



ALDINGA BEACH B-7 SCHOOL
SCHOOL CONTEXT STATEMENT 2019

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
CPC attached : NO
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• **February FTE Enrolment Primary**

DETAILS	2012	2013	2014	2015	2016	2017	2018	2019
Special, N.A.P. Ungraded etc								
Reception	114	112	76	96	71	110	91	108
Year 1	82	105	89	74	96	73	101	80
Year 2	61	80	99	90	79	93	73	99
Year 3	76	67	84	108	81	78	99	70
Year 4	92	76	66	91	104	80	77	94
Year 5	69	97	78	72	94	96	85	80
Year 6	71	74	90	79	73	94	100	82
Year 7	91	80	64	86	84	69	95	95
TOTAL MALE FTE			364		347	355		349
TOTAL FEMALE FTE			282		335	338		359
TOTAL	656	693	646	696	682	693	721	708
SCHOOL CARD APPROVALS (PERS)				282	268	277	344	343
NESB Total (Persons)			19	21	3	5	4	4
Aboriginal FTE Enrol.			18	25	27	31	48	53

Part B

Deputy Principal: Kris Mott

Senior Leader: Fiona Takos

Senior Leader: Adam Blakely

Student Wellbeing Leader: Tom Vincent

Coordinator: Sarah Pilmore

Children's Centre Director: Jane Moore (PSD4)

• **Staffing numbers:**

- Leadership Structure: Principal (F), Deputy Principal (F), Assistant Principal (1F, 1M), Student Wellbeing (M), Senior Leaders (2F)
- Tier 1 : 32 FTE teachers (24F and 8M)
- Tier 2 : Special Education 2 Special ed. teachers work 0.6 each (2F)
- Resource Centre: 0.6 (F)
- AET 0.6 (1F)
- Specialist teaching programs: Music (2F), Japanese (2F), PE/Health (2M)
- Part-time teaching staff: (21F, 3M).
- SSO: 195.25 permanent hours and 346.0 temporary hours (24 SSOs employed: 20F & 4M)
- ACEO: 75hours (2F, 1M)
- Children's Centre staff: Director (1F), Teachers (3F), Community Development Coordinator(1F), Family Practitioner (1F), ECWs (9F)

• **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 (5Fand 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 720 (R-7) is expected in 2020.

- **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 4** 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
- 5% Aboriginal students, 1 AET (0.6) and 2 ACEO (15 hours)
- 35% students with learning difficulties
- 5% NEP students
- 13 Young People in Care of Minister

- **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, families 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, 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. In 2018 this became one Assistant principal role with a 3 year tenure

- Two ACEOs and 0.6 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 17 hours per week.
- **Student management:**
 - A school-wide Well Being Agreement is in draft form and will be actioned in 2020. The policy is based on The Restorative Practice Framework, Berry St Educational Model and the 5 key concepts in Play is the Way.
 - 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.
- **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.
 - The Young Leaders group consists of a class representative chaired by a student executive of peer selected Year 2-7 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 Mult-Lit), phonological awareness, phonics and Quick Smart maths (senior students)
 - Aboriginal students receive additional support with literacy and numeracy learning through the AET, APAS tutor and site funded Numeracy tutor.
 - EALD students receive literacy intervention support from a teacher as directed by the classroom teacher.
 - The Aldinga Breakfast Club Program operates three mornings a week (Monday, Wednesday and Friday)

3. Key School Policies Site Improvement Plan

Aldinga Beach B-7 School			
Goals	Target	Challenges of Practice	Success Criteria
To increase the percentage of students attaining and retaining HB in reading in years 3, 5 and 7	26% (77) of R-2 students will know all 42 sounds by the end of term 4. 64% of students 3-7 (272) will know all 42 sounds by the end of term 4.	If we develop a consistent approach to using Explicit Direct Instruction (EDI) pedagogy in the mini-lessons, prior to independent wordwork, as a part of the Daily 5 structure for the teaching of the Aldinga Beach B-7 Spelling Scope and Sequence then we will increase student achievement in reading.	<p>Student confidence to engage with a range of texts is increased as their ability to decode and comprehend develops.</p> <p>Students are able to use and develop their knowledge of English language to successfully decode and create meaning when encountering a range of texts and new words through a range of strategies.</p> <p>Students vocabulary is increased and is reflected in their capabilities to decode and comprehend a range of texts.</p> <p>Expanded vocabulary is also demonstrated in the quality and complexity of each students oral language as it develops over time.</p>

Aldinga Beach B-7 School			
Goals	Target	Challenges of Practice	Success Criteria
To increase the percentage of students achieving SEA and students attaining and retaining HB in numeracy in years 3,5 and 7	The number of students achieving high band in year 3 NAPLAN will increase to 20% from 11% in 2018. The number of students achieving high band in year 5 will increase to 25% from 4% in 2018. The number of students achieving HB in year 7 will increase to 30% from 3% in 2018.	If we consistently use Big Ideas in Number R-7 to develop teacher content knowledge and teacher understanding of trusting the count, place value and multiplicative thinking and embed the four proficiencies (understanding, problem solving, reasoning, fluency) we will develop a consistent approach to the teaching of number then we will develop in our students deep number sense and we will increase the number of students achieving SEA and attaining and retaining HB in NAPLAN in years 3, 5 and 7.	<p>Students have a deep understanding of number B-7 and are able to demonstrate multiplicative thinking when solving problems.</p> <p>Students will understand, use and transfer mathematical understanding and language to solve problems.</p> <p>Students develop reasoning, understanding and fluency with regard to number and confidently use these to solve problems.</p> <p>Teachers will design and apply explicit, targeted and differentiated learning and assessment tasks that ensure all students make progress as demonstrated in their A-E achievement, NAPLAN and PAT-M achievement.</p>
To increase the percentage of students reporting in the HB for well-being with regards to school climate in years 4-7	Retain 53% of 2018 year 4 students reporting in HB for well-being. Increase 2018 year 5 students HB reporting for well-being from 24% to 30%. Increase 2018 year 6 students reporting HB for well-being from 27% to 30%.	If we effectively, authentically and explicitly teach and model social and emotional capabilities with staff and students inside and outside the classroom including the use of Interoception and Play is the Way then an improvement in student interactions will positively impact on school climate and create safe learning environments. (School Climate- overall tone of the school environment, including the way teachers and students interact and how teachers and students treat each other.)	<p>Students will be able to recognise and describe physiological changes as emotional states change and use strategies to regulate/co-regulate</p> <p>Students will develop and use social and emotional capacity to engage in more positive interactions with peers and adults</p> <p>Students will build resilience as they use strategies to deal with social interactions that may be challenging or that require problem solving/conflict resolution</p> <p>Students will report in the HB for the way people treat each other in regards to school climate</p>

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

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, 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.
- **Primary Years Choir (Years 3-4)** 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.

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 leader, 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.
 - 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 improvement plan.
- **Access to specialist staff.**
 - Guidance Officers and Speech Pathologists assess students as requested.
 - There is a Speech Pathologist on site 2 days/week as extra commissioned services
 - A social worker is on site one day/week provided by 'Grow Wellbeing'

7. School Facilities

- **Buildings and grounds:**
 - The early years building is of unique design and provides 12 class spaces along with flexible learning spaces for play and small groups work. 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 administration, hall, music room, resource centre and open courtyard.
 - Transportables are located on the western side of the school and house specialist subjects, OSHC and four class spaces.
 - A six teacher unit was completed in 1992 and houses our primary year's students. 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. This building was refurbished as part of STEMWORKS in 2018.
 - 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 through the BER funding. This building was refurbished as part of STEMWORKS in 2018.
 - 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 regularly hire and use the school facilities.
 - 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.
 - Part of the grounds shed is utilised as a student carpentry workshop and the large adjoining shed houses all tools and grounds equipment, an outdoor classroom was built in 2018 as part of STEMWORKS.
- **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.

8. School Operations

- **Decision making structures:**
 - Staff meetings are held weekly.
 - Collaborative Inquiry Team for Literacy, Numeracy and Positive Education provide for teacher voice to drive school improvement priorities.
 - Administration and Operational meetings can be held on a Tuesday morning by any member of staff.
 - Leadership, PAC, Sub-Committees and Staff Meetings all contribute to the decision-making structure.
 - Aldinga Beach B-7 School Governing Council meets formally twice a term and committees meet prior to Governing Council meetings.

- **Regular publications:**
 - 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 have changed 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 40% 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, which is on the same site.
- **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