



ALDINGA BEACH B-7 SCHOOL

SCHOOL CONTEXT STATEMENT 2017

School Name: **ALDINGA BEACH B-7 SCHOOL**

School Number: **0222**

1. General Information

Part A

School Name : **ALDINGA BEACH B-7 SCHOOL**
 School No : 0222
 Courier : Southern Adelaide
Principal : **Melissa Justice**
 Postal Address : Quinliven Road, Aldinga 5173
 Location Address : Quinliven Road, Aldinga 5173
 Region : Southern Adelaide
 Distance from GPO: 45 kms
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• February FTE Enrolment Primary

DETAILS	2010	2011	2012	2013	2014*	2015	2016	2017
Special, N.A.P. Ungraded etc								
Reception	77	86	114	112	76	96	71	110
Year 1	74	67	82	105	89	74	96	73
Year 2	78	72	61	80	99	90	79	93
Year 3	67	88	76	67	84	108	81	78
Year 4	76	69	92	76	66	91	104	80
Year 5	86	76	69	97	78	72	94	96
Year 6	63	90	71	74	90	79	73	94
Year 7	75	72	91	80	64	86	84	69
TOTAL MALE FTE	312				364		347	355
TOTAL FEMALE FTE	284				282		335	338
TOTAL	596	620	656	693	646	696	682	693
SCHOOL CARD APPROVALS (PERS)	240					282	268	
NESB Total (Persons)	4	9			19	21	3	5
Aboriginal FTE Enrol.	28				18	25	27	31

*NB Figures for 2014 are preliminary as at 23/07/2014

Part B

Deputy Principal: Kris Mott

Senior Leader: Fiona Takos

Counsellor: Nicky Clark & Adam Blakely (Coordinator 3)

Coordinators: Kieran Moors (ICT Coach)

Children's Centre Director: Jane Moore (PSD4)

- **Staffing numbers:**

- Leadership Structure: Principal (F), Deputy Principal (F), Senior Leader (F), Counsellor (F,M), Coordinators (M)
- Tier 1 : 50 FTE teachers (41F and 9M)
- Tier 2 : Special Education 2 Special ed. teachers work 0.6 each (2F)
- Resource Centre: 1.0 (M)
- AET 0.4 (1F)
- Specialist teaching programs: Music (F,M), Japanese (F), PE/Health (2M)
- Part-time teaching staff: (20F, 1M).
- SSO: 182.5 permanent hours and 360.75 temporary hours (24 SSOs employed: 20F & 4M)
- AEW: 8.5hours (F)
- Children's Centre staff: Director (1F), Teachers (3F), Community Development Coordinator(1F), Family Services Coordinator (1F), ECWs (7F)

- **Out Of School Hours Care (OSHC):**

During Term Time, Out of School Hours Care is provided on a daily basis, from 6:30am-8:30am and 3:00pm-6:30pm. During school holidays a Vacation Care program is provided each week day. The program is well organised and managed by an experienced team (5F and 1M). Enrolments are high at all times. A recent restoration of the OSHC room has resulted in a new kitchen, new furniture and resources. Two new reverse cycle airconditioners have been installed, and the building has been repainted. New outdoor play areas have been constructed, and wheelchair access provided to all areas.

- **Children's Centre**

In term 2, 2014 a new **Children's Centre** was opened on the Aldinga Beach R-7 School site. Jane Moore is the Director. A Community Development Coordinator and a Family Services Coordinator were appointed in January 2013. The vision for the Children's Centre and the school is the provision of continuous care and education for children from birth to year 7. The Children's Centre is integral with the school and the Director provides curriculum leadership to staff across reception and support to children and families.

- **Renaming of School**

To reflect the birth to Year 7 vision with the establishment of the Children's Centre approval was granted in December 2013 to change the school's name from Aldinga Beach R-7 to the present title.

- **Enrolment trends:**

Enrolments have increased significantly each year from 2008, with a slight reduction in 2014 due to the new DECD single starting date enrolment policy. Enrolments are predicted to rise very quickly as a result of the extensive housing developments in the Aldinga area, the construction and opening of the high speed electric train service to Seaford Rise, the new South Eastern dual carriage Freeway, the new Children's Centre and the growing popularity of the school, which is the only government school within a 15km radius. New families enrol weekly, with a significant number arriving from overseas. A predicted enrolment of 710 (R-7) is expected in 2016.

- **Year of opening:**

The original school was opened in 1856 on a site on Port Road. In 1980 the school was moved to the present site and the building was opened in 1981 by HRH Prince Charles. The school celebrated 150 years in 2006.

- **From one school to two schools to one:**

As the original school grew larger, a separate Junior Primary School was established. In 2008, the two schools (Aldinga JP and PR) amalgamated and were rebadged as Aldinga Beach R-7 School. The process of transition to a single school has provided the community with an opportunity for renewal and rebuilding. The school undertook a \$4.8 million redevelopment of facilities within the BER and Education Works programs, which were completed mid 2011. The BER program provided an eight teacher unit for senior students and an outdoor canopy for shelter during play. In 2010 The Ed Works program provided new classrooms for 12 junior primary classes, a kitchen (used by the Stephanie Alexander kitchen garden program), utility areas and the refurbishing of the administration area.

- **Public transport access:**

Aldinga is 45kms from the Adelaide GPO. An expanding public bus transport service operates in the Aldinga-Sellicks area and links to the Noarlunga Centre where it connects with other bus and train services. A school bus is provided to transport children to the school from the Sellicks Beach area.

2. Students (and their welfare)

- **General characteristics:**

The school is a **category 3** school. Students attending the school come primarily from the local Aldinga area and from Sellicks Beach.

- The school population has a diverse socio economic-structure.
 - Student enrolments have increased dramatically and the levels of diversity and need have also increased:
 - 10 % transience, though this has decreased significantly due to the school enjoying a strong reputation in the community
 - 31 Aboriginal students, 1 AET (0.4) and 1 ACEO (15 hours)
 - 35% students with learning difficulties
 - 5% NEP students
 - 5 ESL students
 - 12 GOM students
- **Transience** – *the school experiences some movement of students in and out throughout the year. This is mainly due to lack of availability of housing rentals and families having to relocate because of the difficulty of finding work. Students leaving the school, generally relocate to a different suburb or state.*
- **Student Support:**
 - A 1.0 Counsellor allocation supports students (and staff) in relation to safety and wellbeing. The counsellor works with families and supports staff to develop social skills and responsible behaviour programs.
 - In 2015, we appointed two positive education coaches to work with the counsellor in supporting children with complex behaviours and staff with programs that build social and emotional well being.

- Two Christian Pastoral Support Workers are appointed for a total of 12 hours per week and another four hours is supported by other community people.
 - One ACEOs and 0.2 AET are employed to support the learning of Aboriginal students and their families.
 - A community mentoring program operates across the school from Year R-7 with a Coordinator (HPI) appointed for 14 hours per week.
- **Student management:**
 - Student wellbeing is a major focus. A school-wide Behaviour Development Policy exists to ensure consistency in classroom management and yard behaviour. The policy is based around the school values with students expected to show respect, be responsible, and build positive relationships. Class codes of conduct are negotiated and aligned with the 5 key concepts in Play is the Way.
 - Restorative practices are used to solve problems and whilst Play is the Way is the main program embedded across the school, a range of other programs are implemented to support social skills development (Program Achieve, Virtues, Values Ed, Circle Time, and Restorative). There is a strong focus on bullying prevention and proactive behaviour through the child protection curriculum. Processes for both appropriate and inappropriate behaviour are documented and clearly communicated to students. Parental support is encouraged in the partnership and in policy development. The Counsellor facilitates the wellbeing committee (parents and staff) and is proactive in approach, developing resource materials for staff and working alongside teachers in the classroom.
 - The wearing of school uniform is supported by a Dress Code Policy and a SunSmart Policy. Students wear hats during terms 1 & 4.
 - Buddy classes are established at the beginning of the year where older and younger year level classes are paired together for learning activities and social interaction.
 - We also train peer mediators (Years 5-7) to support students sort out low level problems during play.
 - **Student governance:**
 - Student participation initiatives are an integral part of school life.
 - Students have leadership roles within the class. All classes operate fortnightly class meetings where agendas are managed by students. Class monitors assume various roles and responsibilities within class communities.
 - Students are encouraged to participate in a variety of additional leadership programs which are on offer across the school.
 - Students are involved in needs based forums/committees (Peer Mediators, Safety Ambassadors, Ambassadors, Traffic Monitors). Students nominate a committee and meet according to need.
 - The Young Leaders group consists of a class representative chaired by a student executive of elected Year 6/7 students. They meet fortnightly to discuss issues brought forward by class forums. This is a student led decision making group within the school.

- **Special programmes:**

- Special Education support is provided R-7 by two Special Education teachers (0.8 Primary and 0.4 Junior Primary). This resourcing also covers the group within the 'Learning Difficulties' funding. Significant SSO hours are also used to support students, with both in-class and withdrawal speech (articulation and language), literacy intervention (Mini-Lit and Multi-Lit), phonological awareness, phonics and Quick Smart maths (senior students)
- Aboriginal students receive additional support with literacy and numeracy learning through the AET and AEW.
- The Nunga program has become an important focal point for our students with a room dedicated to their work. Nunga students participate in a range of in school and out of school programs. They recently were involved with the Onkaparinga council in the development of a playground area in the batswood estate and have just completed a short film that was showcased during Reconciliation Week.
- ESL students are supported with additional programs, usually delivered by an SSO.
- The Aldinga Breakfast Club Program operates three mornings a week (Monday, Wednesday and Friday)

3. Key School Policies

- **Site Learning Plan:**

- The current site learning plan for was formed through community consultation and aligns our three main pillars of learning, Literacy (Daily 5), Numeracy and Positive Education. The plan is structured to be interpreted and implemented on a range of levels – whole school, year level teams, Professional Learning Communities (PLCs) and individual. A framework of inquiry and an ongoing commitment to develop our capacity to work as a collaborative learning community are key drivers in support of this plan. Each of these priorities has an action plan with identified goals and targets for staff and school consideration.

- **Key Priority Curriculum areas:**

- Literacy and Numeracy, Australian Curriculum (The Arts, Health and PE), TFeL , innovative and differentiated learning. Professional Learning Teams support our focus on developing a culture of collaborative planning and inquiry and provide the opportunity for staff to meet regularly to discuss, program, share resources and plan units of work.
- Considerable work has been undertaken to lift literacy standards. There is a consistent use of programs across all classes: daily 5 and CAFE, Jolly Phonics/Grammar, THRASS, a genre map and instructional reading groups. Improving reading standards continues to be a focus through staff PD and developing explicit teaching strategies and productive pedagogies. Staff are required to differentiate the learning in literacy and numeracy and provide targeted programs. Students are monitored through regular testing and data collecting processes. Intervention support is provided for students below benchmark in Multi and Mini-Lit.
- Literacy mentoring support is provided by an AL Coach who works alongside teachers, planning and observing their practice and giving feedback. Early year's teachers are supported by a reading support teacher who works two days a week. Numeracy support

is provided by a Senior Leader and cluster facilitator (CPAC). A whole of school approach to numeracy is currently being implemented through the support of Deb Lasscock.

- The school joined the Stephanie Alexander Kitchen Garden (SAKG) program in 2010 which targets students in Year 3-5. A kitchen and garden specialist are each employed each week to work with classes. An integrated approach is used where teachers co facilitate sessions and link objectives with other curriculum areas. Volunteers assist with lessons. The program is highly successful and has strong community support.

SCHOOL VISION AND VALUES

- **Our VISION:**

Creating a learning community, where we work together, to be the best we can be.

- **Our PURPOSE:**

- Create positive relationships to become active community members
- Strengthen skills and build pathways to become global citizens
- Equip children to be powerful learners in a safe, supportive environment
- Encourage a sense of fun and play, to nurture, educate and develop a culture of success.

- **Our VALUES:**

What we care about deeply and value most highly in how we will work together.

THE BEST WE CAN BE – Excellence, Respect, Connection and Caring



- **We believe in powerful learning. As educators we. . . .**

- Provide a safe and supportive environment
- View children as competent and capable
- Value the experiences and voice of the child
- Empower learners through differentiation to meet learners needs
- Strengthen social and emotional capabilities
- Have high expectations
- Develop stamina for learning
- Work to continually improve
- Develop partnerships with families and community

The core business of Aldinga Beach B-7 School is to provide an inclusive, quality education for students B-7. This is provided through the teaching of skills, knowledge and understandings within the eight required areas of study in a supportive learning environment.

- **Recent key outcomes:**

- Successful involvement in Wakakirri (Dance/Drama) program.
- Students participate each year in the Festival Choir (5-7) and a junior choir (R-4) also exists.
- Stephanie Alexander Kitchen Garden Program launched in 2012 by Maggie Beer

4. Curriculum

- **Specialist Subject offerings:**

- LOTE – Japanese Yrs R-7
- Music, Dance, Drama R-7
- PE/Health 3-7
- PE R-2

- **Special curriculum features:**

- Special activities include Sports Day, BookWeek, Science and Numeracy/ Literacy weeks, SAPSASA sporting involvement, anti-harassment and social skills training, links with local community eg Community Garden, Community Library, Friends of the Aldinga Scrub and involvement in Service Learning within the community. Other programs include;
- **Mentoring:** Students with particular talents and skills join the mentoring program which utilises community volunteers in a range of activities including guitar, ICT, electronics, cooking, clay sculpture, and woodwork.
- **Festival Choir (Years 5-7)** Years 5-7 students participate in weekly practice during school time leading into performing at the Schools Festival of Choirs at the Festival Theatre.
- **Early Years Singing (Years R-2)** Children are introduced to the formalities of singing together in an ensemble and developing choir based skills
- **Wakakirri** (Dance/Drama) – Offered to year 6/7 students who meet weekly to develop and practise their presentation for the national competition held each year.
- **Australia wide competitions** are held in Writing, Science, ICT, Maths, and English

- **Teaching methodology:**

- Classroom methodologies are supported through performance development structures, professional development and information sharing through professional learning team meetings and networks for early, primary and middle years.
- Teachers work collaboratively within a Professional Learning Community PLC. The focus of PLCs is about learning and professional conversations to lead to deeper understandings of pedagogy.
- Teacher's team teach where possible and are encouraged to jointly plan in year level teams and implement programs based on the Connected Curriculum, AC framework and TfEL with a focus on pedagogy and the needs of 21st Century learners. Innovative practices are evident across the school.

- Three computer suites allow whole class ICT lessons for students R-7. Interactive whiteboards are installed in all classes including specialist areas together with one portable board. Staff continue to undertake training in their use.
- The school has high speed fibre-optic cabling linking all main buildings and the Children's Centre, with data speed to 1 TByte. The National Broadband Network is connected.

Assessment and reporting procedures:

Assessment and reporting practices continue to undergo review. Acquaintance Evenings and Parent/Teacher Meetings are held in term one. Written reports are sent home in second and fourth terms. Showcase of learning is held in third term, with optional. Parents are able to request an appointment with their child's teacher at any time. Ongoing self assessment/authentic practices are encouraged with most teachers using rubrics as a planning and assessment framework.

5. Sporting Activities

- Classes participate in daily fitness activities, and other aspects of the PE curriculum – games, dance, gymnastics, swimming and aquatics. After hours school sport is managed by a subcommittee of the School Governing Council.
- Sport plays a significant part in the life of the community. The local "Shark Park" Sports Complex provides for football, netball, tennis and cricket. The Lawn Bowls and Croquet Club grounds are nearby, as is the new Community Recreation Centre and gymnasium. The school caters for many sports and parents are involved in coaching and managing teams, either for SAPSASA or local associations.
- The School is an affiliate member of SAPSASA. and competes in many of the knockout competitions, including swimming, soccer, netball, beach volleyball and football.
- The major sport of soccer is organised and managed by parent volunteers with matches being played out of school hours. Netball, football and cricket are managed by community based associations.
- More recently the school has set up successful Tag Rugby, Tackle Rugby and Croquet teams.
- All students participate in DECD swimming and aquatics programs.

6. Staff (and their welfare)

- **Leadership structure:**
 - A leadership team of Principal, Deputy principal and one senior leaders, each assigned to a level of schooling (middle, primary and early) has been established. Our current school counsellor staffing allocation is a full time position.
- **Staff policies:**
 - Teachers work as members of a variety of teaching and learning teams and on special committees.
 - School Services Officers support the finance, administration, resource centre and support of classroom teachers.
 - Senior staff and Coordinators share line management. The school's business manager is line manager of the SSO team.
 - The Resource Centre SSO is a trained library technician.

- SSO hours are provided annually for ICT technical support to the curriculum computer network.
- All teachers participate in year level teams who meet regularly each term.
- Professional learning opportunities are coordinated in support of our school priorities. This is managed within the implementation of the site learning plan.
- **Access to specialist staff.**
 - Guidance Officers and Speech Pathologists assess students as requested.
 - Class teachers and leadership are supported by DECD personnel in Special Education, Speech, Hearing Impairment, Visual Impairment, Behaviour Development and Attendance.

7. School Facilities

- **Buildings and grounds:**
 - The early years building is of unique design (recently refurbished) and provides 12 class spaces along with flexible learning spaces for play, small groups work and and ICT suite. Central to this is a Kitchen area primarily used by the Stephanie Alexander Kitchen Garden program but also accessed by other classes for cooking and small group work.
 - Attached to the main building is the newly refurbished administration, hall, music room, resource centre and open courtyard.
 - Transportables are located on the western side of the school and house specialist subjects, a library annexe, OSHC and two reception class spaces.
 - A six teacher unit was completed in 1992 and houses our primary year's students. A computer suite and an art area is located centrally. The kitchen garden is on the south side of this unit and is fully fenced and staffed by a qualified horticulturist. An outdoor kitchen is being developed in this area.
 - Students have access to hard play and grassed areas. All buildings are airconditioned.
 - An eight teacher unit on the eastern side of the school houses senior students and was built though the BER funding. A computer suite is located centrally, and an art area and special education workrooms at located at either end.
 - The Activity Hall (gymnasium) is used for indoor physical activity programs, assemblies, and special indoor activities and after hours sports training. It is also available for hire. Several sports teams, community groups and the Aldinga Bay Baptist Church regularly hire and use the school facilities.
 - Computer Suites exist in each unit in the school, all with PCs networked to the school network. Interactive whiteboards are located in all class and specialist rooms. Teachers also have access to personal laptops. Student laptops are available for use; these have wireless access to the curriculum network. Class teachers can borrow these for use in their classrooms.
 - A well equipped Resource Centre uses the Book Mark system and is supported with 8 PC with internet access, a scanner and networked printer. Students are immersed in resourced based learning both locally and globally.
 - All toilets on the site have been renovated, repainted and upgraded in 2014
 - Part of the grounds shed is utilised as a student carpentry workshop and the large adjoining shed houses all tools and grounds equipment.

- **Access for students and staff with disabilities:**

- The layout of the main building enables wheelchair access and toilet facilities are available for students using wheelchairs. Ramp access is available to most teaching spaces.

- **Access to bus transport:**

- One DECD bus provides transport to students living in the Sellicks Beach area. Public bus services operate throughout Aldinga and provide access to the school.

- **Other:**

- School Dental Services were relocated to Noarlunga at the end of 2011.

8. School Operations

- **Decision making structures:**

- Staff meetings are held weekly. These operate within a structure that provides 45 min. PD, followed by 15 min admin. Teams (year level) and sub-teams organise other times to meet to work on case management, team issues and team planning.
- Leadership, PAC, Sub-Committees and Staff Meetings all contribute to the decision-making structure.
- Aldinga Beach B-7 School Governing Council meets formally each month and committees meet prior to Governing Council meetings.

- **Regular publications:**

- Publications occur both in hard copy and electronic form.
- These include weekly bulletin, fortnightly school newsletter, class newsletters, staffroom displays, term planners. The School's Organisational Procedures are published in a handbook for all staff and are updated annually.

- **Other communication:**

- A variety of communication methods are in use, both formal and informal. A Community Noticeboard is also used. The leadership team is accessible to all members of the school community, both formally and informally. Text messages are regularly broadcast to parents.

- **School financial position:**

- The School operates under a single Consolidated Account and is well resourced with sufficient funds to support programs and initiatives.

9. Local Community

- **General characteristics:**

- As well as local industry based in the vineyards and land developments, many people access employment and commute daily to other centres including other southern suburbs and to Adelaide. Aldinga has been known as a popular retirement and affordable housing area, however more recently, the new housing developments are changing the community demographics.
- The district still retains something of its rural aspect although many farms have been subdivided into smaller acreages for "hobby farmers" and new housing developments.

- An increasing number of community facilities are being established. Public transport is a high community priority for improvement.
- Approximately 30% of the children access School Card and, as a result, the school gains additional funding in the Global Budget.

- **Parent and community involvement:**
 - Parents provide support in classrooms, sports coaching, the Canteen, Uniform Shop and the Resource Centre. Contributions of parents are recognised in Term 4 each year with a Parent Morning Tea. A School Volunteer Policy provides a framework for the many volunteers who work in the School. Regular training workshops are held for volunteers to ensure DECD requirements are met. Parent Network supports the work of classroom teachers, with each class having a volunteer parent representative.
 - Aldinga Beach B-7 School has strong links with GP Plus, the Aldinga Community Centre and other community based organisations. The new Children's Centre features purpose-built consulting rooms for visiting child specialist and support agencies.

- **Feeder schools:**
 - The majority of students completing Year 7 at Aldinga enrol at Willunga High School.
 - The majority of Reception students enrolling previously attended Aldinga Kindergarten. and the Children's Centre onsite, a transition program.

- **Other local care and educational facilities:**
 - These include Aldinga Child Care, Quinliven Road Early Learning and Kinder, Hands On Learning and Coach Road Children's Centre