



## SCHOOL CONTEXT STATEMENT

**School number:** 1855 and 5473

**School name:** Seaford Rise Primary School & Disability Unit

### School Profile:

Seaford Rise Primary School is an R-7 school situated in the southern suburbs of Adelaide. The school reflects the demography of the area, and has experienced significant enrolment growth over the past decade. Seaford Rise also incorporates a Disability Unit, which is located in a purpose built facility. The school is an accredited Global Peace School.

**VISION:** *To create a community of lifelong learners who are empowered to live successfully in the 21<sup>st</sup> century.*

**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 Tippet

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](mailto: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.

February FTE student enrolment:

	2013	2014	2015	2016	2017
Reception	53	59	66	64	61
Year 1	51	65	65	60	70
Year 2	46	52	66	64	62
Year 3	64	60	65	58	60
Year 4	48	74	65	59	54
Year 5	37	56	64	64	66
Year 6	63	47	55	65	59
Year 7	17	29	21	28	36

Student enrolment trends: Increasing

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

The staff includes the leadership team comprising of a full-time principal, deputy principal, school counsellor and finance officer. Collectively, there are 28 teachers, AET (0.4), ACEO (0.4), 9 school support officers and a grounds 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 Year 7 students are expected to 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 if 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 other countries

- Those from traditional families to single parent families and shared family arrangements

Student well-being program

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.

The 'Sails to Success' program 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.

### Teaching and learning program

There are several principles, philosophies and programs that support the curriculum and are applicable across the whole school. We are delivering the Australian Curriculum in line with Australian Government requirements. We are an accredited 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. Research points to effective relationships between the teacher and the student and between students as the key to improving learning outcomes, which is a key focus within the school.

Our learning programs align with the schools vision and mission statements.

### Student support offered

Full time school counsellor, peer support programs, and structured programs for students with special needs.

### Student Behaviour Education

The school has a policy based on a respectful pathways model where staff and students focus on four key areas

- respectful language
- respect for learning
- respectful actions
- respect for safety

All classes develop their Essential Agreements and activate restorative practices and logical consequences which help to shape student behaviour. We have values awards to recognise positive behaviours and learning.

### Student Leadership

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 and the Global Peace and Be Active programs. They also have the opportunity to participate in the 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 key learning areas are delivered through the Australian Curriculum. There are specialist teachers in LOTE – Japanese, Physical Education and The Arts.

Special needs:

The Deputy Principal, Special Education Teacher, SSO's and volunteers/parents/carers assist in the provision of a comprehensive range of support programs to assist learning for students with special needs.

Technology

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. A major upgrade of technology will be in place for the commencement of the 2018 school year.

Teaching methodology:

Methodology is in line with the requirements of the Australian Curriculum through the TfEL framework. We address the Global Peace School criteria where concept driven inquiry is promoted.

Student assessment procedures and reporting

The school has a whole school assessment and reporting timetable. Formal reporting to parents/carers occurs four 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 a seamless transition for children and families from kindy to school. We are a member of the River Hub Partnership and engage in joint professional development with fellow partnership schools and kindergartens. We also financially support the Cambodian Sunrise Village Orphanage through sponsoring a child with money raised by the SRC.

## **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.

## **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 school counsellor and Disability Unit co-ordinator.

### Staff support systems (PLC's)

Professional Learning Teams with an R-7 focus are focussed on Technology, Assessment and reporting, site improvement, events, numeracy and ICT. Moderation processes across the levels of schooling.

PLC's work in a collaboratively manner.

Staff are provided many opportunities to access a wide range of professional development, including a current focus on pedagogical practice and moderation.

### Performance management

All staff meet with either the Principal or Deputy Principal four times a year to discuss their teaching and learning practice, planning and programming, goals and how these link to the AITSL Professional Standards for Teachers.

### Staff utilisation policies

All R-7 students have Japanese as LOTE, PE and The Arts provided by specialist teachers. An SSO is provided to coordinate the schools' resource centre.

### Access to special staff

A range of outside personnel are accessed by the school for special education, professional development and behaviour education. Regional support services are regularly accessed and available as needed.

## **8. School Facilities**

### Buildings and grounds

The school is 23 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 and two playgrounds.

### 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 plus Seaford Train Station

## 9. School Operations

### Decision making structures

Governing Council meets twice a term and represents the parents voice. Governing Council members represent parents on committees, such as finance, canteen, sport, and environment. There are some committees which make recommendations for staff decisions to be taken, for example the Events and the Assessment and Reporting. The Personnel Advisory Committee (PAC) meet regularly and in conjunction with weekly staff meetings are heavily involved in the decision making process.

### Regular school publications

Fortnightly school newsletter, parent information pack, TRT information pack, staff information, parent handbook.

### Other communication

Electronic noticeboard, skoolbag app and class newsletters and online forums.

### School financial position

The school's financial position is sound. School fees are as determined by DECD at the yearly standard sum.

## 10. Local Community

### General characteristics

Housing is a combination of privately owned, rental and housing trust. There are a number of 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 two 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 Colonnades is located at Noarlunga Centre which is about 10 minutes driving distance away.

#### Other local facilities

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

#### Local Government body

Onkaparinga Council