

## **SCHOOL CONTEXT STATEMENT** updated 2020

**School number: 1041**

**School name: SALISBURY PRIMARY SCHOOL**

### **1. General information**

#### **Part A**

- Principal  
Carol Scerri
- Deputy Principal  
Jennifer Young
- Senior Leader  
Leah Draper
- Counsellor  
Karen Mulyono
- 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)
  - School Counsellor 1.0
  - EALD 1.4
  - AECO 12 hours

#### **Enrolment Trends**

Numbers of children who attend the school has slightly increased over the last twelve months with an increase in reception students.

#### **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 21<sup>st</sup> 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-7 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 388 students, comprising 8 Junior Primary and 8 Primary classes. On site is a Primary Special Class.

There has been an increase in the number of EALD students over the past five years. 65% of the students are from EALD backgrounds; 1 in 4 students are refugees.

The school population also includes 4% Aboriginal students, 10% students with disabilities, 3% children or young people in care and 53% 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.

A daily breakfast programme is available for all students. The programme is sponsored by Kick Start for Kids and operated by staff, students and families.

A social worker is employed two days per week to support the implementation of the Well Being Classroom programme across the school. The programme is resourced through Communities for Children.

### **Support Offered**

The school operates a number of intervention programs to develop a success orientated learning environment. Special Education options are available and guided by student review teams which include leadership and classroom teachers.

The literacy intervention programme is provided by teachers who follow the IMSLE approach. There is one Special Education class (Primary).

### **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-7 School Counsellor (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 leaders, breakfast programme leaders and ACE.

## **Special Programmes**

- Well Being Classroom
- Special Class Primary
- IMSLE phonics
- Choir
- SAPSASA
- Premiers Reading Challenge
- Reading Intervention Programme
- Speech Programme
- Occupational Therapy Programme
- Music & dance
- Physical Education
- Italian
- HASS
- The Well Being Classroom
- Better Buddies
- Kick Start for Kids

## **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 new gymnasium and has car parking and play equipment nearby.

## **PLAYGROUP**

Playgroups resourced by Save the Children operate twice per week at the school.

## **COMMUNITY SUPPORT**

A family centre funded through Schools as Community Hubs and Communities for Children was opened in 2017. The centre has been very successful providing services for over 100 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 2018-2021 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
- 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 Negotiated Education Plans in classrooms.

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

There is a 3-7 Special Education class.

A full time School Counsellor works R-7.

EALD 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.

Consistent literacy routines are used across the site. These are included in the Literacy Agreement.

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 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 8 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. There are 4 new classroom teachers in 2020.

### **• Leadership Structure**

A broad based leadership team is in place, consisting of one Principal, one Deputy Principal, one Assistant Principal, one School Counsellor and one 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 workbooks are used by all staff to track and monitor students literacy and numeracy achievement.

Spotlight Professional Learning is 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 and providing “just in time” feedback are central to the PD process. Leadership allocate time for regular classroom observations.

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

## **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 R-7 Administration area
- A Primary Special Education Centre. The Special Class was upgraded in 2017.
- Single and dual classrooms
- Resource Centre
- Two Multi-purpose Halls/gym

- Computer hubs throughout the school, interactive whiteboards or projectors 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.

#### • **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 and Learning. All staff are provided 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-7 Decision Making Policy. It is published in the Site Policy Folder.

Staff meetings are conducted weekly.

PAC meets twice per term (minimum).

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, Grounds, OSHC and Fundraising.

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 bulletin
- Electronic communication via the Skoolbag app.

#### **Other Communication**

- Acquaintance Sessions
- Parent Teacher Interviews
- Student Report Cards
- Classroom newsletters
- Student communication books/diaries.
- Assemblies (4 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 Class Support, 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.