



SCHOOL CONTEXT STATEMENT

Updated: 25/2/2020

School number: 0397

School name: Seaton Park Primary School

School Profile

Seaton Park welcomes students from a wide geographical area. Our Primary Sector caters for Primary School aged children from Reception to Year 7. Our Special Education Sector caters for students in Reception to Year 2 within a special class for students with disabilities (SWD).

Our core values are:

Learning
Relationships
Enjoyment
Empowerment

At Seaton Park Primary School, we are committed to providing an educational program that effectively meets the learning needs of all our students. Seaton Park PS celebrates its diverse multicultural representation and ensures that the individuality, culture, languages, and experiences of all children are respected, recognized and appreciated. Located in the western suburbs of Adelaide, Seaton Park Primary offers an engaging curriculum approach dedicated to developing necessary literacy and numeracy skills, meshed with contemporary, dynamic and innovative educational classroom teaching and learning. The adopted approach of integrated technologies into every classroom, for optimum accessibility for every child has been a targeted initiative over the last two years.

Our inspired, professional staff are committed to working with students to continually optimize their learning and see best learning progression. Our work together is reflective of highly collaborative action and key traits of value, respect, and support are features of all our interactions. As a staff, we all engage in professional learning and research practices that ensure highest quality refinement, improvement and current curriculum delivery in all learning areas.

We facilitate social, physical and emotional development of each individual student by providing opportunities for student decision making and learning for global citizenship. Our school is an inclusive community, and our population size allows us to maintain close and valued links with our inner and surrounding community.

1. General information

- School Principal name: Daniel Pearce
- Student Wellbeing Leader: Esther Williams
- Year of opening:1926
- Postal Address:80a Balcombe Avenue Seaton 5023
- Location Address:80a Balcombe Avenue Seaton 5023
- DECD Region: Inner West Partnership
- Geographical location – i.e. road distance from GPO (km): Situated in the Western Suburbs, 9km from the GPO
- Telephone number: (08) 8356 2422
- Fax Number: (08) 82351379
- School website address: <http://seatonpk.sa.edu.edu.au>
- School e-mail address: 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:115, Special Class (R-2): 7

	2013	2014	2015	2016	2017	2018	2019	2020
Primary Special Class						6	7	8
Reception	10	12	13	11	9	23	14	15
Year 1	18	9	12	6	11	14	18	13
Year 2	20	22	11	12	13	11	12	16
Year 3	30	17	17	10	12	12	18	15
Year 4	21	26	19	18	11	10	15	17
Year 5	18	19	18	14	22	9	11	15
Year 6	22	15	20	11	13	22	8	8
Year 7	21	23	19	17	14	13	26	16
Total	160	143	129	99	105	114	122	115
FTE Male/Female	88/72	82/61	65/64	53/46			52/76	52/76
School Card Approvals	39%	62%	49%	65%	58%	42%	70%	70%
NESB Enrolment	43	52	48	45	34	36%	68	68
Aboriginal Enrolment	13	16	24	20	12	11	14	14

- Student enrolment trends:
- Seaton Park Primary School experienced its peak enrolment in the 1970's which was sustained into the 2000's. Seaton Park, since 2017 has seen improved enrolment each year, with the introduction of an extra class to cater for student enrolment in 2019.

- Staffing numbers (as at February census):

1 Principal

1 Wellbeing Leader/ Aboriginal Education Teacher

0.4 Special Education Teacher

0.4 NESB Teacher

1.0 Science Teacher

8 Class Teachers

133 hrs SSOs

12hrs ACEO

5hrs ICT Support

9hrs- Pastoral Carer Support

- 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- HYPA.
The former OSHC building is currently vacant.

2. Students (and their welfare)

- General characteristics
: The school serves students and their families from a broad cross section of the community. Students come from many non-English speaking backgrounds: Indian and African backgrounds form the largest components, with currently 28 cultures represented. Over 50% of students access school card. There are currently 12 Aboriginal students. Seaton Park Primary School has experienced high transience with its community in recent years.
- Student well-being programs
: The school established The Wellbeing Classroom programme in 2018, with a grant sponsored wellbeing practitioner delivering wellbeing programs in the Junior Primary/Primary classrooms. The school has also developed key action groups led by students. Student Voice, The Wellbeing Leaders, and the Aboriginal Classroom, all lead wellbeing and recognition initiatives that adopt altruistic action. They act on behalf and for the school and local community to ensure student wellbeing is prioritised and authentically addressed.

- **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; Programmes and classroom practice; SSO's, Mentors and volunteers; Negotiated Education Plans/One Child One Plans. This is coordinated through teacher and family consultation, and with the support of the Student Review Team. All leadership and key personnel are part of the support structure for teaching and learning. A few students receive support from the RAAP funding scheme and are transitioning into the new IESP category funding model. This support is provided by leadership, teachers and SSOs.
- **Student management**
 : The Purpose of the Department for Education Behaviour Support Policy is to:
 Ensure effective, consistent and fair behaviour support for children and young people across education, early childhood and care services in the department
 Assist children and young people to be safely included and participate in learning in a positive way that respects other students and staff
 Develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they are able to fully contribute in their learning environments, and to their wider community.

 Seaton Park Primary School provides a social context in which students are supported while learning how to accept their own learning and behaviour. We work collaboratively with the department (aligning to relevant policies), the school community, services and agencies to create a learning environment which is safe, inclusive and conducive to learning. We review Wellbeing and Engagement Collection Data from our Year 4-7 students and reflect on the Psycho-social survey with staff.
- **Student government**
 : At Seaton Park Primary School, we encourage all students to develop their leadership skills. We offer a range of opportunities for students to participate.
 Students are able to practice their leadership by:
 Student Voice
 Aboriginal Classroom
 Student Wellbeing Team

Leadership positions are also within the school and represented within the student action groups. Students can practice their leadership by:

Applying for school captain or vice-captain

Becoming a student representative

Being a Sports Day Captain

Working Party volunteers- Gardening, recycling, new student and family tours and breakfast program volunteers.

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

- Special programmes

:

3. Key School Policies

- Site Improvement Plan and other key statements or policies:
 In 2018, Seaton Park Primary School implemented a site improvement plan focussed on the development of practices and action which would drive student independence, capability and understanding in Reading, Mathematics and Writing. This plan is available on our school website. The plan was updated and approved in December 2018 for the 2019-2021 period. Our goals are based on previous data as displayed.

Goal 1:

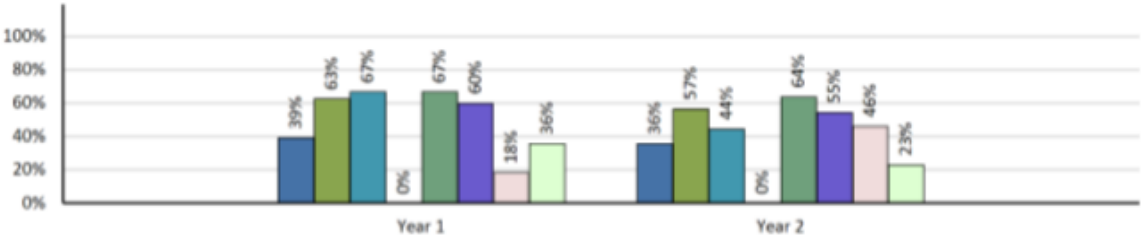
Increase student capability and independence in Reading.
 Starting with oral language, phonics and phonological awareness in the years R-2.
 The year 3-7 will improve their connection and comprehension to text when reading.

2019 target:

That a further 6 or more students will achieve Running Record benchmark levels across years Reception to 2.

Running Record Data 2011-2018 (wholeschool)

Seaton Park Primary School - Running Records - Percentage of students demonstrating SEA expected achievement



Source:2019 School Performance Report

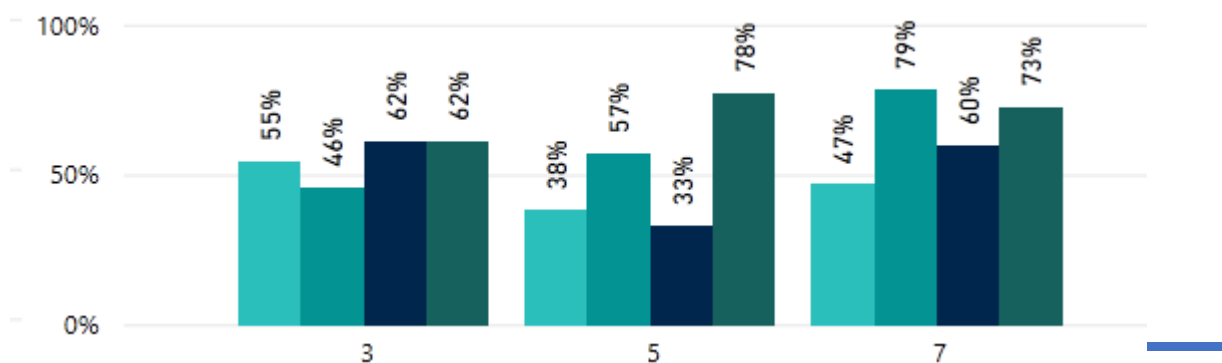
Goal 2:

Increase student capability and independence in mathematics.

Starting with students' number sense and strengthening their conceptual understandings of place value (years R-5), fractions, decimals and percentages (years 3-7)

2019 target: for the cohort enrolled in year 3 in 2019 and are already at "C", 3 will achieve a B in mathematics.

NAPLAN Numeracy Data 2016-2019 (wholeschool)



Source: BI School Improvement Dashboard

Goal 3:

Increase student capability and confidence in writing through comprehension based learning.

Starting with vocabulary (topic related), questioning rich in inferred and explicit information, and the development and reflection of evaluative/opinion.

2019 target:

In development. SPPS has dedicated its effort to attending to Goal 1 and 2.

4. Curriculum

Learning Areas

All aspects of the Australian Curriculum are addressed in our Teaching and Learning

- English
- Mathematics
- Humanities and Social Sciences
- Technologies (Design and Digital)
- LOTE: Spanish

And provides specialist instruction in:

- Health and Physical Education
- Science

Additional Supports

Aboriginal Education Community Officer (12 hours)

Pastoral Care Worker (12 hours)

Wellbeing Classroom Practitioner (6 hours)

Special Education support for students in mainstream classes with One Plans

SSO support for classroom based intervention programs

Mentoring support for Aboriginal students

Special Curriculum Features

Guitar lesson Program Years 4-6

Sustainability Programme (gardening and recycling programme)

Aboriginal Action Classroom

STEM spotlight activities

Teaching Methodology

Ongoing professional learning platforms are focussed on developing consistent and effective pedagogy across the school. Teachers have worked to build understandings around Powerful Learners, supporting students to develop growth mindsets and problem-solving capability. Learning opportunities are offered to students along a continuum of explicit information, modelling and scaffolding, prompting and questioning and come

through authentic task-based learning and supported through formative feedback processes.

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.

The school is developing its Information Technology infrastructure with the goal to provide a device for every student and integrate the use of technologies into learning action. All classrooms are equipped with interactive televisions or whiteboards, and teaching resources are easily accessed through a shared server. The school's library of devices consist of iPads, Chromebooks and laptops.

Student Assessment and Reporting

Seaton Park Primary School reports to families four times a year via Formal Reporting including Parent Teacher Interviews and Written Reports (A-E format), plus additional meetings on request.

Extensive data is collected by teachers utilising agreed data tools. It is stored and shared to staff through the sites established Data Warehouse system located on the Network Share drive and in booklet form.

We ensure all eligible students take part in the NAPLAN (National Assessment Program- Literacy and Numeracy) tests for students in Years 3,5 and 7. The Department for Education- Standards of Educational Achievement (SEA) specify the expected achievement standards.

Additional assessments include the Progressive Achievement Tests in Reading and Mathematics (PAT R/M), Phonological Awareness Screening, Phonics Screen and Running Record levels. All students participate in ongoing assessment to support the next steps for student growth in the classroom. These data sets are utilised by the schools established Professional Learning Teams to guide action in improvement strategy, pedagogical action and monitoring effect of strategic change.

5. Sporting Activities

- The school provides students with many opportunities to participate in various sporting events such as knockout events, sports day, student lead lunch time sporting events and sporting carnivals. There are sports programs that are provided out of school hours and the school utilises sporting grants to have specialist coaches come in and teach programs. We have clinics come to the school as often as possible, such as the Adelaide Crows, Port Adelaide Power, and local soccer clubs.

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 morning tea afterwards.
- The school participates in Wakakirri. Wakakirri is a word from the Aboriginal Wangaaaypuwan 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 and creative arts.
- Seaton Park also conducts an annual Science, Technology and Engineering, Arts and Mathematics (STEAM) day. Entitled “*Full STEAM Ahead*”, this is a showcase of student projects and their work which is celebrated by every class. It celebrates their accomplishments and provides opportunity to reflect on their application to task and learning outcomes.
- Students work with our school garden SSO 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.
- Our school year culminates with Seaton Celebrates, which involves our school and our local Uniting Church.

7. Staff (and their welfare)

- Staff profile
The staff at Seaton Park Primary School is composed of permanent and temporary school support officers and teaching staff. Five teachers have achieved Step 9.
- Leadership structure
The leadership structure is composed of a Principal and a School Wellbeing Leader (1.0). The Wellbeing leader position is supplemented by Socio-economic, leadership/admin salaries to provide the 1.0 salary required beyond the .27 allocation.
- Staff support systems
Support for staff is provided by colleagues and a Leadership Team in an open climate of collegiality. Staff work collaboratively in Professional Learning Teams in Staff Meetings and for Professional Learning activities. The work of the PLT is aligned to the Site Improvement Plan priorities and focus areas identified from data analysis, staff feedback and staff Performance Development Plans. Staff decision making is part of weekly staff meetings. The school calendar and scheduling of events and activity is developed in consultation with all staff to ensure equitable and evenly distributed work distribution. Staff wellbeing is addressed through wellbeing focussed meetings, and structured acknowledgment processes. The

Employee Assistance Program is promoted within the school as a system of staff support. The Australian Education Union is also promoted for staff through the Site Union Representative. WHS features on all meeting and sub-committee agendas. Leadership make themselves available for support help to alleviate concerns utilising DfE resource, and systemic processes.

- **Performance Management**

A Performance Review Process is aligned to the teacher standards and consistent to Department for Education expectations. It is documented and negotiated annually to engage all staff in ongoing performance development activities. Processes range from informal chats to professional learning activities, formal meetings and observations (peer and leadership) and feedback. All staff engage in regular Performance Development meetings with the Principal, with a particular focus on particular aspects of the site's improvement priorities.
- **Staff utilisation policies**

The Personnel Advisory Committee (PAC) advises, monitors and consults on the effective deployment of staff.
- **Access to special staff**

The school receives visiting Regional support from a Guidance Officer, Disability Consultant, Speech Pathologist, Attendance Officer, Aboriginal Inclusion Officer, Behaviour Coach 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 and differentiated design of the Junior Primary 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 as part of the National School Pride and Building the Education Revolution programs.

Heating and cooling

All classrooms have been fitted with reverse cycle air conditioning.

Specialist facilities and equipment

The school has undertaken significant redevelopment, with newly refurbished, open plan foyer and admin office spaces. These spaces were established on the main schools site to support the site administration and the establishment of the Seaton Children's Centre, which is now located in the original school admin facility. Gym facilities were established during the Building Education Revolution Funding scheme. The school has established a self-funded STEM room with facilities, which has also incorporated 3D printers, Robotics (Coding technology), and Construction facilities to support Science and Technology curriculum.

Student facilities

The school canteen was established with the Building Education Revolution Scheme, which is utilised across each schooling day in the provision of breakfast program and special lunches.

Staff facilities

Staffroom facilities were established in the onsite admin and foyer redevelopment.

Access for students and staff with disabilities

All exit and entry points have wheelchair access, while both floors are accessible by elevator access

Access to bus transport

The school has public transport operating on all surrounding significant roadways.

9. School Operations

• Decision making structures:

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

- 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.

- Other communication:

- School financial position:

Financially sound.