



## SCHOOL CONTEXT STATEMENT

Updated: March 2017

School number: 0397

School name: Seaton Park Primary School

School Profile Text:

At Seaton Park Primary School our community strives to develop confident students with a positive attitude to lifelong learning. Our programmes aim to foster student's curiosity and enthusiasm to learn so they develop a joy and excitement in learning.

All students learn to reach their potential by:

- Developing strong literacy and numeracy skills
- Forming healthy relationships with students from diverse backgrounds
- Building resiliency and a positive self esteem
- Actively promoting risk-taking and discovery so they can challenge themselves

We are committed to building connections that enables students, parents/caregivers, and teachers to form strong and caring relationships at school.

**Seaton Park Primary School is characterised by:**

- School core values of Relationships, Enjoyment, Empowerment and Learning which are reinforced through a values program
- A rigorous curriculum with whole school literacy and numeracy programs
- An active student voice contributing to our school and community
- Strong wellbeing programme with a focus on Growth Mindset
- Very popular Community garden
- Community involvement in our school through volunteers, mentoring and breakfast club Programs, Christian Options
- A focus on Physical Education/Health and Science
- Annual participation in Wakakirri
- Increasing cultural diversity through increased ESL enrolments
- An expectation all community members keep their MARBLES at all times (Manners, Attitude, Respect, Body Language, Language, Effort and Safety/Smile)

Our Site Improvement Plan includes Literacy, Numeracy, Student Engagement and Implementation of the Australian Curriculum. These priorities support our commitment to continually improve learning outcomes through quality, engaging teaching.

# 1. General information

- School Principal name: Pina Fitzharris
- Year of opening: 1926
- Postal Address: 80 Balcombe Avenue Seaton 5023
- Location Address: 80 Balcombe Avenue Seaton 5023
- DECD Region: Inner West Partnership
- Geographical location – Situated in the Western suburbs 9 km from the GPO
- Telephone number: (08) 83562422
- Fax Number: (08) 82351379
- School website address: <http://www.seatonpk.sa.edu.au>
- School e-mail address: [dl.0397.info@schools.sa.edu.au](mailto:dl.0397.info@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

	12	13	14	15	16	17		
Enrolment								
Reception	12	10	12	13	11	9		
Year 1	17	18	9	12	6	11		
Year 2	24	20	22	11	12	13		
Year 3	20	30	17	17	10	12		
Year 4	15	21	26	19	18	11		
Year 5	23	18	19	18	14	22		
Year 6	21	22	15	20	11	13		
Year 7	27	21	23	19	17	14		
TOTAL	159	160	143	129	99	105		
FTE Enrolment: Male	105	99	84	93	88	82	65	53
Female	89	78	67	66	72	61	64	46
School Card Approvals	43%	57%	50%	39%	62%	49%	65%	58%
ESL Enrolment	43	51	56	43	52	48	45	34
Aboriginal Enrolment	12	8	11	13	16	24	20	12

- **Student enrolment trends:**

Numbers have declined steadily since an enrolment peak in the 1970s. In 2010 and 2011 the relocation of families for the Woodville West Housing Redevelopment resulted in a significant drop in enrolments. However 2017 has seen an increase in enrolments.

- Staffing numbers (as at February census): 10.6

1 Principal

0.8 School Counsellor

0.8 Special Education/ .2 Aboriginal Education Teacher

0.2 SSO support

0.8 P.E. and Health

0.2 Science

5 Class teachers

100hrs SSOs

11hrs ACEO

5hrs ICT support

Pastoral Care Worker – 9Hrs

16hrs GSE

Site Funded Literacy Coach.

- Public transport access:

Seaton Park train station is within walking distance from the school. Bus routes circuit the main bordering roads: Trimmer Parade, Findon Road, Grange Road and Tapleys Hill Road.

- Special site arrangements:

The former Junior Primary building is leased to Studio West – HYPAs.

The former OSHC building is currently vacant.

## 2. Students (and their welfare)

- General characteristics:

The school serves students and families from a broad cross section of the community. Students come from many non-English speaking backgrounds: Indian and many African backgrounds form the largest components, with currently 28 cultures represented. Over 50% of students access school card. There are currently 12 Aboriginal students. In recent years a large percentage of the school population has become transient.

- Student well-being programs:

A whole school values program has been in place since 2009, establishing core expectations for behaviour at school. As part of that, MARBLES (Manners, Attitude, Respect, Body Language, Language, Effort and Safety) has been introduced. Our School Counsellor and Pastoral Care Worker also run social skills and self-esteem sessions for identified students.

- Student support offered:

Extensive co-ordinated Special Education and ESL support is provided through Special Programmes and classroom practice. Support comes in the form of early intervention; co-ordination programmes; Mentors and volunteers; Negotiated Education Plans; Individual Education Plans; Early Assistance; individual, small and group support for students. 10 students currently have NEP's. This is co-ordinated through our Student Review Team.

All leadership and key personnel are part of the support structure for teaching and learning. A few students require additional support for behaviour (either Regional support or RAAP funding). This support is provided by SSOs.

- Student management:

The school behaviour management policy has explicit behavioural expectations. It includes consequences for both achieving and not achieving those expectations. There is an emphasis on wellbeing, safety and empowerment. There are explicit statements for the roles and responsibilities of staff, students and parents/ caregivers.

The school behaviour management policy relies on the 3-way relationship between students, parents/caregivers and the school. It has a major focus on optimism and acknowledging success.

Students are involved in the setting of behaviour codes and involvement in wider issues. These include class meetings and Student and Decision Making through Community Groups. Processes are in place for teaching students how to be assertive about their rights, to acknowledge their responsibilities and to deal effectively with discrimination and bullying if they should occur. Parents/caregivers are actively encouraged to understand and support these policies. Ongoing Training and Development is in place to support behaviour management.

At Seaton Primary School we encourage all students to develop their leadership skills. We offer a range of opportunities for students to participate in.

Students at Seaton Park are able to show and practice their leadership by;

- applying for school captain or vice-captain
- becoming a Student Representative for their class.
- being a Sports Day Captain
- volunteering in the front office
- volunteering for a Working Party eg. Gardening, recycling etc

In 2017 Seaton Park Primary School enabled students to apply for School Captain and Vice captains positions. The role of the school captains enabled students to practice leadership skills, be role models for younger students, support school events, attend governing council meetings, help problem solve and support new families etc.

### 3. Key School Policies

**School Priorities in 2017 are:**

- Literacy
- Numeracy

Literacy and Numeracy development is vital to ensuring all children have the best chance to succeed in their schooling and everyday life.

**At Seaton Park Primary School we explicitly teach literacy and numeracy by:**

- Focusing on instruction of identified literacy and numeracy content
- connecting to prior knowledge and skills when beginning a learning sequence
- establishing and maintaining clear learning goals and expectations for each lesson
- describing and modelling concepts and processes clearly
- asking questions to continually monitor understanding and progress and inform immediate feedback
- providing scaffolded learning experiences for students to practise, synthesise and consolidate learning

**• Implementing the Australian Curriculum (Science, Maths, English and History, Geography)**

All students attend weekly science lessons with Ms Matto.

Ms Matto uses an investigation and hands on approach to science. Students really enjoy taking part in experiments and discussing their findings with each other.

“Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop:

- The scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.
- Their natural curiosity about the world around them.
- Critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods”.

- **Improve Parent Engagement**

All activities at the school are expected to be congruent with the school’s core values “Relationships, Enjoyment, Empowerment, Learning”.

- As a learning community we will strive to improve outcomes through:
  - A focus on success
  - Rigorous attention to improving programmes and services for all students including
  - Those who are educationally disadvantaged and at risk.

- **Recent key outcomes:**

- Physical Education and Health is a specialist program. During this time students are taught different skills to help them achieve success in a variety of sports. Ms Williams is our P.E. teacher is also a physiotherapist. She understands the importance of students being active and developing good coordination.

Ms Williams also organises:

- Annual Sport’s Day
- Indoor Soccer Tournaments
- After school sporting programmes
- SAPSASA teams – basketball, beach volleyball, athletics - to compete with other district schools
- North West Junior Soccer competition - Saturday mornings
- Thursday Night Netball Competition
- Every year the students participate in the **MARBLES** programme. This programme helps students build the skills and values to feel positive and successful at school. The programme is re visited throughout the year. We expect all students to use their **MARBLES** in the classroom as in the yard. We run a special raffle each week to celebrate student’s success.
- This year we have been working with students to develop their understanding of a growth mindset. In a growth mindset, we help students believe that they can improve their abilities through dedication and hard work. We create an environment that encourages the love of learning and the importance of being resilient.

## 4. Curriculum

### • Subject offerings:

All required areas of the Australian Curriculum. Science and PE specialist NIT programs are taught to all students

LOTE: Spanish from Open Access

At Seaton Park Primary School we strive to motivate and engage students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly.

We believe every student is capable of achieving success at Seaton Park Primary School and we do all we can to find ways of making each student successful.

We have high expectations of students in terms of both their standard of learning and their behaviour, and we help students meet those expectations.

### **At Seaton Park Primary School we believe students learn best when:**

- ✓ The learning environment is supportive.
- ✓ The learning environment promotes independence, interdependence and self-motivation.
- ✓ Students' needs, backgrounds, perspectives and interests are reflected in the learning program.
- ✓ Students are challenged and supported to develop deep levels of thinking and application.
- ✓ Assessment practices are an integral part of learning and teaching.
- ✓ Learning connects strongly with communities and practice beyond the classroom.

### • Special needs:

We provide several Intervention Programmes that support students learning.

Students participate in small groups or individual sessions to improve their literacy and numeracy skills. This year our programmes include:

- \* Reading focus
- \* Letters and sounds recognition
- \* Fine motor and coordination
- \* Number facts
- \* Writing improvement

The programmes run over 10 weeks. During this time teachers, SSO's and volunteers work closely with students to build their confidence as learners, support their skills in literacy and numeracy and closely monitor their improvement.

We work closely with our Partnership Support Services (speech pathologists, psychologists, etc) who are able to offer support, advice and assessment for students at risk.

### • **Teaching methodology:**

A variety of teaching methodology is used to cater to the diverse learning styles of students. These include collaborative learning, ability grouping, whole class, small group, pair and individual. A major focus is student engagement.

At Seaton Park Primary School all students are involved in **Investigation**.

Investigation in the Early Years is a mix and balance of explicit teaching of literacy and numeracy drawing upon children's own experiences to make literacy and numeracy meaningful and relevant. In the primary Years Investigation helps develop high levels of student engagement and motivation with opportunities for students to be independent learners.

Investigation helps students:

- To relate the issues, skills and knowledge of science, history, health, politics, literacy and numeracy, technology and other areas of learning to their own lives and to develop transferable and relevant skills
- To develop effective interpersonal skills in relationships and communication skills
- To develop creativity, exploration and open mindedness
- To grow in awareness of the world, society and associated issues that impact on the world

### • **Student assessment procedures and reporting**

Tracking and monitoring student progress is a practice that helps our staff understanding how students learn.

We use student performance data (NAPLAN), PAT R and M) to continually evaluate the effectiveness of our teaching and make more informed decisions on how to improve our programmes.

Each term teachers and SSO's reflect on the progress of each students learning using a number of literacy and numeracy tools.

This information helps our school plan our directions, intervention programmes but also celebrate the successful improvement of our students.

Currently teachers report formally to parents/caregivers in the following ways:

1. Acquaintance afternoon at beginning of year
2. Written reports based on learning areas and behavioural expectations twice a year
3. 3-way interviews
4. Incidental reporting to parents as requested or required

## **5. Sporting Activities**

### • Physical Education is a school priority:

In addition sports skill clinics "come and try" programmes are regularly conducted and the school participates in out of school hours sport programmes with the support of parents/caregivers and SAPSASA.

The school runs a tabloid sports day each year.



## 6. Other Co-Curricular Activities

- There are whole school assemblies every three weeks which feature student learning and recognise student achievement. These are conducted by students. Awards are presented and students (and their parents) attend a morning tea afterwards.
- For the fourth consecutive year, we have students participating in **Wakakirri**. Seaton Park Primary students participate in Wakakirri every year. Wakakirri is a word from the Aboriginal Wangaaypuwan people meaning "to dance". The Wakakirri National Story Festival is a performing and creative arts competition for all Australian schools. Primary schools are invited to share stories through performance or creative arts. Every year our school develops stories to reflect our beliefs in respect, diversity and acceptance.
- Seaton Park Primary School has a very successful **community garden**. Students work with our garden coordinator and are involved in planting, caring for the garden and collecting fruit and vegetables to cook with. The school garden supports student inquiry and connects to the natural world, It can provide a "safe place" for students. Students often say they feel 'calm, safe, happy and relaxed in our school garden. Our gardening also exposes children to healthy food, moderate exercise, and positive social interactions.
- Our school year culminates with Seaton Celebrates, which involves our school, Seaton Central and our local Uniting Church.

## 7. Staff (and their welfare)

- Staff profile:  
The staff at Seaton Park Primary School is composed of a mix of permanent and temporary school support officers and teaching staff. Five teachers have achieved Step 9.  
There is a strong and committed feeling of "team" amongst staff, based on collaborative practice and shared learning.
- Leadership structure:  
Currently the leadership structure is composed of a Principal, a School Counsellor (0.8) and Literacy Coach. So that the counsellor can be involved in pro-active programmes in the classroom the salary is supplemented by Socio-economic, leadership/admin salaries to provide the 0.8 salary on top of the 0.54 allocation.
- Staff support systems:  
Support for staff is provided by colleagues and a Leadership Team in an open climate of collegiality. Staff work in teams determined by year levels.

- **Performance Management:**

We believe great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement.

At Seaton Park the staff engage in ongoing professional development that help keep us up-to-date on how children learn best, developing our understanding on how technology tools support teaching and learning and exploring new curriculum resources.

This year the staff has focused on developing our understanding, knowledge and skills in:

- Reading Improvement
- Writing Improvement
- Number Improvement

Staff meetings, team meetings and student free days focus on curriculum understanding and effective planning and programming.

Staff are released daily to work with our literacy coach to develop a targeted approach for ALL students.

Performance Management is negotiated between staff and line managers and has a pedagogical focus. Performance management processes are organised to support individual and collective achievement of personal and collective goals. All staff are expected to participate in a Performance management process.

- **Staff utilisation policies:**

Teaching teams are a highly visible and successful aspect of the school's educational program.

Staff meet regularly to share expertise, resources and co-plan lessons and activities for students.

- **Access to special staff:**

The school receives visiting Regional support from a Guidance Officer, Disability Consultant, Speech Pathologist, Attendance Counsellor, Aboriginal Inclusion Officer, Interagency Behaviour Support and Hearing Impairment in an at needs basis.

## **8. School Facilities**

- **Buildings and grounds:**

The site is large and is spread out across a closed-off section of Balcombe Avenue, a consequence of the previous size of the J.P. and Primary schools.

The amalgamated site was officially opened in October 1998 as Seaton Park Primary School. There was a facilities upgrade with the amalgamation. In 2010 outdoor sporting facilities were upgraded and an Activity Hall built was part of the National School Pride and Building the Education Revolution programs.

Every classroom has an interactive white board and all class have access to mobile laptops. This is to encourage flexible learning options in learning.

- Heating and cooling:  
All classrooms and school buildings have either reverse cycle or split system airconditioning.
- Specialist facilities and equipment:  
Currently the school has specialist teaching areas for science, special education and ESL.
- Student facilities:  
There is a student canteen open three days a week. Lunch orders are managed by Nazareth College Canteen.
- Staff facilities:  
Staff room, Staff has access to ICT resources in their classrooms, in the Resource Centre and in the staff resource area.
- Access for students and staff with disabilities:  
Ramps, Disabled toilets and lift for access to second storey of Correa building.
- Access to bus transport:  
See “General Information”

## 9. School Operations

- Decision making structures:  
The following structures have been put in place to improve the efficiency of managing the school:

Meeting weekly:

- Leadership Team meetings
- Teacher teams
- SSO meetings
- Student Executive
- Staff meeting
- Teacher Teams with a data focus

Twice a term:

- Governing Council
- Governing Council sub-committees

The PAC also meets on a regular basis. All decisions are made in accordance with the School's Decision Making Policy. Student Voice and Governing Council are an integral part of decision making structures.

- Regular publications

Communication with parents is a priority and the school has high expectations regarding the quality of these. There is an information package for staff and parents, and electronic daily notices for staff information. Staff also uses the intranet for communication.

There is a fortnightly newsletter.

- Other communication:

- School financial position:  
Financially sound.

- Special funding:

A Regional Literacy Coach (0.4) has been appointed to the school for 2014.

## 10. Local Community

- General characteristics:

The school serves a mixed community in the middle of the Western suburbs. Housing ranges from cheap and Housing Trust/rental to middle price range.

It is approximately 15 minutes to the city of Adelaide from the school by car and the proximity of both city and coast is expected to influence the local demographic with larger blocks of land being amalgamated for the purpose of creating medium density new housing aimed at first home buyers.

There is significant unemployment and casual employment in the community. Some parents/caregivers have more stable work in local businesses and institutions e.g. Queen Elizabeth Hospital.

The community is multicultural - some new-arrival families are moving into the community. This provides a mix with the longer term residents: a significant number of families with up to 3 or more generations who have lived in the area.

The school enjoys a very harmonious relationship with a number of religious organisations including the local Uniting Church sited "across the road" from the school. Seaton Park Primary School uses the Church hall for breakfast club and other events.

The school accesses a very popular and positive "Christian Options" programme across year levels several times each year.

- Parent and community involvement:  
We are a community based school. Parents and community members can be involved in our school through volunteering for classroom support, assisting excursions, coaching sporting teams or working in the canteen.
- Feeder or destination schools:  
With currently no Kindergarten on site, our children come from a variety of Pre-Schools. Year 7 students mostly graduate to Findon High school, with some enrolling at Specialist Schools such as Henley, Seaton and Underdale.
- Other local care and educational facilities:
- Commercial/industrial and shopping facilities:  
We are served by Findon and West Lakes shopping centres. Small businesses in the area are diverse and many.
- Other local facilities:  
There is a wide range of community facilities - sport, arts, religious etc. The closest community health services are in Port Adelaide.
- Accessibility:  
Easy Accessibilty
- Local Government body:  
Charles Sturt Council