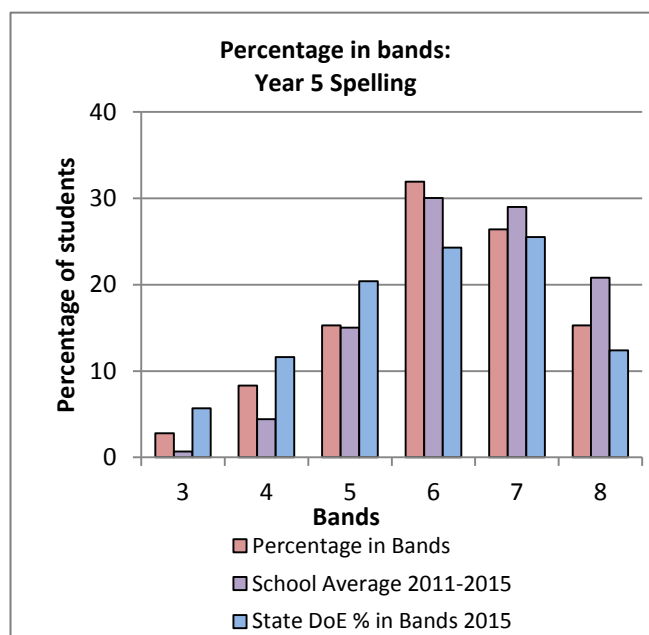
Year 5 NAPLAN Reading

Year 5 NAT Exam Reading							
Average score, 2015	School		SSG		State DoE		
	547.7		554.3		494.3		
Skill Band Distribution							
Band	3	4	5	6	7	8	
Number in Bands	1	4	10	17	13	26	
Percentage in Bands	1.4	5.6	14.1	23.9	18.3	36.6	
School Average 2011-2015	1.7	3.1	12.6	22.8	25.9	34.0	
SSG % in Bands 2015	0.7	4.2	10.4	20.5	28.9	35.3	
State DoE % in Bands 2015	5.8	17.3	21.4	20.9	18.7	15.9	



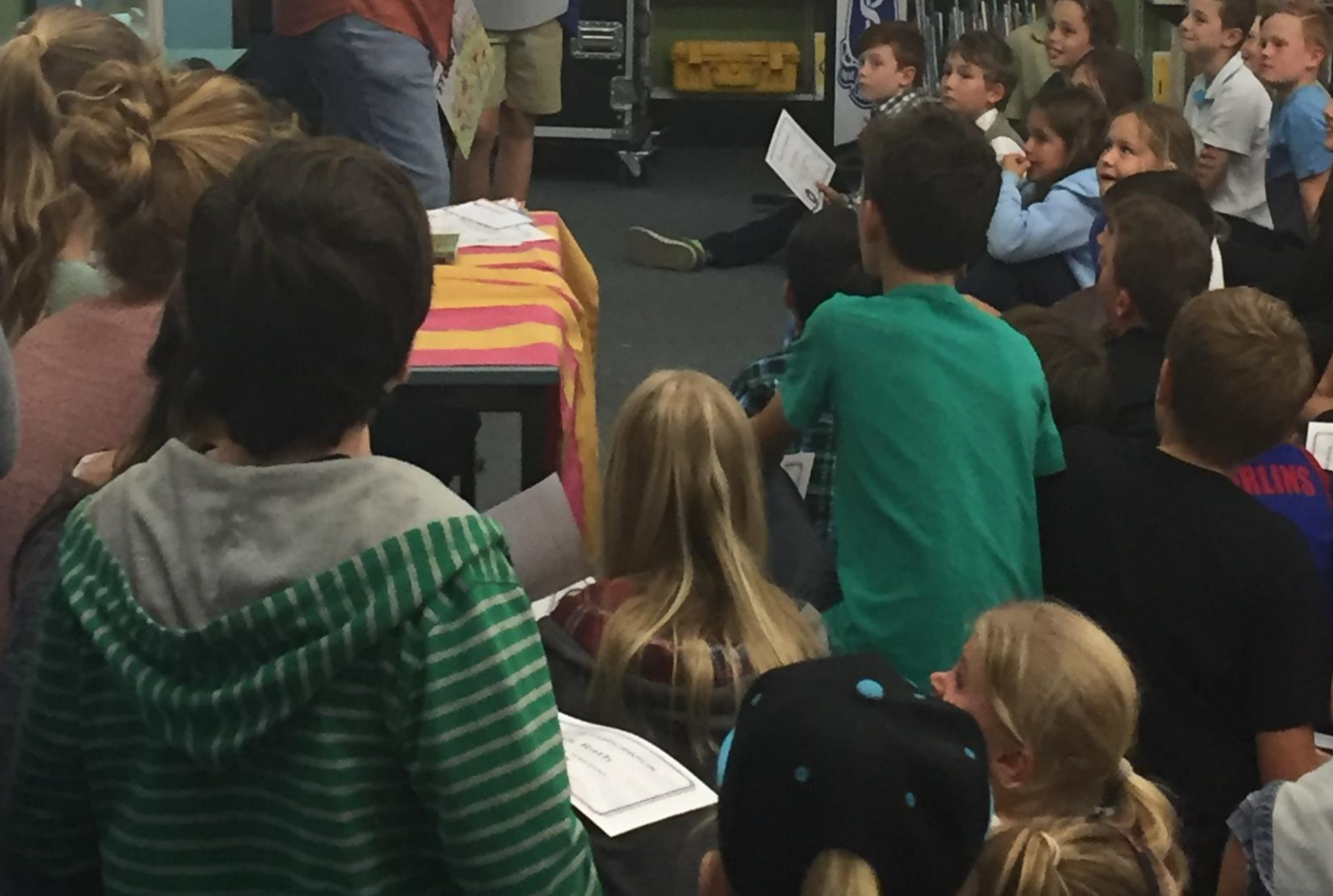
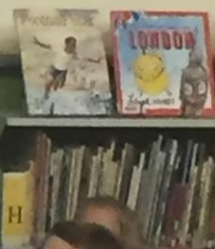
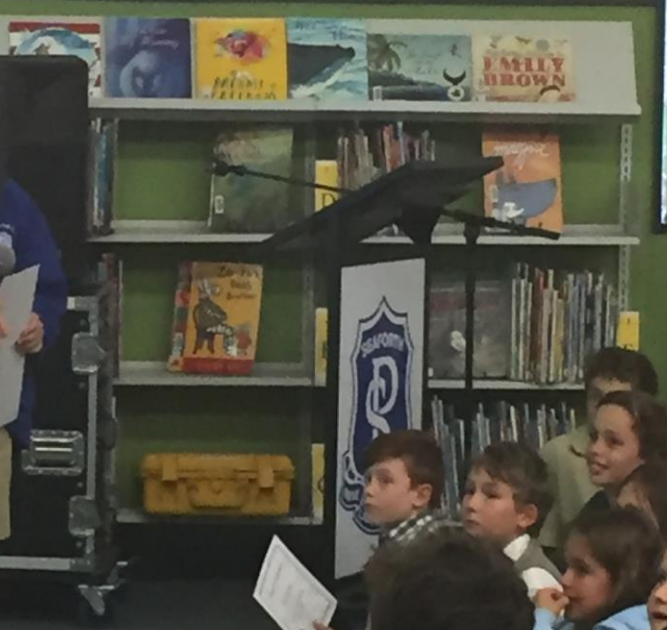
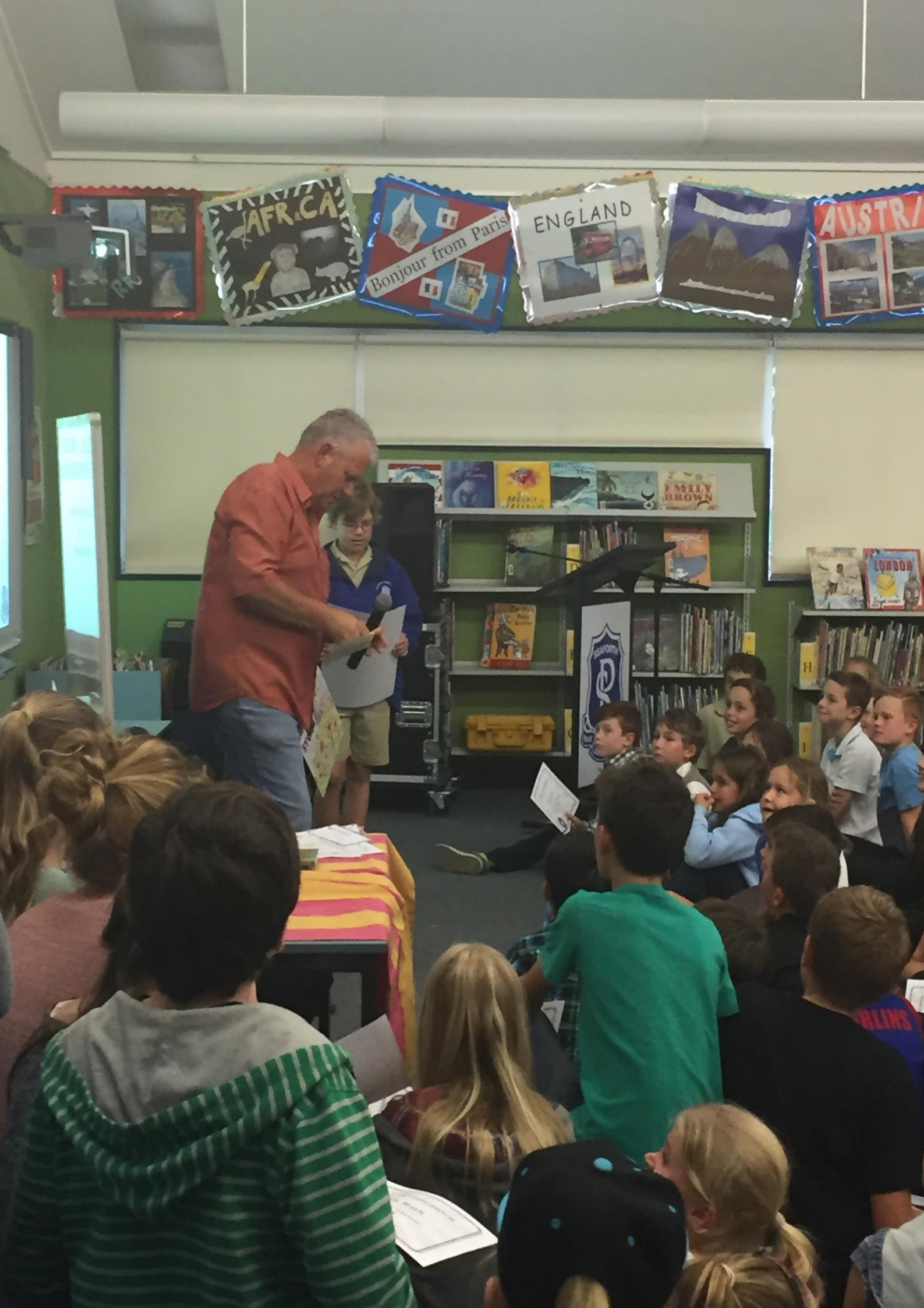
Year 5 NAPLAN Writing

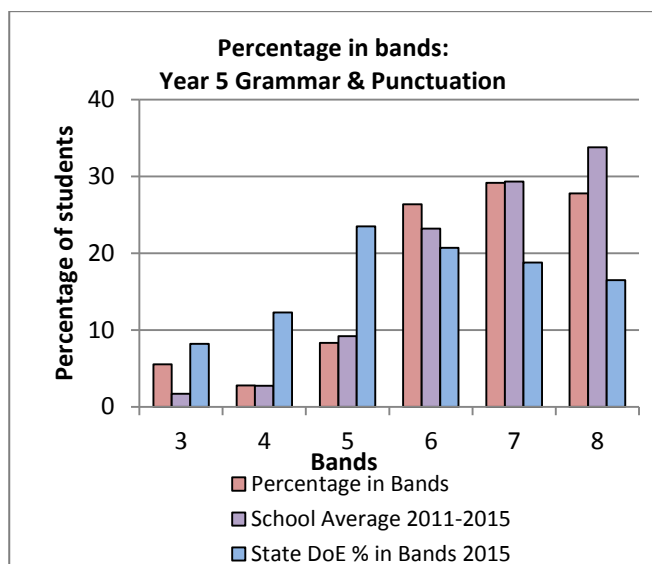
Average score, 2015	School	SSG		State DoE		
	513.5	518.3		476.9		
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	3	15	22	17	13
Percentage in Bands	2.8	4.2	20.8	30.6	23.6	18.1
School Average 2011-2015	1.4	4.1	21.2	33.1	23.2	17.1
SSG % in Bands 2015	1.1	3.6	19.5	34.8	25.8	15.2
State DoE % in Bands 2015	7.3	10.2	33.9	29.6	13.4	5.6



Year 5 NAPLAN Spelling

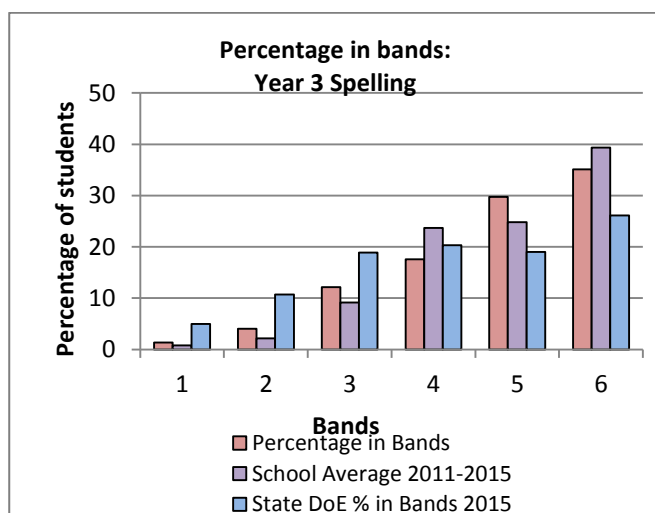
Average score, 2015	School		SSG		State DoE	
	521.9		549.5		501.4	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	6	11	23	19	11
Percentage in Bands	2.8	8.3	15.3	31.9	26.4	15.3
School Average 2011-2015	0.7	4.4	15.0	30.0	29.0	20.8
SSG % in Bands 2015	0.8	3.6	10.5	22.2	34.8	28.1
State DoE % in Bands 2015	5.7	11.6	20.4	24.3	25.5	12.4





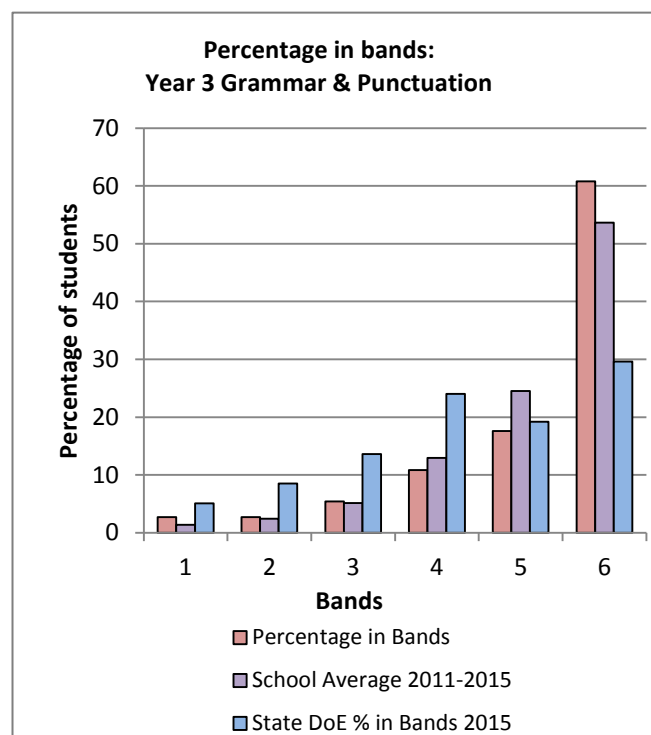
Year 5 NAPLAN Grammar and Punctuation

Year 5 Math Exit Grammar and Punctuation						
	School	SSG		State DoE		
Average score, 2015	546.2	566.0		500.9		
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	4	2	6	19	21	20
Percentage in Bands	5.6	2.8	8.3	26.4	29.2	27.8
School Average 2011-2015	1.7	2.7	9.2	23.2	29.4	33.8
SSG % in Bands 2015	1.3	3.2	11.1	18.5	28.3	37.6
State DoE % in Bands 2015	8.2	12.3	23.5	20.7	18.8	16.5



Year 3 NAPLAN Spelling

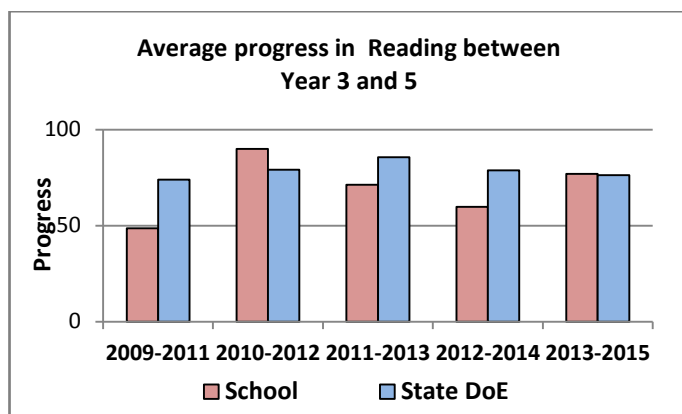
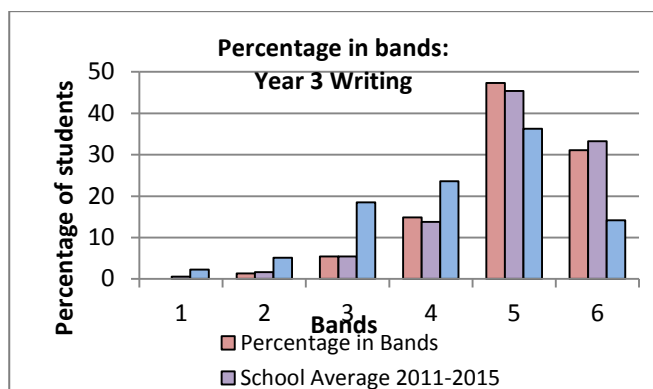
Average score, 2015	School		SSG		State DoE	
	447.3		473.9		413.3	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	3	9	13	22	26
Percentage in Bands	1.4	4.1	12.2	17.6	29.7	35.1
School Average 2011-2015	0.8	2.2	9.2	23.7	24.8	39.4
SSG % in Bands 2015	0.4	2.7	9.2	15.9	20.6	51.2
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1



Year 3 NAPLAN Grammar and Punctuation

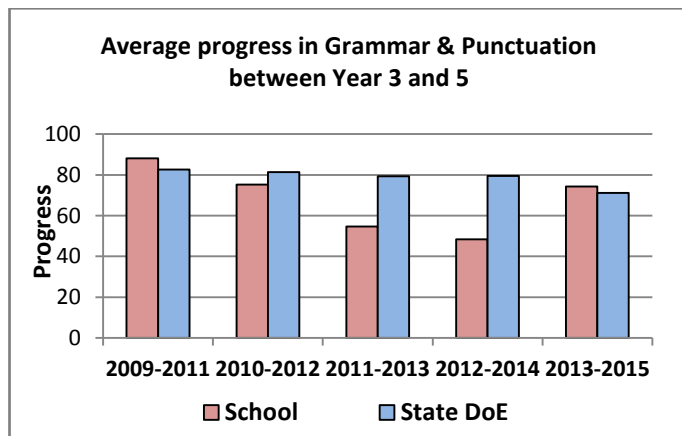
Year 5 Writing Grammar and Punctuation						
Average score, 2015	School		SSG		State DoE	
	478.8		505.5		431.7	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	2	4	8	13	45
Percentage in Bands	2.7	2.7	5.4	10.8	17.6	60.8
School Average 2011-2015	1.3	2.4	5.1	12.9	24.5	53.6
SSG % in Bands 2015	0.7	1.7	4.3	15.7	20.1	57.6
State DoE % in Bands 2015	5.1	8.5	13.6	24.0	19.2	29.6



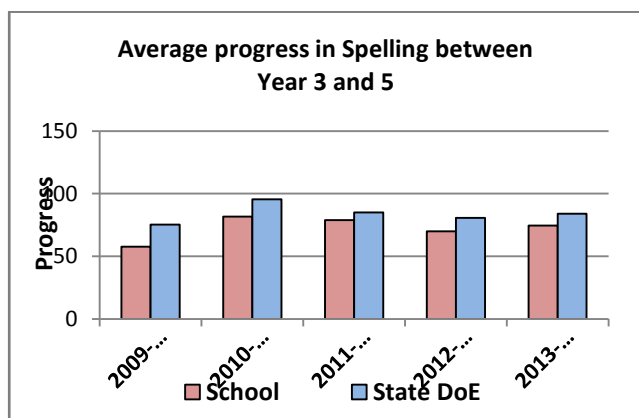
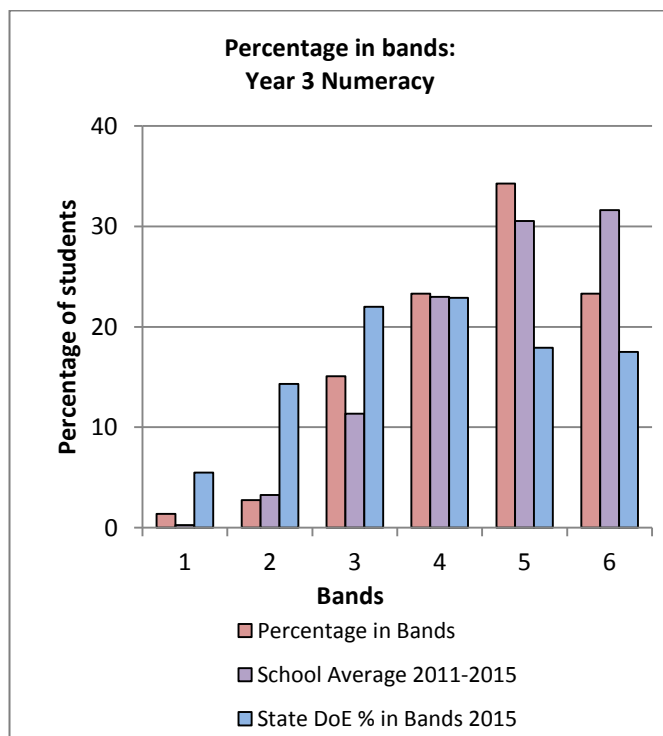
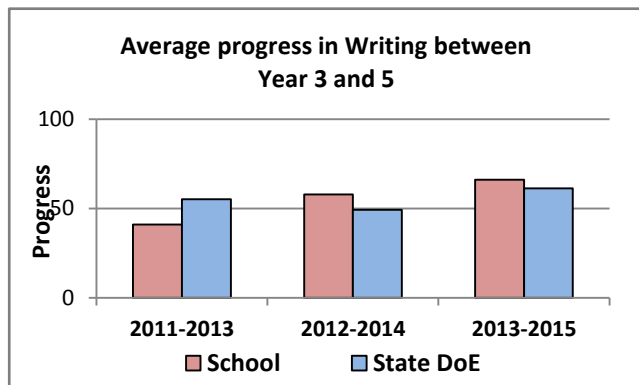


Year 3 NAPLAN Writing

Year 5 Math Exam Writing						
	School	SSG			State DoE	
Average score, 2015	462.9	458.1			417.1	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	4	11	35	23
Percentage in Bands	0.0	1.4 4	5.4	14.9 9	47.3 3	31.1 1
School Average 2011-2015	0.5	1.6 6	5.4	13.8 8	45.3 4	33.2 2
SSG % in Bands 2015	0.4	1.1 1	5.9	15.6 6	45.1 1	32.0 0
State DoE % in Bands 2015	2.3	5.1 1	18.5 5	23.6 6	36.3 3	14.2 2

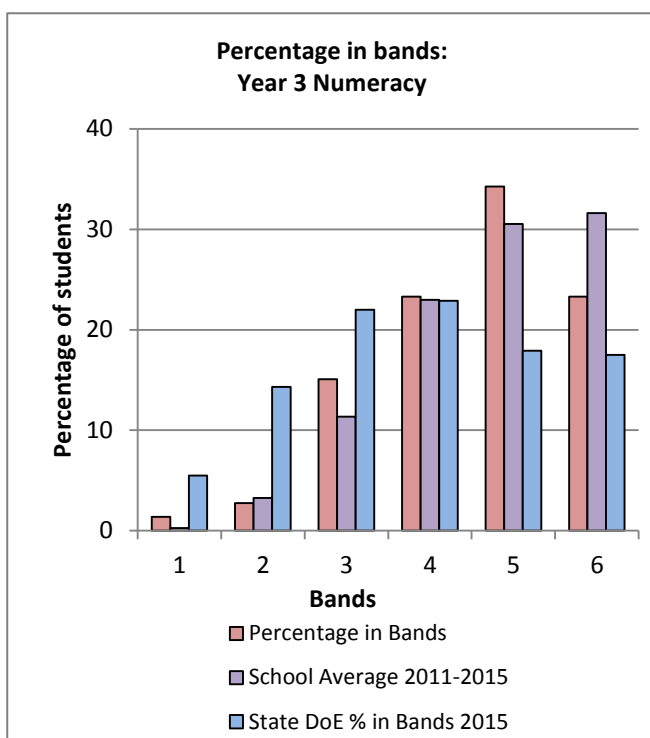


NAPLAN - Numeracy



Year 3 NAPLAN Numeracy

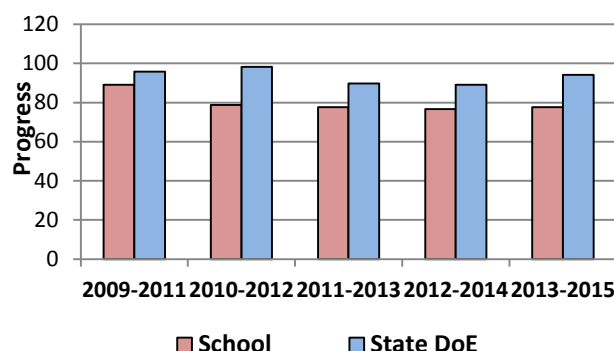
	School	SSG	State DoE			
Average score, 2015	434.6	458.3	395.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	2	11	17	25	17
Percentage in Bands	1.4	2.7	15.1	23.3	34.2	23.3
School Average 2011-2015	0.3	3.2	11.4	23.0	30.5	31.6
SSG % in Bands 2015	0.6	3.3	11.4	19.6	24.2	40.9
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5



Year 5 NAPLAN Numeracy

Year 5 Math Exit Assessment							
Average score, 2015	School		SSG		State DoE		
	521.1		553.6		493.1		
Skill Band Distribution							
Band	3	4	5	6	7	8	
Number in Bands	2	8	9	21	13	18	
Percentage in Bands	2.8	11.3	12.7	29.6	18.3	25.4	
School Average 2011-2015	0.7	6.8	19.7	26.8	19.3	26.8	
SSG % in Bands 2015	0.4	3.8	13.0	23.1	23.9	35.8	
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6	

Average progress in Numeracy between Year 3 and 5



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

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

- reviewing achievement of targets outlined within the school plan and mapping these to internal and external measures of student performance
- initiating internal reviews of target areas within the school plan as well as the use of SMART current and trend data to track school improvement through; understanding historical achievement, identifying the effect of school programs and initiatives on student growth, overall school performance and future achievement trending.

Parent/caregiver, student, and teacher satisfaction

The survey provided to parents was delivered via survey monkey and was optional in nature. The survey was live for a period of 4 weeks.

The questions within the survey were taken from the NSW Department of Education's SchoolMap survey instrument which is a component of the quality of school life school evaluation tool.

The total number of respondents to the survey was 122 representing 35% of the school community. This



response rate was 12% higher than 2014 with a 23% response rate. A break down of the response groups is outlined in the following tables.

How many students do you have attending Seaforth Public School?	
Answer Options	Percent
1	53.4%
2	43.48%
3	3.48%
4	0%
5	0%
6	0%
Skipped question	4.91%
What Grades are your child/children in?	
Answer Options	Percent
Kindergarten	21.74%
Year 1	30.43%
Year 2	25.22%
Year 3	17.39%
Year 4	17.39%
Year 5	15.65%
Year 6	13.04%
Is this your first year as a school parent?	
Answer Options	Percent
Yes	16.67%
No	83.33%
Does your child have a sibling/s in another school?	
Answer Options	Percent
Yes	25%
No	75%

School Culture

The culture of the school is central to the creation and maintenance of an effective climate of acceptance, support and partnership.

It is the culture of a school that determines the effectiveness of what it does and how it does it. To this end we sought to evaluate parent perceptions in this area.

Results

82% express positive attitudes to the school being a warm and welcoming place of which 30% are in strong agreement.

82% feel that the school fosters an atmosphere of acceptance and care that values families in the community of which 24% are in strong agreement.

80% of the community feel that the Principal and staff welcome and encourage parent involvement of which 27% are in strong agreement

90% of the community feel that they are provided with opportunities to be involved and a part of their child's education and involvement in the classroom of which 24% strongly agree.

86% of the community feel that they are provided with the opportunity to be involved in the broader decision making process of the school of which 14% are in strong agreement.

82% of the school community feel proud to be a part of Seaforth Public School of which 30% strongly agree.

Seaforth Public School enjoys strong community support and a fraternity of parents committed to creating effective social networks that are deeply supportive. The school is committed to continuing to foster and develop our community through making work in this area a core priority.

Teaching and Learning

The quality of our educational programs is underpinned by our staff and their commitment to ensuring all children are valued, acknowledged and that the classroom is an inviting and conducive environment for learning.

To this end we sought to evaluate parent perceptions in this area.

Results

87% of the community believe that their child's classroom is an engaging and inviting place to learn of which 23% strongly agree

83% of the community believe that their child is presented with a challenging curriculum of which 23% strongly agree



93% of the community believe that teachers provide class activities that are interesting and appropriate to their child of which 43% strongly agree

93% of the community believe their teacher is knowledgeable and committed to supporting child of with 50% strongly agree

87% of the community feel that their child is understood and that their teacher knows them well of which 25% strongly agree.

94% of the community feel that feedback and suggestions that are communicated are considered and concerns validated and acted upon of which 24% strongly agree.

Policy requirements

Aboriginal education

Aboriginal education is a continuing perspective that is integrated into all of our teaching and learning programs that we deliver to students.

It is important that we ensure that we build an awareness and cultural sensitivity for students in regard to understanding Aboriginal cultural perspectives, history and links to the land.

Through incorporating indigenous perspectives within our curriculum programs:

- all students understand and acknowledge the Kuringai Nation and Cammeraygal clan through reciting a welcome to country at each assembly
- students celebrated indigenous and islander culture through dance and music experiences led by Torres Strait Islander dancers.
- all Indigenous students are provided with culturally specific learning plans to ensure success within their academic programs.

In addition, the school has commenced the process of consultation and awareness in the renewal of the schools reconciliation action plan which seeks to develop enhanced opportunities for Aboriginal students as well as embedding Aboriginal perspectives into all that we do at Seaforth Public School.

Multicultural Education and Anti-racism

Multicultural perspectives underpin all of our educational and social programs that run throughout Seaforth Public School.

It is of critical importance to us that we ensure we acknowledge and value the input of all cultural perspectives that make up our vibrant community.

To this end we incorporate the cultural perspectives, celebrations and special days of all of our students within the programs that we deliver, to ensure an acceptance and understanding of the uniqueness of multicultural Australia.

Additionally in 2015, we ensured that staff were provided with professional learning in understanding the Anti-Racism education policy and advice to schools that included the nomination and election of an ARCO representative charged with ensuring that Multicultural perspectives underpin all of our educational and social programs that run throughout Seaforth Public School focused on promoting intercultural understandings and developing respect for Australia's cultural, linguistic and religious diversity.

To this end, all teachers were guided and supported in modelling respectful behavior and inclusive practices, the careful management of classroom discussions and student behavior and the explicit teaching about racism and how to deal with it sensitively and appropriately.

Other school programs

Environmental education and sustainability

The Kitchen Garden Program at Seaforth Public School has grown from strength to strength and is now an integral part of the school curriculum, providing wonderful connections with the community. It is a unique blend of the Stephanie Alexander Kitchen Garden Program enhanced by curriculum integration.

During 2015, all students in K-2 participated in fortnightly garden classes for two terms (when it wasn't raining) and all students in years 3 – 6 participated in both fortnightly garden and kitchen classes.

While students worked together hands-on and getting dirty, growing, harvesting, preparing and sharing healthy food they made from the fresh,



seasonal produce from their garden, many of the lessons in both kitchen and garden classes provided engaging links to the whole curriculum – in Literacy, Numeracy, Science, Sustainability and HSIE units of work, in new and exciting ways.

A key component of the classes continued to be fostering team-work, with shared roles and responsibilities.

The Garden

The edible garden flourished. Every child in the school participated in garden classes, planting seeds and seedlings and maintaining the garden using organic principles. The volume of produce harvested was astonishing and supported the kitchen classes well. Of note was the end of year harvest of approximately 100kg of tomatoes and 10kg of bananas, picked over the summer holidays. These were successfully preserved for use not only to discuss volume, but by the students in kitchen classes on their return to school in 2016. The abundance of herbs, especially basil and parsley, allowed students to make pesto, which was probably their favourite!

The focus on B.E.D (Breathe, Eat, Drink) continued, along with sustainability concepts. Classes brought food scraps from the school canteen to the garden, which they composted into nutrient rich soil which was used in the garden. “Worms” and “Bug Patrol” were as always a big hit!

An indigenous bush food garden was planted in 2015 and has thrived in its location along the pathway to the banana circle.

The Kitchen

An integral part of kitchen classes is to focus on the fresh, seasonal produce growing in and harvested from the garden.

Curriculum links in kitchen classes in 2015 were made to:

Numeracy concepts such as measuring, shapes and fractions.

Science - “Marvelous Micro-organisms” - year 5/6 students were able to experience yeast production through bread making. Through this unit they learnt to make different types of bread from around the world and discussed the reasons why there are so many types. This was of particular success.

Cultural Diversity - Students enjoyed preparing an international feast, making pasta as part of their cultural diversity studies.

Kitchen classes contributed to catering for various events using produce from the garden. These practical activities enhanced learning by providing authentic experiences that students can relate to in the real world.

Volunteers

The Kitchen Garden Program continued to make strong connections with parents, students and community members who volunteered their time to provide support for Kitchen and Garden classes

Kitchen Garden Committee - met regularly to discuss and assist with working bees, garden construction/maintenance, sourcing resources/materials, kitchen hire and general support for the kitchen and garden staff.

Working Bees - four parent/community working bees were held throughout the year, which saw the relocation and construction of a new timber garden shed donated by a local family, construction of an archway to the entrance of the garden, flanked by passionfruit plants, relocation of corrugated garden beds, mulching and general garden maintenance.

School Holiday Garden Maintenance – a number of families volunteered to care for the garden over the long, hot summer break

Duke of Ed Program - The Kitchen Garden continued its involvement with student volunteers from local high schools who were participating in the Duke of Ed program.

Election Day “Home Baked” Stall

We value the input from all our volunteers and thank them for the contribution they have made to our student’s learning and outdoor classroom facilities throughout the year.

Special thanks to Ms Lou Edney from “Nourishing Nosh” for ongoing support of the Kitchen Garden Program. Lou was invited as guest speaker to a school P & C meeting, providing a valuable parent education opportunity on Nutrition/How to Read Food Labels.

Students had the opportunity to show their appreciation for all the volunteers, by catering for the end of year Kitchen Garden Volunteers Morning



Tea held in the kitchen. They prepared dishes using fresh produce harvested from the garden and designed/produced handmade cards decorated with flowers, herbs and a personalised message.

Technology in the Kitchen Garden

An i-pad was purchased for the Kitchen Garden this year to enable students to take photos, make videos, write blogs and do research about their experiences in garden and kitchen classes. This also enabled staff and students to have various apps available to support class activities and planning/recording.

Kitchen Garden Staff Changes

We farewelled our inaugural Garden Specialist Teacher, Ms Rachel Kernaghan, who left Seaforth PS at the end of 2015. We thank "Ms Rachel" for her enthusiasm, knowledge, commitment and dedication in successfully starting and maintaining garden classes at Seaforth PS and for giving her own time to attend working bees. We wish her all the very best with her next adventures.

A new garden specialist team was appointed in 2015 to commence in 2016 - Ms Alexandra Huntington - Garden Specialist Teacher and Ms Vanessa Sutton - Garden Maintenance Support/Horticultural Advisor.

We look forward to another rewarding year in the Kitchen Garden in 2016

Community and Fundraising

Well 2015 started off beautifully with one of the favourite events of the year for the children "The Kids K-6 Disco". This event is a lovely way to start the year and this year we had a fabulous new DJ come and join us... DJ "Kit Kat". The children really loved her and Jenni Jordan did an amazing job with the entire organisation of the night!! This event raised \$4,980

The next event for the year was our first "Mix & Mingle" drinks. This was a really nice way to end Term 1, but to also welcome new families joining the school and for returning families to catch up with familiar faces. Emily McCarthy and Melodie Marshall organised a wonderful night and it was styled beautifully. This event was held in our beautiful "Kitchen Garden Kitchen", so it was also a great opportunity to showcase this area to new and existing parents.

Our yearly "Mother's Day Stall" was again a big hit with all families and children. Kathy Ellis ordered over 500 gifts for the children to choose from and her team of volunteers wrapped each one beautifully and the stalls were run in 3 different areas of the school allowing all classes to have a time slot where they were able to choose their gifts. This event raised close to \$4,000.

The Big Night In – Love Boat theme was a huge success!! With a record number of tickets being sold for the night. Michelle French and her army of volunteers organised an amazing night of auctions (live/silent), food, music, gourmet pizza, photo booth and lots of fun. A wonderful night for our school community to get together. This event raised just over \$28,000.

This year also saw the first Father's day breakfast, held in the Kempbridge campus school hall. What a wonderful way to say Happy Fathers Day and Thank you to all our fabulous Seaforth dads, grandads & special friends. 550+ adults & children coming together for a lovely breakfast and to share a very special morning. Our amazing volunteers served BLT's, freshly baked goods, fresh fruit and our major sponsors Belle Property Seaforth set up their coffee van for the morning. It was so nice to see all the Dads being able to socialise and become involved with their children at this fun event. The Lego Competition was also very popular and allowed the children and dads work on a project together.

This event raised approximately \$4,000.

Not long after our Fathers day celebration the school was hit an awful blow and the fire devastatingly destroyed 5 of our beautiful classrooms. Although this was a tragic event it brought our school even closer as a community and everyone worked so hard at bringing our school back together. With this the idea of a festival to bring everyone's spirits back up and to say a huge thank you to everyone not only in our school but in our surrounding community for all their support during this difficult time. With that an amazing event started to take place... The Phoenix Festival was on it's way to becoming an incredible event for everyone to be apart of. Bands, singers, local schools and businesses all jumped on board and helped make this an afternoon of music, entertainment, stalls and fun for everyone. With the big headlines being X Factor and The Voice volunteering their greatest talents Joe Moore and





Marlissa to perform on our stage. This was truly a spectacular event! This event combined with the "Stay Strong Seaforth fund raised just over \$52,000

Another first for this year was the Open Air Cinema Night. This was held at the end of Term 4 and it was a wonderful way to end the school year. Ashley Bennett and her team of volunteers organised a fun night for both adults and children. The Cinema screen was set up and the children had been asked during the term to vote on which movie they wanted to watch on the night, 3 choices were given!! The winning movie was announced at the event. Popcorn, fairy floss and we were lucky enough to have Guzman Y Gomez Mexican come on board and assist with our catering for the night. Families were able to pre order a Mexican feast that was served in individual boxes for everyone to enjoy on the night. This was a really nice way to celebrate and end 2015. This event raised close to \$8,000.

A big Thank you to Belle Property Seaforth, our 2015/2016 Community Partners for sponsoring all of our events and for your ongoing Support. Another special mention to Balgowlah RSL, Bunnings Balgowlagh Woolworths Balgowlah, Bakers Delight Stockland and S Recruitment for your contributions to all of these events as well, we really appreciate the support that these businesses & families provide our beautiful School.

And lastly a HUGE Thank you really needs to go out to all the volunteers who helped leading this year to make all of these events work so beautifully. Without your time and dedication none of these events would of happened. We are very lucky to have such a great sense of community within our school.

Rachel Cooke

Seaforth Fundraising Co-Ordinator

Achievements in the arts

School Concert

All students from K-6 participated in a dance program delivered by the grade teachers for the annual school concert. Lessons were varied and included a focus on movement, body awareness, choreography skills and dance appreciation. This was a wonderful opportunity for the teachers to work together as a grade and for the students to spend

time with peers from other classes. The annual concert Beyond Broadway was an original script written by one of our teachers, Miss Melanie Glasson, and told the story of a grandfather reminiscing about his younger years as a Broadway star. Each class's item was linked to a different musical and they items were tied together with a central script. The enthusiasm and effort displayed by the staff and students during the rehearsals and performances were appreciated by the members of the school community who attended this event.

Dance Opportunities

Seaforth Dance Groups have been involved in a variety of performances throughout the year to highlight our many talents. These included festivals, school assemblies, eisteddfods and even our very own Dance Extravaganza twilight performance. All of the dancers represented our school with enthusiasm and their skills are evidence of the talented culture of Seaforth Public School's community. We are very proud of the 200 students who were involved in the popular dance programs this year!

Sydney North Dance Festival

Seaforth Public School was represented by two dance troupes at the Sydney North Dance Festival at Glen Street Theatre in Term 2. The Year 3 dance group performed "Out of Africa" and was led by Miss Bonny Patrick and Miss Alicia Malhas. The junior group, made up of selected Year 1 and 2 students performed "Space Jam" and they were led by Miss Katie Frizzell. Everyone involved had a fantastic time at the festival and the students demonstrated professionalism in the audience, on the stage and in the holding rooms. Their performances were outstanding and they delivered very enjoyable matinee, twilight and evening shows.

Wakakirri

2015 saw the continuation of Seaforth's participation in the Wakakirri Story Dance Festival. This group was led by Justine Lovell and Alison Crowshaw. A Wakakirri Story Dance theatrically tells a story using a combination of dancing, creative movement and acting to pre-recorded music whilst adhering to rules and guidelines about sustainable



production. Students from Years 4-6 were invited to participate in this exciting dance opportunity and 90 students were involved in the competition.

The students worked really hard to put together a 7 minute performance based on the story of “Night at the Museum”. Due to their enthusiasm and dedication, Seaforth received a number of performance awards on the night of our heat at the NIDA theatre. These included: Well-Rehearsed performance, Cast/Ensemble, Overall costume design, Concept and Creative movement. They were also granted the ‘Best Retell Story’ state prize which gave them the opportunity to perform in the finals series at Sydney Olympic Park.

We are very proud of our students and would also like to acknowledge and thank the wonderful efforts of the parent volunteers who assisted us with adapting and constructing costumes, props and sets. The sustainable and creative reuse of resources was truly inspiring and definitely an important and effective feature of the item.

Dance Development Program

Our Dance Development Program was offered to students in second semester to work on dance skills and to provide students with experience in dance without auditions. The Year 1 students were led by Miss Katie Frizzell and they developed an item called “Happy”. The Year 2 and 3 students combined to develop an energetic hip hop piece called “Good Feeling” and they were led by Miss Bonny Patrick and Miss Alicia. The students demonstrated a high level of improvement in dance fundamentals and performed exceptionally well in the school’s Dance Extravaganza night.

School Music Program

In support of providing all students with a high quality music education as well as a mechanism to support the school band program develop student participation in the early years through the training band program, a specialist music education program was developed.

The program was provided to students K-6 focusing on music appreciation, theory and practice. Additionally a new student performance opportunity was initiated through a stage band group for senior students that went on to support the annual school

concert through playing a range of interlude pieces that formed part of the performance live.



Further, throughout the year we developed a dedicated music and dance studio to support the music education program and continue to promote and enhance our dance program with facilities that would support excellence. This facility named Studio 57, after the building’s opening date hosted its inaugural performance through the Principals recital that saw 30 students across all families of instruments perform their AMEB examination pieces.



