SCHOOL CONTEXT STATEMENT (Last updated on 26/2/10)

School number: 1855

School name: SEAFORD RISE PRIMARY SCHOOL

1. GENERAL INFORMATION

Part A

<table>
<thead>
<tr>
<th>School Name</th>
<th>SEAFORD RISE PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>1855</td>
</tr>
<tr>
<td>Year of Opening</td>
<td>1994</td>
</tr>
<tr>
<td>Courier</td>
<td>Southern Adelaide</td>
</tr>
<tr>
<td>Principal</td>
<td>Ms Yannoula Michael</td>
</tr>
<tr>
<td>Postal Address</td>
<td>Grand Boulevard, Seaford Rise 5169</td>
</tr>
<tr>
<td>Location Address</td>
<td>Grand Boulevard, Seaford Rise 5169</td>
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<tr>
<td>District</td>
<td>Southern Sea and Vines</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>38 kms</td>
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<tr>
<td>CPC attached</td>
<td>No</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 83270232</td>
</tr>
<tr>
<td>Fax No.</td>
<td>08 83270004</td>
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2005 2006 2007 2008 2009

February FTE Enrolment

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<tr>
<th>Primary Special, N.A.P. Ungraded etc.</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<th>2009</th>
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<tr>
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<td>39</td>
<td>36</td>
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<td>53</td>
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<td>59</td>
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<td>Year 3</td>
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<td>64</td>
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<td>71</td>
<td>53</td>
<td>59</td>
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<td>Year 5</td>
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<td>67</td>
<td>70</td>
<td>53</td>
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<td>Year 6</td>
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<td>62</td>
<td>68</td>
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<tr>
<td>Year 7</td>
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<td>3</td>
<td>10</td>
<td>9</td>
<td>12</td>
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<table>
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<tr>
<th>Secondary Special, N.A.P. Ungraded etc.</th>
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<tbody>
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<td>Year 8</td>
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<td>Year 9</td>
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<td>Year 10</td>
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<td>Year 11</td>
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<tr>
<td>Year 12</td>
</tr>
<tr>
<td>Year 12 plus</td>
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</table>

TOTAL 397 405 406 408 386

| Male FTE | 200  |
| Female FTE | 186  |
| School Card Approvals (Persons) | 180 178 33% |
| NESB Total (Persons) | 14.0 10.0 23 |
| Aboriginal FTE Enrolment | 9.0 11.0 11 |

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.
Part B

- Principal
  Yannoula Michael

- Deputy Principal
  Sue Hage

- School Counsellor
  Irene Rose

- School email address
  principa@seariseps.sa.edu.au

- School Website
  www.seariseps.sa.edu.au

- Staffing numbers
  * 1 Principal (1.0)
  * 1 Deputy Principal (1.0)
  * 1 School Counsellor (.57 + .43 top up to fulltime release)
  * 16 Teachers in classrooms (15 classes - one tandem teams)
  * 3 NIT teachers (.8, and .6 x 2)
  * 1 Special Education teacher (1.0)
  * 1 Resource Centre manager (1.0)
  * 9 SSOs with varying roles

Local Management status

We are locally managed.

OSHC

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. The “Local Kids” Child Care Centre, located at Seaford, also offers a drop off and pick up service to the school.

Enrolment trends

While we do experience monthly fluctuations with enrolments due to the nature of the suburb, overall enrolments have remained reasonably stable over time. We normally finish the year with an October enrolment of 430-460 students. The school currently has 15 classes and there will be 16 classes in Term 2 and 17 classes in Term 4.

New housing areas are still opening up, the most recent being Seaford Meadows and Seaford Heights, however there has not been a noticeable
impact from these as yet. We also continue to receive a number of English migrant families throughout the school year.

- **Special arrangements**

There is a Memorandum of Understanding between all the River Hub Cluster Schools. This states that all Year 7 students will attend the Seaford 6-12 School, unless they have confirmed their attendance at another school in Year 8. Parents/Caregivers with individual concerns around this, however, are invited to discuss these with the Principal.

The Memorandum also covers issues of Transition from Pre School to School. Students must turn 5 on or before the first day of Term to be enrolled in that Term. New Reception students begin school on the first day of each term.

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.

- **Public transport access**

Trans Adelaide Bus Services 741 and 747 stop in front of the school.

2. **STUDENTS (AND THEIR WELFARE)**

- **General characteristics**

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

* Predominantly 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
* Those from traditional families to single parent families

- **(Pastoral) Care programs**

The School has a Well Being focus overseen by the School Counsellor. We monitor and develop programs, which support student safety, inclusion, health and wellbeing. A Student Welfare Policy, Code of Conduct Policy, Anti Harassment Policy and Grievance Procedures Policy exist to support a safe learning environment for all students. Our emphasis on Student Voice and the promotion of our School's Values and Code of Conduct also creates a positive climate. All classes establish Vision and a Mission Statements and these are underpinned by the Values they have selected. A Class Code of Conduct is developed from the Values and students sign an agreement to abide by this throughout the year. This is coupled with a focus on 3 of the 6 school Values addressed in a biannual rotation. Each year we implement our Strengthening School Culture Program to establish a consistent set of expectations and
patterns of behaviour throughout the school. Bullying is addressed through weekly classroom audits and follow up interviews with identified students and their families are managed by the School Counsellor. Students regularly receive training in addressing Bullying. Anti-bullying/Harassment and Code of Conduct brochures have been developed and all families receive these on enrolment and at the beginning of each school year. Information and strategies are explicitly taught.

- Support offered

The Student Review Team monitors and documents the support for all Students at Risk (STAR) including those with specific learning needs ie NEPs and SHIP as well as IEPS and ILPs. The School has developed effective liaisons with a range of support agencies and has regular contact with regional Disabilities, Guidance, Speech and Interagency Behaviour Support Team personnel.
An R-7 Higher Order Thinking Skills Continuum to support all students develop higher order thinking, and particularly those with high intellectual potential, is in place. Teachers report against this each year as part of the Personal Qualities section of the written report. The Deputy Principal has attended the SHIP/Giftedness training offered by DECS and is part of an organising team that facilitates a program to support these students across the cluster. This program is known as GLOSS (Gifted Learning Options in Southern Schools). Learning Difficulties support programs in Literacy and Numeracy are facilitated by SSOs in every classroom across the school. Students are identified through annual testing, classroom observation and NAPLAN testing results. Special Education and Special Needs programs are developed and coordinated by the Deputy Principal with the Special Education Teacher.

- Student management

The School has a well-established Code of Conduct Policy. This includes whole school behaviour management procedures used by all staff. All classes have developed their rules and codes of conduct within these to ensure consistency and fairness throughout the school. Special programs exist to support students who display challenging behaviours and these are often formulated in conjunction with Interagency Behaviour Support personnel and other agencies. Student Development Plans are created for students who display ongoing challenging behaviours.

- 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 fortnightly with representation from every class.
The SRC Committee provides student leadership in a range of ways throughout the year and takes responsibility for participating in school level committees including SRC Executive, Environ, OHS&W and Fundraising. The identified student leaders from these groups report to and from the meetings and other SRC activities at Assemblies and Governing Council Meetings.
Citizenship and Peer Support programs also provide leadership opportunities for our older students in working with peers and younger students.

- Special programs

There is a 90-minute uninterrupted Literacy Block in each section of schooling. A range of special programs exist that support the Literacy Block. These include Learning Difficulties support, Fiddlesticks for fine motor skills, Fun and Games for gross motor skill development and Special education programs. Volunteer training is held each term for parents and caregivers who wish to work with students in the class or in school activities in special programs such as those listed above.

All classes participate in a Buddy class system where an older class works with a younger class either weekly or fortnightly. Buddy classes take responsibility for running and presenting at our assemblies which are held in Wks 3, 6 & 9 of each term.

Upper primary students are also able to access programs such as Tournament of Minds, Choir (in preparation for the Festival of Music) and a variety of SAPSASA activities. All students are invited to participate in the Oliphant Science awards.

3. KEY SCHOOL POLICIES

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

SCHOOL VALUES

RESPECT, HONESTY, COOPERATION, RESPONSIBILITY, FRIENDLINESS, LEARNING

Please also refer to the website for further information about other general school policies.

SPECIAL EVENTS

The school regularly celebrates a number of special events:

- Annual Expo to showcase a specific whole school focus
- Book Week
- Reconciliation Week
- Harmony Day
• ANZAC Day
• Remembrance Day
• Book Week
• End of year Concert
• Graduation

4. CURRICULUM

• Subject offerings
  The School provides a high standard R-7 curriculum in the SACSA eight areas of study. There are specialist teachers in LOTE [Japanese], Physical Education, Science, Art and Drama.

• Open Access
  N/A

• Special needs
  The Deputy Principal, Special Education Teacher, and a team of SSOs and parents assist in the provision of a comprehensive range of support programs as previously outlined.

• Special curriculum features
  Computing and e-Learning are a priority and the Resource Centre Manager is the e-Learning and IT specialist in the site. We currently have five interactive whiteboards in the school and will be installing them in all classrooms in 2010.

  The school has established a number of Working Parties aligned to the annual priorities in our Site Plans.

• Teaching methodology
  The architecture of the school allows for both traditional and team teaching approaches. Teachers belong to a section of schooling teaching team, with whom they plan and implement the curriculum. Sharing the implementation of the various areas of study is a common practice throughout the school. Resource Based Learning and Student Initiated/Managed Learning programs delivered in collaboration with the Resource Centre manager particularly those incorporating e – learning, are also well established.

  Our involvement in projects such as Learning to Learn, Quality and Improvement Program, Values Education Good Practice in Schools Project, Success for Boys, Learning Elements and Productive Pedagogies, has exerted an influence, as we continue to examine our teaching and learning and to expand our teaching pedagogy and methodology. The school has had
a focus on the development of Rich Tasks in the topic based Areas of Study for several years. Teachers plan and deliver units of work with embedded opportunities for much deep thinking.

- Assessment and Reporting procedures

Acquaintance Meetings in Week 3 of Term 1

Personal, Social and Work Habits Summary report at the end of Term 1. New Reception students who begin school after Term 1 receive this report at the end of their first term at school.

Parent/Caregiver, Student, Teacher Conferences at the end of Term 2

Standardised Written Reports outlining progress in the 8 areas of study against the SACSA Standards at the end of Term 2 at the Conference, and at the end of Term 4. Special Needs reports are also provided with these reports.

Personal Qualities report based on DeLor’s 4 Pillars of Learning, Essential Learnings and School Values, and, an e-Learning Achievement Report at the end of Term 4

All written reports are sent home in a clear front folder. This folder only contains written reports and basic support information. The evidence of student learning to support the reports is provided in ways to be determined by the class teacher on a yearly basis.

Reception Teachers use the SEA document to record student’s progress in English and Mathematics and to report to Parents. They do not receive a full written report until they are in Year 1.

- Joint programs

The school works closely with the Seaford Rise Children’s Centre to provide ease of transition for children and families from one setting to another.

As a member of the River Hub Cluster of Schools we enjoy the opportunities to share Training and Development with our neighbouring schools, through joint Closure Days and shared Staff Meetings. We also have combined with Cluster schools in the past to implement the Values in Education Project, Success for Boys and GLOSS (Gifted Learners in Southern Schools) programs.

5. SPORTING ACTIVITIES

There are a variety of sporting activities available through the school. eg Netball, Volleyball, Basketball, Football, Cricket, Soccer and T Ball. The Sports Committee meets twice per term and regularly reports to Governing Council.

Students regularly participate in SAPSASA events, which are organised by our Physical Education Teacher.
Indigenous students participate in local interschool Indigenous sports competitions and other activities during the year.

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. This year these activities will be held in Term 4.

6. OTHER CO-CURRICULAR ACTIVITIES

- General
  Instrumental Music in Accoustic Guitar and Flute as well as Choir is offered to students in years 5 and 6. Participation in the Tournament of Minds, Citizenship Awards, and the Science Oliphant Awards in Science are also promoted.

7. STAFF (AND THEIR WELFARE)

- Staff profile
  Until 2003 there had been minimal staff turnover. Most teachers were placed here through School Choice or through the Out of Exercise process. During the next three years, 8 new teachers were appointed through the School Choice process and 6 teachers reappointed after completion of their first ten year tenure. At the beginning of 2006 only one new staff member was appointed. Since then one new teacher has been placed in a permanent position through the new PPP procedures. There are 12 teachers with AST1 status and 2 with Key Teacher status.

- Leadership structure
  There is a Principal, a Deputy Principal and a School Counsellor who are released fulltime this year.

- Staff support systems
  Staff members are very supportive of each other. The teaching teams in the Early Years, Primary Years and Middle School sections work collaboratively and plan in various ways together. Classroom teachers are supported by a team of specialist teachers of in PE, Science, Arts and Japanese. Our Buddy class system is another successful planning and support structure for our staff. We have a diverse team of SSOs who also work cooperatively and flexibly to support students, teachers and themselves.

  Grievance Policies are in place and the Staff is made aware of support personnel both within and outside the school. eg Personnel Counselling Services, Harassment Contact personnel. The Teaching Team [Cohort] structure and the School’s Performance Planning Program also support teaching staff. Ancillary Staff meet regularly with the Principal and are involved in the deployment planning. They also participate in a Performance Review process twice a year with their Line Manager the SSO3 Finance Officer who also collaborates with the Principal.
The PAC meets with the Principal fortnightly and together with the AEU representative and the OHS&W representative, to discuss a range of personnel matters.

- Performance management

  All staff meet with either the Principal or Deputy Principal, twice a year to discuss their programs and goals. Every year there is also a focus on the teacher’s participation in an Action Research on a specific topic that is a priority for the year using the Plan Do Study Act Cycle from the Quality and Improvement Program.

  SSOs meet with their line manager, the Finance Officer and the Principal.

- Staff utilisation policies

  Staff participate in developing scenarios for the deployment of staff. The PAC also monitors this. When possible, opportunities are offered within the school to allow for professional development in new areas or roles. Every endeavor is made to utilise the skills of teachers. A review is held annually with staff able to submit requests for year levels and preferred areas of specialisation.

  Through conversion of FIR time and with additional financial resourcing we are able to support students and teachers by providing Teacher release time for ongoing training and development, increased NIT time and additional hours of SSO time.

- Access to special staff

  A range of outside personnel are accessed by the school for Special Education, Professional Development, Behaviour Management and administrative advice. The Cluster and Region provide a range of resources to support staff.

  Instrumental Music teachers also visit the school.

8. INCENTIVES, SUPPORT AND AWARD CONDITIONS FOR STAFF

  Base + Isolation points = 1.0
  Complexity points = 1.5 points
  Total = 2.5 points

  School Mobile phones provided for Leadership Team

9. SCHOOL FACILITIES

- Buildings and grounds

  The school is only 16 years old and is of quality, solid construction. There are 8 suites that house 16 classrooms, Administration, Resource Centre, Art and Science facilities, a Drama Room and Gymnasium. A Canteen is incorporated
in the Gymnasium. There is reverse cycle airconditioning in all areas except the Gym which has evaporative cooling and gas heating.

Until this year there were 3 transportable buildings, forming T Suite (3 classrooms). Due to the Commonwealth funding grant (BER) the Transportables have been demolished and a new 6 classroom-teaching block is currently under construction, due for completion in April. The BER grant will also provide funding for the refurbishment of 3 teaching suites to create wet areas in withdrawal rooms and add verandahs with classroom access. The school has just been completely repainted and had new carpets installed throughout as part of the National Pride grant.

- Specialist facilities
  Art Room, Science Room, Drama Room, Gymnasium, Computer Room
  Staff and students can access the Internet network in the Resource Centre and Computer Room and have Internet and Intranet access in classrooms.

- Student facilities
  Two ovals, Junior Primary and Primary playground equipment, Canteen

- Staff facilities
  Staff Lounge and Meeting Room, Shower, access to Internet and e-mail

- Access for students and staff with disabilities
  Wheelchair access to all areas of the school
  Disabled toilet and access to three disabled carparks

- Other
  The school Gymnasium and Drama Room are hired on a regular basis by community groups and sporting clubs

10. SCHOOL OPERATIONS

- Decision making structures

  Publications
  Whole School Newsletter fortnightly
  Sea Breeze for staff and support personnel published each Monday.
  Curriculum and Policy Folders for all Staff members, Staff Handbook, Parent Handbook and TRT Hand Book and Package. These are updated annually.

- Other communication
  Email

- School financial position
  The Fees for 2009 are $197 Materials and Services charges and a $10 voluntary IT levy. The school's financial position is sound.
11. LOCAL COMMUNITY

- General characteristics
  The school is situated in the Seaford Joint Development Estate. The housing consists of medium density dwellings and is a mixture of owner occupier, rental and Housing Trust. The new developments, which are taking place, tend to consist of larger, more expensive housing and less rental accommodation.

- Parent and community involvement
  A number of parents support school programs in a number of ways such as in classrooms, in motor skills programs, attending excursions, coaching sporting teams, working in the canteen, transporting students and working in the Resource Centre. We have trained over 150 Volunteers in the last 8 years. Volunteers undergo a 2 hour training program that also includes Mandatory Notification.

  Governing Council is energetic and supportive of the school. Meetings are held at 7:00pm on the Mondays of Weeks 3 and 8 each term. Governing Council has representatives on the school’s subcommittees including: Finance, Education, Environs, Canteen, Sport and Fundraising. The AGM is held in March each year and is led by the SRC in showcasing the highlights of the Annual Report from the previous year. The SRC is also inducted at the AGM by a local parliamentarian. This event is well attended by parents/caregivers.

- Feeder schools
  Seaford Rise Children’s Centre and Seaford Rise Outreach Centre, Moana and Seaford Kindergartens and the ABC Learning Centre.

- Other local care and educational facilities
  A range of community services exists at the Ecumenical Centre adjacent to the Seaford 6-12 School. There are several schools in the area.

- 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 about 10 minutes away.

- Local Government body
  Onkaparinga Council