SCHOOL CONTEXT STATEMENT

School number: 1855

School name: Seaford Rise Primary School

School Profile:
Seaford Rise Primary School is an accredited International Baccalaureate school delivering the Australian Curriculum through the Middle Years Program and is currently exploring becoming a candidate school for the Primary Years Program. The school is also an accredited Global Peace School with Save the Children Australia and the support of the United Nations. There are current plans for a purpose built Disability Unit on site commencing 2015.

VISION: To create a community of lifelong learners who are empowered to live successfully in the 21st century (Under review)

SCHOOL VALUES: RESPECT, HONESTY, COOPERATION, RESPONSIBILITY, FRIENDLINESS, LEARNING

SCHOOL MOTTO: DREAM BELIEVE ACHIEVE

AIMS FOR STUDENTS
Promote high achievement and joy in learning by working with students to -

Have positive self-esteem – respecting themselves, others and the environment

Be persistent, adaptable, creative and responsible

Develop an understanding of themselves as learners in order to build their learning capacity

Develop inquiring minds

Develop effective problem solving and social skills

Produce quality work in all aspects of learning

Develop the skills to be successful and effective in a fast changing world.
MISSION FOR SCHOOL

We believe that each student will succeed through experiencing quality in:

- A safe and engaging thinking orientated learning environment
- An ethos of encouragement, support, challenge and excellence
- A flexible, intellectually challenging and relevant curriculum
- A constructivist, self managed approach to teaching and learning
- A learning partnership between school, home and the community

We demonstrate our commitment to working, as a thinking school, in a learning community, and promote student achievement and wellbeing by:

- Planning for continuous improvement in all that we do through quality learning tools
- Policies and strategies for teaching students to think, learn, work collaborative and solve problems
- Being inclusive of all – valuing, acknowledging and catering for diversity (cultural, gender, ability)
- Developing skills and learning behaviours for success in student learning
- Working as a team (parents/carers/staff/students) towards shared goals and vision
- Participating actively in local and global initiatives
- Promoting inclusivity, student voice and enterprise
- Supporting students to manage their own learning
- Promoting healthy lifestyle choices
1. **General information**

- School Principal name: Yannoula Michael
- Deputy Principal’s name: Karen Matthews
- Year of opening: 1994
- Postal Address: Grand Boulevard, Seaford Rise 5169
- Location Address: Grand Boulevard, Seaford Rise 5169
- DECD Region: Noarlunga - River Hub Partnership
- Geographical location – ie road distance from GPO (km): 38 kms
- Telephone number: 08 83270232
- Fax Number: 08 83270004
- School website address: [www.seariseps.sa.edu.au](http://www.seariseps.sa.edu.au)
- School e-mail address: dl.1855.admin@schools.sa.edu.au

Out of School Hours Care (OSHC) service: The Out of School Hours Care Program is provided at All Saints Primary School and students from Seaford Rise PS are bused to and from the School. An on site service is being explored with an anticipated January 2015 start date.

- February FTE student enrolment:

<table>
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<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>Reception</td>
<td>40</td>
<td>37</td>
<td>53</td>
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<td>Year 1</td>
<td>58</td>
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<td>Year 2</td>
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<td>Year 5</td>
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<td>Year 6</td>
<td>59</td>
<td>61</td>
<td>63</td>
<td>47</td>
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<tr>
<td>Year 7</td>
<td>9</td>
<td>14</td>
<td>17</td>
<td>29</td>
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- Student enrolment trends: Increasing

- Staffing numbers (as at February census):

There are 5 male teachers and 18 female teachers, a 0.6 counsellor, a groundsman 19 hours, 4 SSO’s who provide support for student programs and library support, a finance officer and front office person.

- Public transport access: Direct access by bus and train services

- Special site arrangements:

There is a Memorandum of Understanding between all the River Hub Partnership schools. This states that all Year 7 students will attend the Seaford Secondary College, unless they have confirmed their attendance at another school in Year 8. Parents/Carers with individual concerns around this are invited to discuss these with the Principal.

Students who enrol from interstate or overseas are placed in year levels according to their ages and into the year levels they would have been had they started school in SA.

2. Students (and their welfare)

- General characteristics

The school enrolment is characterised by a diverse range of students including:

- Predominately Anglo-Saxon background
- Approximately 33% School Card holders
- Students from NESB
- Students with Disabilities
- Students under Guardianship of the Minister
- Indigenous students
- Students who have recently arrived from the UK, South Africa and other countries
- Those from traditional families to single parent families and split family arrangements

- Student well-being programs

The Strengthening School Culture program ‘Seaford Rise Sails to Success’ is based on a set of beliefs and principles that lay the foundation for the building of a school and classroom culture that strives for continuous improvement and taking improvement to next level. The program relies on whole school commitment from students, parents/carers and staff. It involves
the implementation of whole school and class strategies and practices and requires a change in mindset about learning, teaching and schooling.

There are several principles, philosophies and programs that support the entire curriculum and are applicable across the whole school. We are delivering the Australian Curriculum through the lens of International Baccalaureate. These include – Values, Quality Learning ~ Langford Tools, Thinking Orientated Curriculum, IB Learner Profile, FISH Philosophy, Whale Done Approach, The Leader in Me, Restorative Practices, Play is the Way and Program Achieve. We are an accredited IB World School and a Global Peace School.

Quality teaching and learning is based on the belief that teachers make a difference in student’s lives through having high expectations, genuinely caring for all students, differentiating the learning to cater for the individual needs of each student. All the research around the world points to effective relationships between the teacher and the student and between students as the key to improving learning outcomes.

Our programs encompass the principles and practices that we value at our school.

This program is initially implemented in the classrooms during the first two weeks of the new school year. The staff and students engage in the “Strengthening School Culture” program ‘Seaford Rise Sails to Success’. The major focus of the “Strengthening School Culture” program is to work with students in all classes to establish strong purpose for their learning and the commitments to work together to build happy, safe, productive relationships in the classroom.

This is our opportunity through a variety of activities, to work with our students, to build happy, positive relationships, establish good habits and routines, accountability, student leadership roles, establish class and personal goals, build skills in thinking and learning, participate in group decision making. The activities and learning experiences contribute to a class community which will, through the use of ethics, principles, processes and practices built during the first ten days, improve and sustain the learning community throughout the year.

- Student support offered
  Part time school counsellor, peer support programs, Christian Pastoral Support Worker, support programs for students with special needs.

- Student management
  The school has a policy based on a preventative model where staff focus on success. All classes develop their Essential Agreements. We have values awards to recognise positive behaviours and
learning. We have inappropriate behaviour notices and use restorative practices and logical consequences.

- **Student government**

  The SRC is an integral part of the planning and decision making processes of the school. It also provides leadership in supporting classes to conduct regular class meetings. The SRC meets with representation from every class and also has an Executive group who meet in between times. The SRC Executive provides student leadership in a range of ways throughout the year and takes responsibility for participating in school level areas including Environs, WHS, Fundraising Global Peace, and Be Active. They also have the opportunity to participate in events such as Student Principal for a Day, and Student Leadership Forum run by the local Federal MP Amanda Rishworth.

  All classes participate in our Buddy Class program which provides leadership opportunities for older students in working with peers and younger students. They also take responsibility for running and presenting our assemblies.

- **Special programmes**

  We have a whole school literacy agreement which highlights our literacy block, the use of phonics, and agreed targets for reading. We are currently establishing our whole school numeracy agreement.

  Our intervention programs include the Intensive Reading Program, QuickSmart Literacy and Numeracy, and Levelled Literacy Intervention for the early years. Our students participate in the Festival of Music Primary School Choir performance and we also have an R-7 Singing Group. Our students participate in a range of SAPSASA events. Our Indigenous students participate in a weekly afternoon program known as Didj Crew.

### 3. Key School Policies

- Site Improvement Plan and other key statements or policies:

  Please refer to appendix at end of context statement.
4. **Curriculum**

- **Subject offerings:**
  All 8 areas of the national curriculum delivered through the IB framework. There are specialist teachers in LOTE – Japanese, Physical Education and The Arts.

- **Special needs:**
  The Deputy Principal, Special Education Teacher, a team of SSO’s and volunteers/parents/carers assist in the provision of a comprehensive range of support programs as previously outlined.

- **Special curriculum features:**
  All classes are composite. The curriculum is delivered through the IB framework. We have a strong IT focus with all students having their own XO laptop as well as access to desktops, laptops and tablets. All rooms have an interactive whiteboard.

- **Teaching methodology:**
  Methodology is in line with the requirements of SACSA and the Australian Curriculum through the frameworks of IB and TfEL. Our practice incorporates Concept Driven Inquiry. We address the Global Peace School criteria.

- **Student assessment procedures and reporting**
  The school has a whole school Assessment and Reporting timetable. Formal reporting to parents/carers occurs 4 times a year through Parent, Teacher and Student Interviews at the end of Term 1 and Student Led Conferences in Term 3. Two formal written reports are sent home at the end of Term 2 and Term 4. Informal reporting to parents/carers occurs on a needs basis.

- **Joint programmes:**
  The school works closely with the Seaford Rise Kindergarten to provide ease of transition for children and families from one setting to another. We are a member of the River Hub Partnership and engage in joint professional development. We also financially support the Cambodian Sunrise Village Orphanage through sponsoring a child with money raised by the student council. We are also part of the IB organisation and in partnership with Save the Children Australia through being part of the Global Peace School.

5. **Sporting Activities**

- **Annual School Sports Day**
- **Support SAPSASA activities when applicable and also District Day.**
- **Support families being involved in local sporting clubs.**
- **Students in Year R-5 participate in a week of Swimming lessons at Noarlunga Leisure Centre. Students in Years 6 and 7 participate in a week of Aquatics at Port Noarlunga Beach. These are usually held in Term 4.**
6. **Other Co-Curricular Activities**

The school regularly celebrates a number of special events:

- Annual Whole School Excursion
- Harmony Day
- Reconciliation Week
- Book Week
- International Day of Peace
- ANZAC Day
- Remembrance Day
- Music Count Us In
- Concert
- Primary Maths Challenge
- Be Active including Active After School Activities
- Premiers Reading Challenge
- Graduation

7. **Staff (and their welfare)**

- **Staff profile**
  - Typical of metro southern age profile with unlimited tenure.
- **Leadership structure**
  - Current staffing entitlements by formula provide a principal, deputy principal and 0.6 counsellor.
• Staff support systems
  Building Professional Learning Teams with R-7 focus currently have IB, and ICT. Moderation processes across the levels of schooling. Committees work collaboratively such as Events, WHS, Assessment and Reporting.
  Staff are provided many opportunities to access a wide range of professional development.

• Performance Management
  All staff meet with either the Principal or Deputy Principal between two to four times a year to discuss their teaching and learning practice, planning and programing, goals and links to National Professional Standards for Teachers.

• Staff utilisation policies
  All R-7 students have Japanese as LOTE, PE and The Arts provided by specialist teachers. We have smaller class sizes and therefore have an SSO with some administration hours for the library.

• Access to special staff
  A range of outside personnel are accessed by the school for Special Education, Professional Development and Behaviour Management. Regional support services are regularly accessed and available as needed.

8. School Facilities

• Buildings and grounds
  The school is 20 years old and is of quality solid construction. There are 9 suites that house 23 classrooms, Administration, Resource Centre (including computer room), Art, Drama and Science, and Gymnasium. A canteen is incorporated in the Gym. We have two ovals, junior primary and primary, two playgrounds, junior primary and primary and two sets of satellite 5 way swings.

• Heating and cooling
  There is reverse cycle airconditioning in all areas except the Gym which has evaporative cooling and gas heating.

• Specialist facilities and equipment
  Art Room, Science Room, Drama Room, Gymnasium, Computer Room. Staff and students can access the Internet network via wifi. Internet and intranet access in the classrooms. Interactive Whiteboards in all classrooms. Trolleys of class sets of laptops and tablets in each of the classroom suites. All students have an XO laptop which can be taken home.
• Student facilities
  Two ovals, two playground equipment sets (junior primary and primary),
  two swing sets (junior primary and primary), canteen, computers.
• Staff facilities
  Staff Lounge and Meeting room, shower, access to internet and email.
• Access for students and staff with disabilities
  Wheelchair access to all areas of the school. Disabled toilet and access to
  disabled carpark spots.
• Access to bus transport
  Public bus transport, new Seaford Train Station

9. School Operations
• Decision making structures
  Governing Council meets twice a term and represents parents. Governing
  Council members represent parents on other committees, for example
  finance, canteen, sport, environment. Staff meetings on Tuesday after
  school is the main avenue for decision making using a range of Quality
  Tools from the Langford Seminars. There are some committees which
  make recommendations for staff decisions to be taken, for example the
  Events committee, Assessment and Reporting. The Personnel Advisory
  Committee (PAC) meet fortnightly.
• Regular publications
  Fortnightly school newsletter, electronic day book for staff, parent
  information pack, TRT information pack, staff information, IB brochures.
• Other communication
  Electronic noticeboard and email
• School financial position
  The school’s financial position is sound. School fees are as determined by
  DECD at the Yearly Standard Sum and there is a $10 voluntary IT levy.

10. Local Community
• General characteristics
  Housing is a combination of privately owned, rental and housing trust.
  There are three new housing developments taking place which may impact
  on our enrolment numbers.
• Parent and community involvement
  A number of parents/carers support school programs in a number of ways
  such as in classrooms, attending excursions, coaching sporting teams,
  working in the canteen, working in the Resource Centre and transporting
  students. Volunteers undergo a 2 hour training program that includes
  Mandatory Notification.
Governing Council is energetic and supportive of the school. Meetings are held at 7.00pm on the Tuesday of Weeks 3 and 8 each term. The AGM is held in February/March each year.

- Feeder or destination schools
  Seaford Rise Kindergarten is next door to the school and the majority of their children come to Seaford Rise Primary School. The majority of our students transfer to Seaford Secondary College for Year 7.

- Commercial/industrial and shopping facilities
  The shopping facilities at Seaford are quite extensive. Some smaller supermarkets are located in other parts of Seaford and Moana Heights. Centro Collonades is located at Noarlunga Centre which is about 10 minutes driving distance away.

- Other local facilities
  Beach is within walking distance. Other local facilities are within easy access of the school.

- Local Government body
  Onkaparinga Council
## SEAFORD RISE PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2014

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<tbody>
<tr>
<td>(What do we want to do this year? Two or three key areas for specific focus over the next 12 months)</td>
<td>(Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate)</td>
<td>(The major actions that staff – teachers, SSO’s, leaders – commit to do so that learners are supported at classroom level to achieve the Targets)</td>
<td>(The data, evidence, processes and timelines to be used to monitor/measure/evaluate progress towards achievement of the Targets and/or effectiveness of Strategies)</td>
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<tr>
<td><strong>Learner Achievement:</strong></td>
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<tr>
<td>• High Numeracy and Literacy expectations and standards – continuous growth for each learner</td>
<td>• School achievement data shows improved literacy and numeracy learning outcomes by 15%</td>
<td>• Whole School Numeracy and Literacy Approach – Jolly Phonics and Jolly Grammar; Moderation processes in place; running records R-7</td>
<td>• Whole school essential agreements</td>
</tr>
<tr>
<td>• Focus on teacher pedagogy to improve learning outcomes for all students</td>
<td>• Running Records – 66% or greater of Year 2 students reading at Level 21 or above in September</td>
<td>• Whole school intervention approach</td>
<td>• Testing of reading levels using Fountas and Pinnell Assessment</td>
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<td>• Increase in the number of students achieving growth in NAPLAN tests by 15% particularly in the higher bands</td>
<td>• Training and Development for staff – Intervention programs, Assessment for Learning, planning and programming using AC/IB/TIEL, Differentiated curriculum</td>
<td>• Student achievement data (Running Records, Reading Levels, Spelling, PAT Testing)</td>
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<td>• Increase our ATSI students improving in literacy by 10%</td>
<td>• Using the National Professional Standards</td>
<td>• Classroom Observations</td>
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<td></td>
<td>• Teachers continuing to use National Professional Standards</td>
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<td>• Program and Planning records</td>
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<tr>
<td><strong>Learner Engagement and Wellbeing:</strong></td>
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<tr>
<td>• Learners are positively engaged in school</td>
<td>• 100% of teaching staff can describe appropriate classroom practice during performance management meetings</td>
<td>• Sails to Success</td>
<td>• Whole school essential agreements</td>
</tr>
<tr>
<td>• Students becoming global learners</td>
<td>• Decrease in yard issues as measured by inappropriate behaviour notices by at least 20%</td>
<td>• Differentiated curriculum</td>
<td>• Child Protection Curriculum</td>
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<tr>
<td>• Attendance</td>
<td>• Continued increase in the number of values awards (at least 20%)</td>
<td>• Lunch time play program</td>
<td>• Surveys</td>
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<td>• Attendance rate of 93% and reduce number of unexplained absences</td>
<td>• Buddy classes</td>
<td>• Participation rates increase</td>
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<td><strong>Community Connections:</strong></td>
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<tr>
<td>• Strengthen community connectedness</td>
<td>• Wider range of opportunities for authentic engagement between school and community</td>
<td>• Whole School Excursion</td>
<td>• Behaviour/Values audits</td>
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<td>• Whole School Focus and agreements</td>
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