



# SCHOOL CONTEXT STATEMENT

Updated: 02/24

**School number:** 0664

**School name:** Salisbury North Primary School

## School Profile:

Salisbury North Primary School is dedicated to instilling core values of honesty, respect, responsibility, teamwork, and achievement in both students and staff. Committed to fostering a culture of high expectations, we aspire to empower our students, staff, and community members to create literate, numerate, and resilient young individuals with choices.

Our teaching approach is grounded in Explicit Direct Instruction (EDI) principles, supported by cognitive load theory, ensuring effective and engaging learning experiences. With an enrolment ranging from 340 to 350 students in 2023, Salisbury North PS is a Category 2 school according to the Department for Education Index of Educational Disadvantage. Embracing diversity, our student body comprises 15% Aboriginal students, 12% students with disabilities, and 40% students from English as an additional language or dialect (EALD) funded backgrounds, with an additional 1% of children/young people in care.

Recognising the significance of student voice, our SWAT (Student Wellbeing Action Team) collaborates with the governing council to drive positive change throughout the school. Our partnership with Dorothy Hughes Kindergarten is an integral part of our community, supporting transitions from Kindergarten to Reception. Additionally, we share our site with an annex of the Bowden Brompton Community School.

Salisbury North PS operates as a Positive Behaviour for Learning (PBL) school, fostering a structured and predictable learning environment to enhance student success. Our achievements extend beyond academics, encompassing community engagement, sporting endeavours such as SAPSASA and the Arts. By providing specialist programs and a supportive welfare framework, we are shaping well-rounded individuals poised for a future of choice and success.

# 1. General information

School Principal name: Stefan Parente

Assistant Principals: Brooke Scott and Julieanne Teague

Student Wellbeing Leader: Vicki Warrick

Inclusion Leader: Amber Kothe

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) 8258 1519

Fax Number: (08) 8281 5862

School website address: [www.salisburynorth.sa.edu.au](http://www.salisburynorth.sa.edu.au)

School e-mail address: [dl.0664.info@schools.sa.edu.au](mailto:dl.0664.info@schools.sa.edu.au)

Local Kindergarten: Dorothy Hughes Kindergarten

Out of School Hours Care (OSHC) service: No

February FTE student enrolment:

	2018	2019	2020	2021	2022	2023
<i>IELP</i>	105	122	119	67	N/A	N/A
<i>Reception</i>	50	58	48	40	53	45
<i>Year 1</i>	49	50	59	46	54	47
<i>Year 2</i>	36	50	48	50	50	52
<i>Year 3</i>	55	40	53	46	53	42
<i>Year 4</i>	55	56	41	43	50	54
<i>Year 5</i>	43	49	49	57	63	42
<i>Year 6</i>	44	49	50	44	59	58
<i>Year 7</i>	43	48	51	N/A	N/A	N/A
<i>TOTAL</i>	480	522	518	392	382	340
<i>School Card</i>	70	76	77			183
<i>NESB</i>	70	59	98			233
<i>ATSI</i>	15	14	20	42	60	52

Student enrolment trends:

Loss of Year 7s and IELP affected student enrolment numbers.

Mainstream enrolments trended downward across 2021 and 2022 into 2023. Smaller cohorts of receptions coming through.

Staffing numbers (as at February census):

Teaching Staff: 19 FTE  
Student Wellbeing Leaders: 1 FTE  
Aboriginal Community Education Officer: 56 HRS per Week  
Non-Teaching Staff (SSOs): SSO1 334.00 HRS per Week  
SSO2 132.00 HRS per Week  
SSO3 37.50 HRS per Week

Public transport access:

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

Special site arrangements:

Yearlong transition program with Dorothy Hughes Kindergarten.

## 2. Students (and their welfare)

General characteristics:

Our student body comprises 15% Aboriginal students, 12% students with disabilities, and 40% students from English as an additional language or dialect (EALD) funded backgrounds, with an additional 1% of children/young people in care. We regularly face the challenges of transience and attendance/lateness.

Student well-being programs:

Extensive pastoral care programs are in place for students and families, including breakfast club for students every morning. Salisbury North 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. We access support of OTs via the Department's self-regulation service. They are assisting us with upskilling our staff in approaching student regulation and creating a regulation space to support our students with these needs. We have also employed a Wellbeing SSO who works 1:1 and in small groups with students. She will manage this space when it is complete. We are currently rolling out Tier 1 of the PBL program school wide and working to embed this in our school to support student behavioural success.

Student support offered:

Our school has a whole school focus on Tiered intervention. Classroom teachers plan for and deliver Tier 1 and 2 instruction in the classroom. Tier 3 intervention is managed by the assistant principal and is carried out by an AET, Literacy Intervention Teacher and Intervention SSOs. The intervention is targeted based on reading and spelling data to ensure it is targeted to student needs.

Our Inclusion Leader works closely with outside agencies and Student Support Services to ensure our students with additional needs are catered for. Data is collected via ABC charts, observations and other means to support in securing IESP funding support to ensure student's needs are met. SSO support in classroom is significant between 8:45am and 12:00pm before Tier 3 intervention programs begin across the site.

### Student management:

Our Wellbeing Leader and Inclusion Leader 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 Primary 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 Wellbeing Action Team) meet three times per term. Our student committee plays 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.

## 2. 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**

To increase achievement across R-6 in Reading.

#### **MATHEMATICS**

To increase achievement across R-6 in Numeracy.

Staff at Salisbury North Primary School have undertaken significant professional development across 2023. PD has included, the Science of Reading and related reading models, Phonics and Morphology instruction, Positive Behaviour for Learning, Explicit Direct Instruction and Cognitive Load Theory, Autism support, trauma informed responses to behaviour, self regulation and the Zones of Regulation etc. Data is collected throughout the year for assessments such as PGC, PLD Spelling, DIBELS, PAST and Heggerty to monitor impact of instruction. PLCs have been established using a Sprint Model in which a problem is identified, focused evidence informed strategies are explored and trialled in short bursts to monitor progress. Protocols and data are used to monitor student outcomes and decisions regarding continued use of strategies are decided as a team. We are fostering a culture of improvement 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:

Teachers support students with additional needs through differentiated learning, in class SSO support and IESP SSO Support. This is overseen by the Inclusion Leader who liaises with Student Support Services and outside agencies, creates IESP funding applications and manages IESP support timetables. SRT meetings are organised twice termly to discuss concerns and manage student needs.

### Teaching methodology:

Our teaching approach is grounded in Explicit Direct Instruction (EDI) principles, supported by cognitive load theory, ensuring effective and engaging learning experiences. We ensure that students have multiple exposures and repetitions of new learning well beyond the initial learning experience. We use EDI's engagements norms, TAPPLE and the lesson structure when planning for teaching and learning.

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

### Student assessment procedures and reporting

We follow a whole school Assessment and Engagement Schedule which outlines a timeline for assessments across the year and provides links to assessment procedures and data housing spreadsheets. 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. We also encourage open communication between families and teachers.

## 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.

## 6. Other Co-Curricular Activities

*Choir*

*Children's University*

*Go Foundation*

*Premier's Reading Challenge*

*Premier's Be Active Challenge*

## 7. Staff (and their welfare)

- Staff profile

The staff profile includes many early career teachers. Staff turnover has been high the past few years, but has steadied recently. We currently have 8 JP classes and 7 Primary classes.

- Leadership structure

Principal, 2 Assistant Principals, a Student Wellbeing Leader and an Inclusion Leader. Salisbury North is committed to growing and developing leadership capacity. Each member's role includes being in classes, developing, supporting and coaching our young teaching staff.

- 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 meetings occur weekly and PLCs 3 times per term. Salisbury North Primary School aims to have Junior Primary classes of less than 20 students and Primary around 28 students.

- Performance Management

Staff at Salisbury North Primary School 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. 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. In 2017, a greenhouse and rainwater tank were installed for STEM. A new playground was erected in 2018 for Year 3-7. In 2020, the front office area received a significant upgrade, as did the classroom and unit spaces. New carpets/flooring, storage and painting took place. In 2023, the "Blue Units" were demolished leaving a large new area to utilise. A JP oval/green space was created for R-2 students and 2024 will see the development of a JP Nature Play space. Secure fencing was also erected between the JP play space and the staff carpark.

- 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, computing and netball.

- Staff facilities

The staffroom area was upgraded in 2023. It is newly furnished, carpeted and painted. 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: No

## 10. School Operations

### Decision making structures

We follow our site Decision Making Procedure that was created in 2023 with staff input. 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 Unit Meetings, which occur 3 times per term, for discussion. These collaborative and democratic structures allow for a diverse range of voices to influence decision-making processes. PAC meet twice per term to discuss HR matters pertaining to the school. Governing Council meet twice per term and consists of staff, student and parent representatives.

- Regular publications:
  - School Newsletter (Weeks 3, 6 and 9)
- Other communication:
  - Seesaw App
  - Academy (Text)
  - School email
- School financial position

The school is in a sound financial position.

## 11. 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. We are conducting weekly morning tea and information sessions for our Aboriginal families and will begin a fundraising committee. We work closely with Salisbury North Football Club and surrounding schools.



### 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 six 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. This street offers a range of specialty shops and a medical centre. Not far, on White's Road, is a supermarket and pharmacy.

### 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*

## 12. Further Comments

