



## **SCHOOL CONTEXT STATEMENT**

Updated: 02/02/2026

**School number:** 0913

**School name:** Seacliff Primary School

### **School Profile:**

Seacliff Primary School has a strong sense of community and is a place where students, families, staff and volunteers work together in the best interest of all. Our core values of Community, Achievement, Respect, Resilience, Innovation and Integrity are woven into the general fabric of school life. Learning programs, teaching strategies and assessment tools are designed to extend all children and encourage student agency. Current priorities include Wellbeing and Engagement and Numeracy and Literacy across the curriculum. The local beaches and Glenithorne National Park are utilised by classes to build and extend awareness, respect and stewardship of the environment. Specialist areas of Physical Education, Japanese and Performing Arts are taught from Reception to Year 6. Extra-curricular activities reflect changing community interests and needs. These may include volleyball, beach volleyball, soccer, cricket, netball, choir, instrumental music and karate. At Seacliff Primary School, we encourage children to demonstrate our core values and be the best that they can be.

# 1. General information

- School Principal name: Sue Matene
- Deputy Principal's name: Scott Francis
- Year of opening: 1960
- Postal Address: Lot 105 Barwell Avenue, Seacliff, 5049
- Location Address: Barwell Avenue, Seacliff, 5049
- DECD Region: Noarlunga 2
- Geographical location – Between Brighton Rd and Seacliff Beach, 17km from the GPO
- Telephone number: 8296 1950
- Fax Number: 82965729
- School website address: <http://seacliff.sa.edu.au/>
- School e-mail address: [dl.0913.info@schools.sa.edu.au](mailto:dl.0913.info@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: N/A
- Out of School Hours Care (OSHC) service:
  - Phone: 8298 3742
  - Mobile: 0414 293 860
  - [seacliff.oshc966@schools.sa.edu.au](mailto:seacliff.oshc966@schools.sa.edu.au)
- February FTE student enrolment:

	2022	2023	2024	2025	2026
Enrolments	378	368	378	348	326
School Card	14%	12%	12%	10%	9%
NESB	74	74	77	44	6%
ATSI	5	3	2	2	1

- Student enrolment trends:

In 2025 Seacliff Primary School had 14 classes R – 6. 6 in Junior Primary and 8 in Primary. This year we have 13 classes and will welcome further mid-year Reception enrolments.

Reception	42
Year 1	48
Year 2	37
Year 3	54
Year 4	45
Year 5	47
Year 6	51

- Staffing numbers (as at February census):

Principal	1.0
Deputy Principal	1.0
Student Wellbeing Leader	0.6
Teachers	18 FTE
SSOs	1 x SSO1 7 x SSO2 1 x SSO3
GSE3	1

- Public transport access: Brighton Road bus routes, Seacliff and Marino train stations within walking distance
- Special site arrangements: The school is part of the Marion Coast Portfolio.

## 2. Students (and their welfare)

- General characteristics:  
Staff and Leadership value Social and Emotional Learning. Staff implement the Wellbeing and Engagement survey annually with Year 4 – 6 students in addition to site-developed surveys (R – 6) and use this data to support areas of identified need. The school has also adopted the Growing with Gratitude program to build resilience, happiness and the mental wellbeing of our students. All classrooms have an identified 'Calm Corner' and after engagement with the Self-Regulation Service a range of new resources and equipment (swing, spinner, in-ground trampoline) have been introduced to the outdoor environment to assist with student engagement and regulation.
- Student well-being programs  
Pastoral Care Worker 2 days/week, The Student Wellbeing Leader (SWL) has introduced, provided training and ongoing support to staff in using the Kimochis program. Two identified Interoception spaces support students R-6 and all classes and staff have had sessions to learn about the purpose

of this space. The SWL facilitates the What's the Buzz program with identified students. The school operates a Week 1/2 program at the commencement of each school year with a focus on building positive relationships and safe and respectful classroom environments, in order to establish a successful learning culture of consistent expectations across the school. Lunchtime Clubs facilitated by Leadership are a continuing popular option with students.

- Student support offered  
Targeted SSO support is provided to identified students using literacy and numeracy intervention programs, including TOOSmart! and QuickSmart. SSO support is provided for verified students and One Plans are developed and maintained for identified students. Social and Emotional learning support is also provided formally for identified students by the Student Wellbeing Leader as well as flexibly for students requiring regulation support in our Interoception spaces.
- Student management  
Follow DfE Behaviour Support Policy
- Student government  
Student Representative Council
- Special programmes  
:

### 3. Key School Policies

Site Improvement Plan and other key statements or policies:

: See [school Website](#):

- [policies](#)
- [reports](#)

Recent key outcomes:

- 1. Use of staff meeting times and PFDs are used to facilitate ongoing PROFESSIONAL DEVELOPMENT. Regular teaching sprint cycles introduced and undertaken throughout the year. Purpose statement developed in consultation with students, staff and families. Current school focus is on our chosen Area of Impact, Effective Learners and the SA Curriculum – dispositions, capabilities and knowledge.
- 2. Reviewing and monitoring school performance against measures such as NAPLAN, PSC, PAT-M, PAT-R.
- 3. Reviewing and monitoring school performance against WELLBEING data.
- 4. Reviewing and curriculum integration of our CORE VALUES.

- 5. Reviewing and strengthening of our FINANCIAL MANAGEMENT PROCEDURES.
- 6. Consolidation of STUDENT AGENCY within classrooms and opportunities for STUDENT LEADERSHIP across and beyond the school environment – senior student leadership opportunities within the PE, Performing Arts and Japanese Learning Areas, engagement with Learning Expeditions opportunities.
- 7. ASSESSMENT AND REPORTING - Whole school assessment schedule collaboratively developed.
- 8. Effective governance of the school by GOVERNING COUNCIL.
- 9. Use of technologies for effective SCHOOL & HOME COMMUNICATIONS.
- 10. Modernisation of ICT INFRASTRUCTURE, HARDWARE & RESOURCES throughout the school.
- 11. SCHOOL POLICY development, management, communication

## 4. Curriculum

- Subject offerings: As per the Australian Curriculum
- Open Access/Distance Education provision: N/A
- Special needs: Targeted SSO support is provided to identified students using literacy and numeracy intervention programs, including TOOSmart! And QuickSmart. SSO support is provided for verified students and One Plans are developed and maintained for identified students.
- Special curriculum features: TOOSmart!
- Teaching methodology: Use of high impact teaching strategies, including differentiation, explicit literacy instruction informed by the Science of Reading body of research. Access to IT devices for all students and all teaching spaces have either an IWB or Clever Touch device. The majority of classrooms/learning spaces have a soundfield unit to support all students and staff.
- Student assessment procedures and reporting:

	Term 1, Week 3	End of Term 1	End of Term 2	End of Term 3	End of Term 4
R - 6	Acquaintance Evening	Student/parent /teacher interviews	Full student report	Optional student/ parent/teacher interviews	Full student report

- Joint programmes: N/A

## 5. Sporting Activities

Sport is a significant part of the school culture at Seacliff. Students have opportunities to represent their school, district and state through SAPSASA events. These include Cross Country Running, Athletics, Swimming and a range of team sports, the most popular being Soccer, AFL, Netball, Basketball and Volleyball.

There is also a strong “out of hours” program that has significant input from parent volunteers.

## 6. Other Co-Curricular Activities

Instrumental music is an elective available to students. Lessons are provided by external providers and are on a user pays system. Lessons are held either on site or at Brighton Secondary School as part of the Beachfront Hub. Our Performing Arts teacher co-ordinates the school choir for students from Year 5 and 6. Students practice weekly in preparation for the “Festival of Music” program.

## 7. Staff (and their welfare)

- [Staff profile](#)
- Leadership structure  
Principal, Deputy Principal, Business Manager, Student Wellbeing Leader and Student Leadership.
- Staff support systems  
Professional Learning Teams  
Marion Coast / Noarlunga 2 Portfolio networking / hubs  
Onsite PD  
Employee Assistance Program (EAP)
- Performance Management  
6 monthly PDP meetings using DfE guidelines and resources.  
Walkthroughs and Leadership / Peer Observations
- Staff utilisation policies  
SSO targeted intervention support, financial management, general administration and individual student support  
Curriculum specialists and specialised leadership roles.

- Access to Special Staff  
Instrumental Music teachers and Student Support Officers  
External providers as able to be facilitated e.g. psychologists, behaviour support, Autism SA personnel, speech pathologists etc.
- Other

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

- Years of Service certificates
- Complexity placement points  
:N/A
- Isolation placement points  
:N/A
- Shorter terms  
:N/A
- Travelling time  
:N/A
- Housing assistance  
:N/A
- Cash in lieu of removal allowance  
:N/A
- Additional increment allowance  
:N/A
- Designated schools benefits  
:N/A
- Aboriginal/Anangu schools  
:N/A
- Medical and dental treatment expenses  
:N/A
- Locality allowances  
:N/A
- Relocation assistance  
:N/A
- Principal's telephone costs  
:N/A

## 9. School Facilities

- Buildings and grounds  
65 year-old building with some previous salt damp concerns which have recently been repaired. Main building repainted (interior) July 2021 and oval toilets renovated. Administration building was underpinned and internally repainted 2023 summer vacation period. Small gym, two double classrooms separate from the main buildings and a large library/resource centre. New bike racks and shelter plus storage shed for school/OSHC shared use completed in 2023. A new nature play area developed and completed for student use in 2024. New outdoor equipment installed in 2025 to support student regulation.
- Heating and cooling  
Reverse cycle airconditioning throughout the school.
- Specialist facilities and equipment  
School library facilities, Information Technology, Language (Japanese), Gymnasium and oval (PE), Performing Arts space (double classroom). Two fully staffed Interoception spaces.
- Student facilities  
OSHC service on site.
- Staff facilities  
Office/workspaces, access to IT facilities and staff room for general staff use. All staff provided with a device for work purposes.
- Access for students and staff with disabilities  
This is problematic depending on entry points. Access for students/staff with mobility issues is poor. Three ramps will be installed this year to provide access for SWD and our school community.
- Access to bus transport  
Two bus parking zones on opposite sides of the school.
- Other  
Beach volleyball court, medium sized oval, two playground spaces, netball/basketball courts, nature play space and staff car park. The establishment of a Community Orchard as a sustainable initiative alongside our vegetable gardens.

## 10. School Operations

- Decision making structures



Leadership Team, Governing Council, PAC and a range of staff-based committees.

- Regular publications  
School website updates, school newsletter 3 x per term, staff information handbook, parent information handbook, daily notices on the Learning Management System (FROG) within EMS.
- Other communication  
School Facebook Page, classroom teacher use of Seesaw / FROG and DfE email accounts.
- School financial position  
Following a massive investment in the school's general maintenance and ICT infrastructure and hardware, the school enjoys a modest surplus in its SASIF Account.
- Special funding  
Category 7 school - N/A

## 11. Local Community

- General characteristics  
A beachside, mainly residential suburb south of Adelaide, our Seacliff community demographic registers us as a Category 7 school.
- Parent and community involvement

Seacliff Primary School is lucky to have the support of many parents/grandparents and community members in volunteering their time to support their children while enrolled at the school.

Volunteering opportunities include providing classroom support, accompanying students on excursions/camps, coaching sports teams, assisting in the library and supporting Governing Council sub-committees.

- Feeder or destination schools are mainly:  
Feeder: Seacliff Community Kindergarten  
Destination: Seaview HS, Brighton HS and Sacred Heart College
- Other local care and educational facilities  
Seacliff Montessori Childcare, Emali Childrens Centre, Casa Bambini childcare
- Commercial/industrial and shopping facilities  
Westfield Marion (approximately 5 kilometres away)  
Local chemist and Brighton shopping centre  
A new housing development project, 'Seacliff Village' has commenced in adjacent Seacliff Park.

- Other local facilities  
Flinders Medical Centre
- Availability of staff housing  
N/A
- Accessibility  
The school is 17 kilometres from the Adelaide CBD.
- Local Government body  
The City of Holdfast Bay

## 12. Further Comments

Engagement with the DfE Self-Regulation Service facilitated targeted professional learning to build teacher knowledge and understanding of regulation, sensory processing and environment, cognitive strategies and educator self-care.

A range of new resources and equipment (swing, spinner, in-ground trampoline) have been introduced to the outdoor environment to assist with student engagement and regulation.

In 2025 the school had a focus on engaging students in learning with clear links to the local community and beyond – Learning Expeditions, Nature Play ‘Thriving Learners’ project and Languages Network project with our local kindergarten.

Student Leadership moved to having a clear focus on service to others – student leaders led drives for the RSPCA, Salvation Army (food), engaged with our local council to raise awareness of the algae bloom crisis and worked with a local artist to create resources for use by the public (scavenger hunt cards).