SCHOOL CONTEXT STATEMENT

School number: 1855 and 5473
School name: Seaford Rise Primary School & Disability Unit

School Profile:
Seaford Rise Primary School is an accredited International Baccalaureate school delivering the Australian Curriculum through the Middle Years Program and is currently preparing to be 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. In 2015 a Disability Unit was established. The purpose built unit was completed in Term 4 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: Mr Andrew Messenger
- Deputy Principal’s name: Mr Chris Tippett
- 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 currently operated by Camp Australia and is based in E suite room 4.

- February FTE student enrolment:

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• Student enrolment trends: Increasing

• Staffing numbers including Disability Unit (as at February census):

The leadership team is 1 Principal, 1 Deputy Principal, a 0.6 counsellor, 1 Disability Unit Co-ordinator, 5 male teachers, 23 female teachers, a 0.4 AET, an ACEO, a PSW, 10 SSO’s who provide support for student programs and library support, a finance officer, front office person and a groundsman 19 hours.

• 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 Year 7 students can 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 and TIEL. These include – Values, Quality Learning ~ Langford Tools, Thinking Orientated Curriculum, IB Learner Profile, FISH Philosophy, Whale Done Approach, and Restorative Practices. 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, 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, Fund raising 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.

3. **Key School Policies**
   • Site Improvement Plan and other key statements or policies:
     These are available on request and some are on our website.
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 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 Acquatics 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
- Science 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, a 0.6 counsellor and Disability Unit co-ordinator.
• 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 Improvement Team, 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 22 years old and is of quality solid construction. There are 10 suites that house 25 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, 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 Collonnades 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