



SCHOOL CONTEXT STATEMENT

Updated: 09/20

School number: 0664

School name: Salisbury North R-7 School

School Profile:

The Salisbury North vision is, *'We are a compassionate learning community which nurtures a resilient mindset and curious learners with high expectations and hope for the future. We do this by promoting quality teaching and learning and acknowledging diversity through our relationships, achievement and our engaging environment.'*

Our focus is to uphold a **strengths based** approach where we maintain high expectations for all of our learners and acknowledge what they know and can do and work towards providing rigor and challenge for all. **Student voice** is of vital importance and our **SWAT** (Students Working Actively Together) team lead our student governing body and work hard to keep our school a fair and fun place to be.

Using the principles of **Positive Education** we encourage a growth mindset to learning where we learn from trying hard, taking risks, making mistakes and using our character strengths to grow and progress as learners and citizens.

The school embraces **community involvement** through our volunteer and parent engagement program, supporting and working closely and collaboratively with our families to provide the best outcomes for our learners. We also work in partnership with local community groups and Bagster Community Centre to provide wellbeing support programs to families.

Our site includes an **Intensive English Language Program** (IELP), consisting of 9 classes and more than 20 different cultures. This brings a wealth of multiculturalism and diversity to our site.

Dorothy Hughes Kindergarten shares our site and operates collaboratively with the school in a variety of ways including; attendance at assemblies to support transition from Kindergarten to Reception. We also collaborate and share our site with an annex of the Bowden Brompton Community School.

1. General information

School Principal name: Catherine Cox-Walliss

IELP Assistant Principal: Stefan Parente

Assistant Principals: Brooke Scott and Beth Dorsman

Student Wellbeing Leaders: Paul Cafcakis and Rachael Williams-Barry

Senior leader Literacy: Ali Beard

Nationally Certified Highly Accomplished Teacher: Brooke Scott

Year of opening: 1953, Primary and Junior Primary merged in 1996

Postal Address: 38 Bagster Road, SALISBURY NORTH, SA 5108

Location Address: 38 Bagster Road, SALISBURY NORTH, SA 5108

DECD Region: Para Hills, Orion Partnership

Geographical location – Road distance from GPO: 22km

Telephone number: (08) 82581519

Fax Number: (08) 8281 5862

School website address: www.salisburynorth.sa.edu.au

School e-mail address: dl.0664.info@schools.sa.edu.au

Local Kindergarten: Dorothy Hughes Kindergarten

Out of School Hours Care (OSHC) service: Yes

February FTE student enrolment:

	2015	2016	2017	2018	2019	2020
<i>IELP</i>	115	110	131	105	122	119
<i>Reception</i>	38	34	44	50	58	48
<i>Year 1</i>	49	39	37	49	50	59
<i>Year 2</i>	41	54	45	36	50	48
<i>Year 3</i>	45	43	51	55	40	53
<i>Year 4</i>	34	39	48	55	56	41
<i>Year 5</i>	36	37	41	43	49	49
<i>Year 6</i>	31	35	40	44	49	50
<i>Year 7</i>	42	31	37	43	48	51
<i>TOTAL</i>	431	422	474	480	522	518
<i>School Card</i>	65	68	70	70	76	77 (329 by 15/9/2020)
<i>NESB</i>	65	68	65	70	59	(0 Approved in Feb, 98 approved by 15/9/2020)
<i>ATSI</i>	17	17	16	15	14	20

Student enrolment trends:

Mainstream classes have been steadily increasing over the past 5 years IELC numbers vary widely but have been consistent within the last 3 years

Staffing numbers (as at February census): 36 FTE

Student Wellbeing Leaders: 2 FTE

Teaching and Learning Coordinators: 2 FTE

Aboriginal Community Education Officer: 35HRS per Week

Non-Teaching Staff (SSOs): SSO1 661.00 HRS per Week

SSO2 199.75 HRS per Week

SSO3 75.00 HRS per Week

Public transport access:

Bus on Downton Avenue. Train access is a 15 minute walk to the Salisbury Interchange.

Special site arrangements:

Weekly collaboration with Bagster Community Centre for local cooking program with Year 3-7 students across the school.

Yearlong transition program with Dorothy Hughes Kindergarten.

2. Students (and their welfare)

General characteristics:

Our student population features 63% School Card, 10% NEP, 70% EALD, 14% Aboriginal, 23% IELP and very high transience. 95% of children in our IELC program are refugees coming from over 40 different countries, many of whom are highly traumatised and require ongoing support.

Student well-being programs:

Extensive pastoral care programs are in place for students and families, including breakfast club for students every morning. Pastoral care initiatives are both a practical and cultural approach of all the community. Salisbury North R-7 have employed a Pastoral Care Worker since 2017 who works with our children as a mentor, to support learning and their social and emotional needs through programs. In addition to this Salisbury North R-7 employ a youth worker who also mentors and supports children and promotes self-regulation strategies through the Connected Self program. Moving forward in 2021 will also be started a program called Grow Wellbeing. Grow Wellbeing provides holistically driven in-school therapy with a focus on preventative mental health.

Student support offered:

Our school has a whole school focus on 3 wave intervention. Teachers are responsible for planning and programming for ALL of the children in their class as opposed to others taking on this responsibility e.g. Spec Ed teacher / ESL teacher or AET. Programming and planning is focused on differentiation where teachers are expected to address the diverse needs of the school population with a focus on Literacy and Numeracy development. To support the work of teachers particularly during literacy and numeracy blocks, we have invested significant additional personnel support in classrooms Monday to Friday between the hours of 8:45 and 1.00.

Support personnel include Leadership team members, 39 SSO's, including BSSO's and a pastoral care worker. Every class teacher has at least one support person during these times. Depending on the complexity of the class (e.g. number of Aboriginal students / ESL or NEP's) some classes can have up to 2 support personnel during a lesson.

We have up to date technology with all classrooms having an interactive whiteboard. There are laptops and iPads available in pods within each space.

Bus Transport is offered for New Arrivals Students

Student management:

Two full time Student Wellbeing Leaders manage a range of programs associated with student behaviour, student wellbeing and social learning. Behaviour development, anti-bullying and wellbeing programs have been critical in supporting teaching and learning at Salisbury North R-7 School. Our programs have helped to support a “culture” of high expectations of learning where students manage their behaviour and learning in a safe and supportive environment.

Student government:

SWAT (Students Working Actively Together) and Wellbeing Committees meet each fortnight. Our student committees play an active role in decision making in the school. There is student representation on Governing Council. They put proposals to Governing Council for discussion and voting. They have equal voting rights as the adults. Student voice is highly valued and has a meaningful place in our school.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

The Salisbury North Site Improvement Plan focuses on the main goals of:

READING

All students increase in growth in reading as Balanced Readers through modelled, guided, and independent reading and an explicit approach to the elements of comprehension.

MATHEMATICS

All students will increase in achievement in mathematics, particularly number sense.

PHONICS

All students will experience quality, explicit teaching and learning in synthetic phonics and phonological awareness.

Staff at Salisbury North R-7 have undertaken significant professional development over the last few years. PD has included, The Balanced Reader, Differentiation with a focus on using data sets (Running Records, PATR, PATM), Language and Literacy Levels, SMARTAR Goal Setting, Trauma Strategies, Positive Education. We complete a Whole School Writing Assessment each year using the Levels document. A coaching model has been established for Literacy and Numeracy. An on-going weekly Professional Development program has been established.

The External Review report in 2016 stated that Salisbury North R-7 School has a strong collaborative culture where teachers use structured time for ongoing professional learning directed at supporting students. A culture of improvement is characterised by effective use of data-informed decision-making in planning and interventions.

4. Curriculum

Subject offerings:

Specialist programs are offered in Health and Physical Education, Digital Technologies, Design and Technology, Science, Music and Aboriginal Languages. A Choir operates and the school participates in the annual Music Festival each year.

Special needs:

We have self-funded two small classes to provide specialist and intensive support in a dedicated setting for students with moderate to high learning and support needs.

In all other classes across the school, teachers support students with additional needs through differentiated learning, in class SSO support.

Teaching methodology:

Assessment for Learning is our focus with data used to differentiate learning opportunities for students. There is an expectation that all teachers work collaboratively to deliver curriculum. Our pedagogy involves a collaborative teaching and learning cycle. We have an emphasis on supporting learners to enter the discourse of schooling, learning and behaviour through explicitly teaching social skills within our curriculum.

Student assessment procedures and reporting

We have whole school assessment procedures including timelines to gather data that informs our programming, planning and early intervention. Assessment and reporting practices support our students to set learning and behaviour goals. The emphasis on students as reflective learners and parents as partners in the education of their children is a high priority.

Our reporting to families includes, Acquaintance Night in Term 1, Student/Parent/Teacher interviews/conversations in term 1, Teacher/Parent interviews Term 3, written reports sent home at the end of term 2 and 4 and snapshots of learning shared with families via the Seesaw App.

Joint programmes:

- A high level of collaboration occurs across the local Orion Partnership of Schools.
- There is an expectation that mainstream and IELP classes work together with their nominated "Buddy Class" This program is highly valued by all staff and supports our strong commitment to building an inclusive and diverse culture in our school.

5. Sporting Activities

The school participates in a wide variety of SAPSASA District competitions. The Salisbury North Football Club is across the road from the school and is a focal point for many community activities. A large percentage of our students play for the Salisbury North Football club. The school runs Sports Day, this is highly successful and has tremendous support from the community. After School Sport is offered through OSHC.

6. Other Co-Curricular Activities

Choir

Children's University

7. Staff (and their welfare)

- Staff profile

The staff profile includes many early career teachers. Staff turnover is low with many staff being here for at least 5 years. We have 43 teaching staff and 39 SSO/BSSOs.

- Leadership structure

Principal, Assistant Principal (IELP), 2 Assistant Principals, 2 Student Wellbeing Leaders, 2 Teaching and Learning Coordinators. Salisbury North is committed to growing and developing leadership capacity. The leadership team shares roles and responsibilities across both Mainstream and New Arrivals classes and curriculum committee has appointed 'team leaders' for each year level team.

- Staff support systems

There is an expectation that all staff work in collaboration with others. Peer support, collaboration and mentoring are a strong feature of staff interactions. Performance and Development processes are focused on our Site Improvement Plan. Staff meet in teams at least 3 times a term. Salisbury North R-7 School aims to have Junior Primary classes of less than 20 students and Primary around 25 students.

- Performance Management

Staff at Salisbury North R-7 identify strongly as part of a dynamic learning community. Consequently, professional learning, participating in further study and mentoring activity are highly valued. Performance development is recognised as an ongoing conversation that contributes to staff learning and growth. Staff at Salisbury North collaborate with colleagues to work towards optimal learning outcomes for students.

8. School Facilities

Buildings and grounds

The school was built as three open space units in 1976. In 2010 these open spaces were refurbished to accommodate separate classrooms. Two quad block transportable buildings were also refurbished in 2010. The administration area was redeveloped in 2001. Our school gymnasium was completed in 2007. An undercover outdoor learning, sandpit and "turf" on all asphalt areas were completed in 2010. A deliberate decision was made to ensure Mainstream and NAP classes are co-located in all buildings to promote cross cultural opportunities. In 2019 we are developing our playground and Nature Play outdoor learning areas.

- Heating and cooling

All classrooms are air conditioned.

- Specialist facilities and equipment

Specialist programs in Science, PE and Health, Digital Technologies and Design and Technology are supported with specialist facilities. The school hall has enhanced the PE program. There is a new outside sensory space and in continual upgrades to classrooms.

- Student facilities

Student facilities include specialist teaching areas, basketball and netball courts, play equipment under solid shade structures and a large oval and soccer pitch. Special inside activities occur for students at lunchtime including, Nature Play, Library (games & reading), gym activities, music club, computing and netball.

- Staff facilities

The staffroom area was upgraded in 2001. A well-equipped teacher resource room was completed in 2007 to support teacher collaboration and planning.

Access for students and staff with disabilities: Yes

Access to bus transport: Yes

9. School Operations

Decision making structures

We follow the Departments decision making policy which is in our staff induction pack. All staff work on a range of committees that reflect the curriculum, special programs and specific needs of the school. Each committee has responsibility for a range of aspects including staff or community professional learning, budget management and information sharing. Any concerns raised are taken to admin meetings or general staff meetings for discussion / decisions as per the decision making policy. Curriculum committee meet twice a term to direct whole school learning and development. These collaborative and democratic structures allows for a diverse range of voices to influence decision-making processes.

Governing Council meet twice per term and consists of staff, student and parent representatives.

- Regular publications:
 - School Newsletter
- Other communication:
 - Skool Bag App
 - Seesaw App
 - MGM
- School financial position

The school is in a sound financial position.

10. Local Community

General characteristics

Our community is a strong, proud and loyal group. Many parents attended this school as students themselves. We are in an area with a high Housing Trust occupancy and a very high level of transience.

Parent and community involvement

Governing Council and parent volunteers are active in the school. Two SSO's have been appointed to drive our Parent Engagement Strategy at Salisbury North R-7, this has resulted in morning and afternoon teas to increase our Parent Engagement.

Feeder or destination schools

Dorothy Hughes Kindergarten is our main feeder centre for new reception students. Salisbury High School and Paralowie R-12 School are the main destinations for our exiting year seven students.

Other local care and educational facilities

Bagster Community Centre provides care facilities including Playgroup and Parenting workshops.

Commercial/industrial and shopping facilities

The school is located on Bagster Road, which is the main shopping precinct of Salisbury North. This street offers a supermarket, range of specialty shops and a medical centre.

Other local facilities

On Bagster road:

Salisbury North Football Club

Medical Centre

Pharmacy

Availability of staff

housing *No*

Accessibility

Metropolitan school

Local Government

body *Salisbury Council*

11. Further Comments