



SCHOOL CONTEXT STATEMENT

School number: 1855 and 5473

School name: Seaford Rise Primary School & Disability Unit

School Profile:

Seaford Rise Primary School is a well established public education school located in the southern suburbs of Adelaide. The school has a stable population of 450-470 students and has good amenities for students including large play spaces. Seaford Rise also has a fully equipped disability unit for 16 students whose high end needs are catered for in a purpose based facility adjacent to the school.

Seaford Rise is committed to achieving its vision of; **creating a community of lifelong learners who are empowered to live successfully in the 21st century.**

The Australian Curriculum framework is foundational for learning at Seaford Rise, and it is supplemented by the South Australian Teaching for Effective Learning resource which focuses on the pedagogy teachers use to increase student engagement and achievement. This goal is enhanced through the provision of opportunities that encourage students to delve deeply into rich tasks and develop higher-order thinking skills within and beyond the school grounds. Literacy and numeracy are unashamedly the key learning priorities and are supported by a whole school approach to Literacy and Numeracy which is derived from research and taught explicitly across all year levels. High-quality specialist programs are offered in PE (including representing the school in SAPSASA), The Arts and Languages (Japanese).

Key values of responsibility, respect, honesty, cooperation, friendliness and learning are developed through an intentional focus on developing a positive school culture and having a well defined behaviour education program for all students. Student well-being, student voice and student leadership are important in helping to develop a school culture that aligns with the ethos of the school. Seaford Rise Primary School is in partnership with parents/caregivers as collectively they work towards maximising positive outcomes for their children and the student body as a whole.

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*

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

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 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: Mrs Sue Hage (Acting)

Year of opening: 1994

Postal Address: Grand Boulevard, Seaford Rise 5169

Location Address: Grand Boulevard, Seaford Rise 5169

Department for Education 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

School e-mail address: dl.1855.admin@schools.sa.edu.au

The Out of School Hours Care program is currently operated by Camp Australia.

February FTE student enrolment:

	2015	2016	2017	2018	2019
Reception	66	64	61	64	66
Year 1	65	60	70	62	66
Year 2	66	64	62	72	64
Year 3	65	58	60	65	69
Year 4	65	59	54	58	64
Year 5	64	64	66	57	61
Year 6	55	65	59	63	55
Year 7	21	28	36	22	11
TOTAL	467	462	468	463	456

Student enrolment trends: Stable

Staffing numbers including Disability Unit 41

The staff includes the leadership team comprising of a principal, deputy principal, special needs coordinator, well-being coordinator and business manager. Collectively, there are 28 teachers, AET (0.4), ACEO (0.4), 10 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 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 36.5% School Card holders

- Students from NESB - 0.42%

- Students with Disabilities - 9.24%

- Students under Guardianship of the Minister - 2.4%

- Indigenous students - 5.46%

- Students who have recently arrived from other countries - Nil

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

Student Wellbeing program

We use individual, small group, whole-class and whole-school programmes are provided both separately and with Student Wellbeing Leader support. The Student Wellbeing Leader conducts a range of supportive and pro-active programs across the school, including the What's the Buzz program and relationship training and anti-bullying programs.

The Wellbeing Committee concentrates on working on whole school events such as Harmony Day and Open days, as well as developing a whole school Wellbeing Plan to help build a positive school culture and grow capacity with the school community.

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. In addition R-7 Literacy and Numeracy Agreements provide clear direction for the teachers in English and Mathematics.

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 and 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 student well-being coordinator, peer support programs and intensive interventions 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. Values Awards are 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 Year 3-7 class. 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 Be Active programs. They also have the opportunity to participate in the Student Leadership Forum run by the local Federal MP Amanda Rishworth.

Sports House Captains and Vice Captains are elected by their peers.

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.

Inclusive Learning

The school uses a collaborative approach between teachers, learning support staff and leadership to ensure that every student has the greatest opportunity to grow academically as well as socially and emotionally throughout their school life. We do this by expecting that all staff will know each of their students' well – their current levels of learning across the curriculum, their needs and their interests, along with a respect for the different ways students develop. We encourage teachers to use this knowledge to adjust their teaching practice to differentiate for the diverse range of learners in their class. A range of professionals (Speech Pathologists, Psychologists, Special Educators and others) are a valuable resource for staff and families. They provide professional learning along with specific assessments and goals for individual children. Data collected by teachers, screening tools and formal assessments are used to guide decisions about the best way to improve learning outcomes for each child.

For students who may have specific learning difficulties we provide access to Wave 2 interventions such as Minilit and MacqLit which are Australian, evidence-informed and targeted small group literacy programs. In addition, students with phonological awareness, speech or language difficulties receive 1:1 or small group support. There is a strong link between these programs and classroom practice. Learning improvement in Numeracy is provided through SSO support in class or targeted small group withdrawal. Students can also access a space and program designed to assist them with self-regulation through interoception and sensory activities for 10-15 minutes at a time. The goal is to pro-actively support children to self-regulate and re-engage positively with learning.

Wave 3 interventions are designed for children with extensive needs including personalised curricula, alternative learning spaces and opportunities for pursuing special interest projects.

The school aims to embed inclusive learning practices across the curriculum at all year levels so that all children can achieve.

3. 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 Special Education Coordinator, 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 students in R-2 issued iPads (1:2 ratio) while students in 3-7 are issued laptops also a 1:2 ratio. Students can also access the computing suite and each class is equipped with an interactive whiteboard.

Teaching methodology:

Methodology is in line with the requirements of the Australian Curriculum and the TfEL framework.

Student assessment procedures and reporting

The school has a whole school assessment and reporting timetable. A written report is sent home in Term 2, which is then used to guide conversation at the parent/teacher/student conference. At the conclusion of Term 4, an end of year report is provided to parents. Informal reporting to parents/carers occurs on a needs basis.

Transition:

The school works closely with the Seaford Rise Kindergarten to provide a significant transition experience for children and families from kindy to school. In addition, the school has an in depth program of transition for our graduating students with Seaford Secondary College. Seaford Rise is a member of the River Hub Partnership and engage in joint professional development with fellow partnership schools and kindergartens.

4. 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-2 participate in a week of swimming lessons at Noarlunga Leisure Centre. Students in Years 3 to 7 participate in a week of Aquatics at Port Noarlunga Beach.

5. OTHER CO-CURRICULAR ACTIVITIES:

The school regularly celebrates a number of special events:

Harmony Day

Grandfriends Day

Reconciliation Week

Art Exhibition R-7

Book Week

Graduation

International Day of Peace

Remembrance Day

ANZAC Day

Science Challenge

Premiers Reading Challenge

Primary Maths Challenge

Be Active including Active after School Activities

School Concert

6. STAFF (AND THEIR WELFARE):

Staff profile

Typical of metropolitan primary school with a combination of tenured and contract teachers.

Leadership structure

Current leadership structure is a principal, deputy principal, student well-being coordinator, special needs coordinator and Disability Unit co-ordinator.

Staff support systems (PLT's)

Professional Learning Teams with an R-7 focus are focussed on Literacy, Numeracy, Well-being, Technology, ICT and Events.

PLT's work in a collaboratively manner and meet regularly during scheduled meeting time.

Representatives from sectors R-2,3/4 and 5-7 are members of each PLT.

Staff are provided many opportunities to access a wide range of professional development, including a current focus on pedagogical practice and moderation through Learning Design and Moderation (LDAM) and areas highlighted in the school's site improvement plan. (SIP)

Performance management

All staff meet with either the principal or deputy principal each term to discuss their teaching and learning practice, planning and programming, goals, and how these link to the Department for Education and school priorities.

Additional Support

Regional student support services are regularly accessed as required, with a special focus on assisting students with learning and behavioural needs.

7. SCHOOL FACILITIES:

Buildings and grounds

The school is 25 years old and is of predominantly of brick construction. There are 10 suites that house 25 classrooms, administration, resource centre (including computer room), art, drama and gymnasium. A canteen is incorporated into the gym complex. There are extensive grounds including twin ovals and 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 rooms, drama room, gymnasium and computer room. Staff and students can access the internet network via wifi with Internet and intranet access in the classrooms. Interactive whiteboards are in all classrooms. Trolleys of class sets of laptops and iPads are located in each of the classroom suites.

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

8. 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, OHSC, sport, environs and fundraising. The Personnel Advisory Committee (PAC) meet regularly and in conjunction with weekly staff meetings are a part of the decision making process.

Regular school publications

Fortnightly school newsletter, parent information pack, class newsletters, Principal's Update (termly) and parent handbook.

Digital communication

Electronic noticeboard, skoolbag app, Seesaw and the MGM messaging service.

School financial position

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

9. LOCAL COMMUNITY:

General characteristics

Housing is a combination of privately owned, rental and government housing. There are a number of new housing developments taking place which may impact on our enrolment numbers.

Parent and community involvement

Parents/carers support school programs in a number of ways, such as, in classrooms, attending excursions, coaching sporting teams, working in the canteen, assisting in the Resource Centre and transporting students. Volunteers undergo a two hour training program that includes mandatory notification.

Governing Council

Governing Council is energetic and supportive of the school. Meetings are held at 6.30pm on the Tuesday of Weeks 3 and 8 each term. The AGM is held in February each year to which all parents/caregivers are invited.

Feeder or destination schools

Seaford Rise Kindergarten is adjacent 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