

# SCHOOL CONTEXT STATEMENT

Updated: 2018

**School number:** 1207

**School name:** Seaford K-7 School

## 1. General information

### Part A

School Name: Seaford K-7 School  
School No.: 1207  
Principal: Ms Belinda Adams  
Postal Address: 39 Jane Street, Port Noarlunga South 5167  
Location Address: 39 Jane Street, Port Noarlunga South 5167  
Partnership: River Hub  
Distance from GPO: 30km  
Phone No.: 08 8386 1197  
Fax No.: 08 8386 3745  
CPC attached: Preschool co-located within main buildings

### June FTE Enrolment

Primary	2015	2016	2017	2018
Special	20	20	18	18
Reception	31	40	34	24
Year 1	19	28	42	30
Year 2	32	19	25	46
Year 3	31	31	22	27
Year 4	32	28	33	25
Year 5	33	31	22	34
Year 6	23	33	36	28
Year 7	1	0	3	2
<b>TOTAL</b>	<b>222</b>	<b>230</b>	<b>235</b>	<b>234</b>
<b>School Card %</b>	50%	50%	50%	55%
<b>EALD Enrolment</b>	02	04	05	05
<b>Aboriginal Enrolment</b>	10	7	6	8

### Part B

- **Deputy Principal**

Nikki Garner

- **Student Wellbeing Leader**

Michelle Dohnt

- **Senior Leader**

Rick Whitbread

- **School website address**

<http://www.seafordps.sa.edu.au>

- **School email address**

[dl.1207.info@schools.sa.edu.au](mailto:dl.1207.info@schools.sa.edu.au)

- **Staffing numbers – 2018**

16.2 FTE Teaching Staff. There are 9 mainstream classes and 2 Regional Special Small Classes:

4 Junior Primary Classes (2 part time, 2 fulltime, 5 female), 5 Primary Classes (2 part time, 3 full time, 4 female & 1 male)

2 Regional Special Small class teachers (2 full time -1 female, 1 male) & 2 SSOs (26.5 h/pw each)

NIT 1.0 PE, (male), 0.6 Japanese (female), 0.6 The Arts (female)

4.5 hrs Aboriginal Community Education Officer (female)

3.6 FTE Leadership 1.0 Principal, 1.0 Deputy Principal, 0.6 Student Wellbeing Leader and 1.0 Senior Leader

School Support Officers (SSO) hours: 85hrs 15 mins permanent and 117hrs 30mins temporary hours.  
GSE: 17 h/pw (male)

- **Enrolment trends**

Enrolments have continued to be consistent. Seaford Secondary College, our local secondary school, currently enrolls students from Year 7 – 12. Under the direction of a Memorandum of Understanding within our local River Hub Partnership, Year 6 students graduating at the end of that year move to Seaford Secondary College to commence their Year 7 studies. Our school sometimes retains Year 7 students who are going to schools outside of the local area or independent sites.

- **Special arrangements**

In 2004 Seaford Area Preschool co-located under the school's main roof, incorporating the Kindergarten. Our site then changed names from Seaford Primary School to Seaford K-7 – A Birth to Year 7 Campus.

- **Year of opening**

1976

- **OSHC**

A range of options are available and accessed by our families to private childcare centres located a short distance from the school. The Seaford Early Learning Centre has pick up and drop off services to school however the Seaford District Children's Centre does not.

- **Public transport access**

Bus stop on Commercial Road to the east is within easy walking distance of the school and to the west on Norseman Avenue which forms our school boundary.

## **2. Students (and their welfare)**

- **General characteristics:**

Our students come from a diverse range of families and structures with almost 55% school card holders. The student population is predominantly of Anglo-Australian background and includes eight Aboriginal and five EALD students.

Our school has two Regional Special Education classes: R-2 and Years 3-7 and these students are involved in many ways in the school. This includes Buddy Classes, Year 6/7 Graduation, whole school events and activities or being involved in mainstream classes where there is a strength or a need, for example the Year 7 transition process.

Class structures are mainly composite, except for a straight Year 2 and Year 5 class this year.

Our school buildings are open space design with effective dividers in most learning areas. There are three distinct learning units – Early Years, Middle Primary and Upper Primary with the Upper Primary Unit housing our Japanese learning area.

The library and activity hall are located in a central position, overlooking our internal courtyard and turtle pond.

The gymnasium is used daily for PE lessons and can cater for a range of sports including: basketball, volleyball and badminton and has a Rock Climbing Wall. It has a kitchen area, external toilets, air-

conditioning and gas heating and is well used by a range of community groups outside of school hours including karate, netball and calisthenics.

- **Pastoral care programs**

Our school has had the services of a Pastoral Support Worker for the past eleven years. He currently works eight hours over the week with our students and families and is an important and integral part of our staff and school community. On a Monday, he runs a well-attended Breakfast Club which has food donated by Kick Start for Kids, through SMG and Food Bank. This year, our Student Wellbeing Leader has increased the number of days for Breakfast Club, with our PSWs support, to include Tuesdays and Wednesdays.

The school has a strong emphasis on Social and Emotional Wellbeing. Our Student Wellbeing Leader is employed three days a week and we have a range of programs and processes implemented to develop and support our school values of *Respect, Success and Responsibility and the You Can Do It Program's 5 Keys to Success - Organisation, Getting Along, Persistence, Resilience and Confidence*. Included are the "The Way to A" program, Catastrophe and 5 Point Scales and Restorative Practices.

Anti-bullying and Behaviour Management 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**

Our students with disability (SWD) through the Department for Education verification process receive additional support from our experienced SSOs, while teachers can access support from our ICT SSO either in the library, computer suite or in the classroom. Intervention programs in Literacy and Numeracy are provided for identified students. These include Quicksmart Literacy and Numeracy, Macq-Lit, Maths for Learning Inclusion and PASM and reading support in the Early Years.

- **Student management**

The school has a clear Behaviour Management Policy. This includes all classes negotiating class rules and codes of conduct in the form of Classroom Agreements within the whole school framework. The Student Wellbeing Leader offers support to students and staff as required. At present the STEP program is in place to support extreme inappropriate behaviour both in the yard and class.

- **Student government**

Student voice is accessed through participation in SRC, School Leaders and House Captains. Ideas and issues are discussed at the class level through Class Meetings and then collated information is presented by class representatives at SRC meetings. SRC host and report at whole school assemblies every three weeks.

### **3. Key School Policies**

#### **Site Improvement Plan and other key statements or policies:**

The 2018 Seaford K-7 School Site Improvement Plan (SIP) was developed integrating priorities, targets and strategies from Department for Education Results Plus, the River Hub Partnership Improvement Plan (PIP), Department for Education Standard of Educational Achievement and school learning achievement data. In consultation with staff the following became our priorities for 2018:

- Higher standards of learning achievement in English – Reading
- Higher standards of learning achievement in Maths
- To build whole school and community engagement

We use a Quality Improvement Cycle and review process to monitor and evaluate progress.

- **Special needs**

Our two regional Special Education classes are accessed by students from the immediate community as well as being transported from within the district. The Regional Student Support Team manages the process of placement of students and a ceiling exists for each class: 8 students in the Junior Primary class and 12 in the Primary class. These classes are located in units alongside mainstream classes and are an integral part of our school.

- **Special curriculum features**

All classes participate in a Buddy class system which includes the preschool.

Our students participate in a range of SAPSASA activities and can access football, netball and soccer as part of Saturday club sports within the community.

Camps and excursions are encouraged and are an integral part of curriculum planning.

All classes take responsibility for contributing at assemblies.

- **Teaching methodology**

We encourage teachers to use a broad range of methodologies to support student learning styles and develop a growth mind set with intellectual stretch and engagement for our learners. The TfEL document and the *Australian Professional Standards for Teachers* are valuable resources we use to support teacher pedagogy and reflection on their practice.

- **Assessment procedures and reporting**

Written reports, student workbooks, student led conferences, termly curriculum overviews, end of term unit newsletters, open evenings and acquaintance sessions are all valued ways of reporting to parents at Seaford.

Ongoing monitoring of student progress occurs through the use of Running Records, Phonological Awareness and Jolly Phonics programs, NAPLAN and PAT R and PAT M tests and diagnostic information collected by teachers on an ongoing basis.

**Our current reporting framework** is in line with the Department for Education Reporting Requirements.

**Term 1: Acquaintance & Information Evenings** are offered by all classes in their unit teams and all parents/carers are encouraged to attend. This is a great opportunity for getting the year off to a good start.

**Term 2: Written Reports** in line with the Australian Curriculum Outcomes and Approaches to Learning based on YCDI program's 5 Keys to Success.

**Term 2: Weeks 9 & 10: 3 Way Conferences** - Student led learning conversations with parents/carers and teachers.

**Term 4: Written Report** in line with the Australian Curriculum Outcomes and Approaches to Learning based on YCDI program's 5 Keys to Success and optional interviews at the end of the term.

Throughout the year we offer a range of opportunities for parents and members of the wider community to visit the school and see learning in action through displays of student work, performances and other informal activities.

- **Joint programmes**

Successful transition programs are in place for both Preschool/ Reception with the kindergarten onsite and Year 6/7 students with Seaford Secondary College.

## 5. Sporting Activities

- There are a variety of sporting activities organised through the school and SAPSASA e.g. football, cricket, athletics, cross country and netball.
- *Sporting Schools* grants last year provided students with access to volleyball, soccer and hockey coaching. We are hoping to be successful again to build on from these experiences.
- All students were encouraged to participate in the *Premier's Be Active Challenge*

## 6. Other Co-Curricular Activities

- The Smith Family offer to our students the "Student to Student" mentoring reading program which supports improving reading skills and developing relationships with an older peer.

## 7. Staff (and their welfare)

- Staff profile: We have several part time teaching staff and as a result of this, four of our twelve classes have a shared teaching arrangement.
- Leadership structure: There is a Principal, Deputy Principal, Senior Leader and Student Wellbeing Leader
- Staff support systems

Staff members are very supportive of each other and teaching teams work collaboratively and plan in various ways together. Classroom teachers are supported by a team of specialist teachers for The Arts, Physical Education and LOTE – Japanese.

We have a strong and diverse team of SSOs who also work cooperatively and flexibly to support students, teachers and each other.

Our Buddy class system, utilizing the *Better Buddies* principles, is another successful planning and support structure for our staff and students.

- Performance Management

Performance Management is aligned with the Department of Education's Policy and utilises the new proforma. Staff meet with the Principal to discuss targets to improve learning outcomes for our students in individual meetings at least twice a year. The *Australian Professional Standards for Teachers* and self-reflection with student's learning targets form the basis of these meetings.

- Staff utilization policies

Every endeavour is made to utilize the skills of teachers. A review is held annually with staff able to submit requests for year levels and preferred areas of specialization.

- Access to special staff

Across our site we have a close and successful working relationship with the many staff from our local education and staff office.

## 8. Incentives, support and award conditions for Staff

- Complexity placement points

Seaford K-7 attracts 2.5 complexity points.

- Travelling time

From the CBD to Seaford K-7 can take from 45-60 minutes.

- Cooling for school buildings

All buildings are air-conditioned.

## 9. School Facilities

- Buildings and grounds

The school consists of three solid construction, open plan, and flexible units. The units are carpeted and air-conditioned. The school has extensive grassed and hard play areas and shaded playgrounds. All areas of the school can be reached under cover via the verandas. Each unit has access to a telephone. The school suffered a major fire in May 2002 and lost considerable resources and space and extensive redevelopment of buildings and grounds was completed in December 2003. This included the co-location of the Seaford Area Kindergarten to the site. Currently the school is a very attractive learning facility with new and modern furniture, furnishings and resources. A gymnasium was built in 2010 using Federal funding obtained through the Building the Education Revolution Grants. The carpets in the Primary & Middle Years Units and the Resource Centre & Computer suites were also being replaced using funds obtained through the National School Pride Grants. In 2010 all remaining asbestos was removed from the school.

- Cooling

Ducted and Split system air conditioners provide effective heating and cooling.

- Specialist facilities

The activity hall is used for The Arts, NIT lessons. The Japanese room is located in the Primary unit and is used by the LOTE teacher.

The gymnasium is used by the specialist PE teacher for the delivery of the PE curriculum. This area is also used after hours by local community groups.

Each teaching area has access to a set of laptops and *iPads*. As well, our school has a computer suite of 32 computers for explicit teaching/learning purposes. Our ratio of computers to students meets the Department for Education requirement.

- IT Facilities

We have a wireless network with a Dual ISP. We currently have Promethean Interactive Whiteboards (IWBs), throughout the school. Each IWB is run via a laptop and has full access to the curriculum server and the internet. There is an IWB in each teaching space and the Library, as well as a large screen and projector in the gymnasium. There are trolleys of laptops and *iPads* available for student use in each unit which are connected to the wireless network. All teaching staff have access to an iPad as a teaching tool.

- Student facilities

Our library has a larger interactive whiteboard installed and utilises the Bookmark system.

- Staff facilities

The school has a well-equipped staff room and each unit has a teacher preparation room.

- Access for students and staff with disabilities

Wheelchair access to all areas of the school.

- Access to bus transport

Bus stops on Commercial Road and Norseman Avenue are within easy walking distance of the school.

## 10. School Operations

- Decision making structures

The school's clearly documented decision-making policy is readily available to parents.

- Regular publications

The school newsletter is available to parents/ carers and families either electronically or as a hard copy from the office every fortnight. This and other communication is also provided to the community on free Skoolbag app.

A Staff Handbook which outlines all of the relevant information pertaining to the day-to-day running of the school.

A Parent Handbook and new enrolments package for any potential new enrolling family.

Information is regularly updated on the school website this includes newsletters, parent handbooks, information about the Joint Governing Council.

- Other communication

All classroom teachers use a communication book/folder, diary or Class Dojo for family communication.

- School financial position

The school is in a sound financial position with reserve amounts allocated for future equipment replacement. School fees are \$235 per student in 2018 in line with the School Card allocation.

- Special funding

The school actively pursues grants from a range of sources and has been able to use these to upgrade facilities and resources at the school.

# 11. Local Community

- General characteristics

The school is on the Fleurieu Peninsula in the City of Onkaparinga council area. A popular surfing area is nearby on the coast, which is within five minutes walk of the school, whilst nearby is a large grape growing district. There are medium density dwellings, and a new housing development is open adjacent to the school, east of Commercial Road, which our school services.

- Parent and community involvement

Community support for the school is strong, with many parents involved in volunteering in the classroom, committees and for excursions and camps. The school and kindergarten work collaboratively with membership on the Joint Governing Council. We have implemented a new Volunteer Policy using the Department of Education guidelines which has strengthened volunteer's understanding of their role in the school.

- Feeder schools

Seaford Area Kindergarten (on-site) is the main feeder preschool. Seaford Secondary College is our local secondary school, and a few Year 7 students travel to schools outside the area. The majority of our students transition in to the secondary school at the end of Year 6.

- Other local care and educational facilities

*Seaford Early Learning Centre*, a private child care facility provides a service to the families in our district. It is within walking distance of the school and provides a pick up and drop off service. Local families throughout the Seaford area also provide family day care.

- Commercial/industrial and shopping facilities

Local shopping centres at Seaford, Colonnades, light industrial and wine production.

- Other local facilities

A community library is situated adjacent to and shared with the Seaford Secondary College. Seaford Recreation Centre provides a range of after-school sport and full gym facilities. There is a strong Australian Rules Football Club at Port Noarlunga; Seaford Soccer Club is adjacent to the school, the Seaford Rise Cricket Club hires our grounds and facilities and a local skate park is adjacent to the school. Noarlunga Hospital and various medical clinics are close by. Seaford Ecumenical Mission and Southern Women's Community Health Centre provide support services for families. Seaford Recreation Centre provides a range of after school sport and full gym facilities.

- Availability of staff housing

Rental and properties for purchase are readily available.

- Accessibility

Seaford K-7 School can be accessed from the CBD by a train service which terminates at Seaford Shopping Centre, with connecting bus services. One travels along Commercial Road (within five minutes walk from school) and the other directly behind the school along Norseman Avenue.

- Local Government body

The City Of Onkaparinga, Ramsay Place, Noarlunga Centre. Telephone: 8384 0666. The Onkaparinga Community Directory is available from Noarlunga House, Noarlunga Centre at no cost. A comprehensive website can be found at [www.onkaparingacity.com](http://www.onkaparingacity.com)