

SCHOOL CONTEXT STATEMENT updated 2024

School number: 1041

School name: SALISBURY PRIMARY SCHOOL

1. General information

Part A

- Principal
Shane Atkins
- Deputy Principal
Leah draper
- Senior Leader
Liana McCurry
- Wellbeing Leader
Stephanie Fox
- School e-mail address
dl.1041.info@schools.sa.edu.au
- Staffing numbers
 - Leadership positions 4.0
 - Basic Teacher Instruction Time 20.4
 - Aboriginal Education teacher .2
 - Special Class 1
 - BSSO 5 (part time)
 - Wellbeing leader 1.0
 - EALD 1.4
 - AECO 12 hours

Enrolment Trends

Numbers of R-6 students who attend the school has decreased in the last 2 years due the impact of COVID on immigration and the year seven students moving to high school. There has been an increase in the number of Reception students in 2024.

Year of Opening

The school was established within the Salisbury District in 1877. It was relocated to its present site in the 1970's.

Future Directions

Salisbury Junior Primary and Primary Schools co-located onto the one site in 2011. Redevelopment of the school is to support specialist and education programs for the 21st century and accommodate an Early Childhood Education section, a Primary Section and a Middle School section. The school has developed collaborative practices across the site to provide a seamless transition for students as they progress through key milestones. The school community has developed an R-6 vision and mission. The site improvement plan reflects student, staff and family opinion of what the school will need to "do" to achieve the vision and mission.

Mission

Our Mission is to provide a relevant, challenging and inclusive curriculum that actively engages learners and supports all to experience success and fulfilment.

Vision

Salisbury Schools are committed to the development of individuals who are motivated, have a sense of wellbeing and belonging; who can confidently contribute to their local and global communities

2. Students (and their welfare)

General Characteristics

Total enrolment is approximately 353 students, comprising 7 Junior Primary and 8 Primary classes (inc. mid-year intake Reception class) plus a Primary Special Options Class.

There has been a significant increase in the number of EALD students over the past six years. 75% of the students are from EALD backgrounds; 1 in 4 students are refugees.

The school population also includes 4% Aboriginal students, 12% students with disabilities, 3% children or young people in care and 65% of families eligible for School Card assistance.

(Pastoral) Care Programs

A caring and supportive environment is developed through consistently implemented systems, policies and programmes that ensure high expectations of and success for all students.

The school's leadership team work across the site R-7 in the day-to-day management and care of students.

The school has developed strong links to community groups including Communities for Children, Schools as Community Hubs, Baptist Care, Save the Children, Kick Start for Kids and the Salisbury Council. These groups provide additional support and resources to the school and families.

Support Offered

The school operates a number of intervention programs to develop a success orientated learning environment. Literacy intervention programs are lead by a team of specialist teachers and guided by student review teams which include leadership and classroom teachers. 100% of staff and leaders have trained in either IMSLE or OG approaches to teaching literacy.

Student Management

Consistent systems and procedures have been established which include SBM processes, interoception programme, play programme, peer support, yard support, student leadership and peer tutoring.

The Wellbeing Classroom underpins the school's approach to building and maintaining relationships and using appropriate self-regulation strategies.

Since 2002 an R-6 School Wellbeing Leader (1.0) has been appointed.

Grievance procedures are in place for staff, students and families.

Student Governance

All teachers support student and class decision-making.

There are a range of leadership opportunities for students including: - Well Being Agents, bike track monitors, JP support, Resource Centre and ICT leaders.

Special Programmes

- Restorative Practices/ Open Parachute
- Special Class Primary
- IMSLE & OG phonics

OG/PhOrMeS morphology
Multisensory mathematics
Choir
SAPSASA
Premiers Reading Challenge
Reading Intervention Programme
Speech Programme
Occupational Therapy Programme
Music & dance
Physical Education
Italian
HASS
Better Buddies

OSHC

There is an excellent program of before and after school care for students attending Salisbury Primary School. A vacation care program is also offered during holidays. The OSHC is housed in the gymnasium and has car parking and play equipment nearby.

PLAYGROUP

Playgroups operate four times per week in the Community Hub at the school.

COMMUNITY SUPPORT

A Community Hub funded through Schools as Community Hubs and Communities for Children was opened in 2017. The centre has been very successful providing services for over 150 families each week.

The centre provides a range of programmes for families including conversational English, women's groups, playgroup, Read Together (parent reading programme) and art and sewing groups. The centre has also provided support for families in accessing support services. A coordinator has been employed to oversee the centre and support the school in accessing resources.

The Nepalese community worked with the school to establish an Ethnic School which operates each Saturday and is attended by over 200 students.

3. SCHOOL PRIORITIES

Please refer to the 2022-2024 Site Improvement Plan

4.

Curriculum

Subject Offerings

We provide a comprehensive curriculum across the required areas of study of the Australian Curriculum.

These include:

- English
- Mathematics
- HASS
- Science
- Languages -Italian
- The Arts- dance, music, drama, visual arts
- Health and Physical Education
- Technologies

We are committed to developing:

- The best possible academic student success
- A challenging, stimulating, learning environment
- A responsible, cooperative student group
- A socially just school with access and participation for all students and families
- High morale and self esteem for each member of the school community
- Quality improvement processes

Special Needs

There is teacher and SSO support for students with Individual Learning Plans in classrooms.

Student review teams meet twice per term to monitor student welfare and academic progress.

There is a 3-7 Special Options class.

Specialist teachers and BSSO's provide additional support for students identified through the EALD Levels and reading assessments.

The support staff works collaboratively across the site and with external agencies for the benefit of students with special needs.

Teaching Pedagogy

Whole school agreements and scope and sequences (Literacy & Numeracy) have been developed and published. These have ensured consistent practice and content across the site. Wellbeing & Intervention Agreements are currently being developed.

Literacy routines based on current research and evidence including OG, IMSLE, The Writing Revolution & Kilpatrick's phonemic awareness are used across the site. These are included in the Literacy Agreement.

A multi-sensory approach to teaching mathematics using the CRAVE model is used across all classrooms.

Explicit Direct Instruction is used to teach new literacy and mathematic concepts. The EDI lesson design ensures students have the opportunity to review and consolidate previously taught concepts. Lessons are developmentally sequential.

The school is a member of the Orion Partnership and Para Hills 3 Portfolio leadership and staff regularly takes part in partnership initiatives and programmes.

Assessment Procedures and Reporting

Each Class Teacher is committed to open communication with parents. They report student achievement directly to parents through two written reports and parent interviews during the year. BSSOs interpret reports and interviews for families who require this support.

In addition, the school gathers data annually to report student-learning outcomes through the Annual Report, AGM report and systematically publishes information in the Newsletter to give parents an insight into teaching and learning at Salisbury.

5. Sporting Activities

Salisbury Schools have a specialist PE teacher and programme, large, well-equipped grounds. The Primary school participates in a of variety SAPSASA events.

6. Staff (and their welfare)

• Staff Profile

In total on site there are 7 Junior Primary classes and 8 Primary classes and a year 3-7 Special Class.

The majority of the staff have been at the school for more than five years.

• Leadership Structure

A broad-based leadership team is in place, consisting of a Principal, Deputy Principal, Assistant Principal, Well Being Leader and SSO 3.

Teams of teachers develop expertise in areas for improvement. The areas are identified through the analysis of systems data. The teams present and lead professional learning programmes.

• Staff Support Systems

All teachers have engaged in the LDAM process (both at the site and across sites): - analysing data, planning together and moderating student work to assign A-E levels.

Structures are in place to support learning teams to plan and learn together. For example NIT staff has been employed for additional time to release teams for up to 300 minutes each term.

Data processes are used by all staff to track and monitor students literacy and numeracy achievement.

Spotlight Professional Learning and peer observations are provided for new staff and those who need to consolidate skills and knowledge.

Evidence gathered via the External Review and WHS surveys indicated staff morale is high and a highly collegiate culture with a focus on learning exists across the site

The PAC plays an active role all HR processes.

A staff social committee coordinates wellbeing activities.

• **Performance Management**

Learning teams (both year level and across year levels) are released to analyse data, plan and programme and develop and lead the professional learning programme.

Connections between the SIP, PDPs and Performance Development conversations have been made explicit.

PDPs require staff to use the SIP and data to determine goals and actions. PDPs also reflect student outcomes as a result of teacher action.

The leadership team follow a consistent PD process. Classroom observations, weekly walk throughs and providing “just in time” feedback are central to the PD process.

Written feedback is based on ongoing conversations, goals and student achievement outcomes.

• **Access to Special Staff**

Staff and families are able to access a range of agencies and people to support students including:-

Special Educator

Speech Pathologist

Educational Psychologist

IDSC

Behaviour Management

Autism SA

Social Workers

Hearing Support Services

Occupational Therapists

Aboriginal Education Team

Orion Partnership-Occupational Therapists & Speech Therapists

7. School Facilities

• **Buildings and Grounds**

The school has undergone extensive renovations with a cross campus Resource Centre, multi purpose hall and classroom block built in 2010.

The Education Works initiative resulted in a significant upgrade and redevelopment of a new early year’s classroom block, the redevelopment of the administration building, and upgrading the school ICT infrastructure.

Refurbishment of all classrooms through the School Pride initiative occurred during 2009 and 2010. Additional refurbishments of the Primary and JP buildings have occurred in 2013-2018.

The school is approximately 16km north of Adelaide GPO and west of the Main North Road.

The physical facilities of Salisbury Primary School at present include:

- An Administration area
- Music room
- Single and dual classrooms
- Resource Centre (Library)
- A multi-purpose Hall and Gym

- Computer hubs in the Junior Primary and a 1-1 laptop program in the Primary, interactive whiteboards/ Tv's in all classrooms.
- The grounds of the school have been significantly upgraded and are generous in spatial terms, attractive and well maintained. A new 3-7 playground was built in 2018. The JP playground was upgraded in 2021.

• **Student Facilities**

All classrooms have undergone extensive renovations.

Large play areas are available with many constructive options for play. Shaded areas have been provided.

Play equipment and hard play areas have been upgraded.

A bike track was developed as a joint project with the Salisbury Council.

The school has a hot/wet/inclement weather policy.

• **Staff Facilities**

- Staffroom
- Offices and workstations provide formal and informal workspaces.
- The school is well equipped with up-to-date materials for teaching & learning and technology. All staff are provide with a professional library.

• **Access for Students and Staff with Disabilities**

The majority of buildings and foyers are ramped.

The school owns two closed circuit TV's for visually impaired students.

The school has sound fields to support hearing impaired students.

There is car parking for the disabled in the school car park.

Disabled toilets are provided.

8. School Operations

• **Decision Making Structures**

The school has a documented R-6 Decision Making Policy. It is published in the Site Policy Folder.

Staff meetings are conducted weekly.

PAC meets twice per term.

Class meetings and leadership opportunities are in place for students.

Governing Council operates and comprises of up to 15 members. The council meets twice per term.

Sub committees meet regularly these include: - Finance, Canteen, OSHC and Fundraising/Events.

A staff committee manages the curriculum budget.

Resource Centre committee (student, staff and leadership reps) manage the resources and organisation of the Resource Centre.

Regular Publications

- Parent Handbook
- Staff Information/Induction folder
- 3 Newsletters per term
- Electronic staff daybook & calendar
- Electronic communication via the Skoolbag app.& Class DoJo
- Facebook Page

Other Communication

- Acquaintance Sessions
- Parent Teacher Interviews
- Student Report Cards
- Classroom newsletters
- Student communication books/diaries.
- Assemblies (3 per term)

School Financial Position

The Governing Council and Finance subcommittee oversee the financial situation. The school has a strong financial position.

9. Local Community

• General Characteristics

Salisbury Primary School has an acknowledged history of positive traditions and sense of community. Salisbury District is 150 years old, has a diverse population and a growing population of Aboriginal and EALD families.

There is a variety of industry and housing in the district. A TAFE college and a modern Public Library and Community Hub are nearby. The school is located in the heart of the Salisbury Central Business District.

• Parent and Community Involvement

Parent and community participation is welcomed and highly regarded and is available through a range of strategies including excursions, sporting activities, school focus days, Governing Council and various committees and community workshops.

• Feeder Kindergartens/Preschools/Childcare Centres

Brahma Lodge Kindergarten, Paralowie Kindergarten, Salisbury Kindergarten, Salisbury Lutheran Kindergarten, Lantana Kindergarten, Madison Park Kindergarten, Salisbury Park Kindergarten, Dorothy Hughes Kindergarten, Highway Child Care Centre, Graces Child Care Centre, Oasis Childcare Centre.

• Other Local Care and Educational Facilities

The school is situated close to Parabanks Shopping area, churches and medical centres.