SCHOOL CONTEXT STATEMENT

Updated: September 2011

School number: 0664

School name: Salisbury North R-7 School

1. General information

School Name: SALISBURY NORTH R-7 SCHOOL
School No.: 0664
Principal: Michael Legg
Postal Address: 38 Bagster Road, Salisbury North 5108
Location Address: 38 Bagster Road, Salisbury North 5108
District: Salisbury
Distance from GPO: 22 kms
Kindergarten: Dorothy Hughes Kindergarten

February FTE Enrolment

<table>
<thead>
<tr>
<th>Class Level</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>Reception</td>
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<td>Year 2</td>
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<td>Year 7</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>318</strong></td>
<td><strong>308</strong></td>
<td><strong>329</strong></td>
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School Card % 78% 59% 63% 65%
Learners who learn English as a second language 60% 60% 70% 70%
Aboriginal Enrolment 62 43 39 44

Part B

- Deputy Principal’s name
  Tanja Antoun
- Senior Leader 1 NAP
  Bruno Auzins
- School website address
  www.salisburynorth.sa.edu.au
- School e-mail address
  admin@salisburynorth.sa.edu.au
- Staffing numbers
  31 FTE
- OSHC
  OSHC after school, and Vacation Care programs.
- Enrolment trends
  Numbers increasing significantly in the New Arrivals Program (NAP) from 6 classes in 2009 to 10 classes in 2011. The New Arrivals Program has been through a rapid increase in the last six months as Anglicare settles more families in the northern suburbs, due to more affordable rental opportunities. Remainder of the school has experienced a slight decline in numbers.
• Special arrangements
  The Dorothy Hughes Kindergarten shares the site, and operates collaboratively with the school. The school collaborates with Bagster House, the local community house in the management of projects to serve the community.

• Year of opening
  Salisbury North Primary and Junior Primary were established in 1953. The combined current Primary and Junior Primary was established in January 1996.

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

2. Students (and their welfare)

• General characteristics
  Our student population features 65% School Card, 20% NEP, 70% ESL, 20% Aboriginal, 33% NAP (10 New Arrivals Program Classes) and very high transience (approx 30% turnover of students per year).
  We currently have 135 children in our New Arrivals Program - 95% of these children are refugees coming from over 35 different countries, many of whom are highly traumatised and require ongoing support.

• (Pastoral) care programs
  Extensive pastoral care programs are inplace for students and families, including breakfast club for students every morning. Pastoral care is both a practical and cultural approach of all staff at Salisbury North R-7. A pastoral care worker has been employed since 2008.

• Support offered
  There have been significant changes over the last couple of years where:
  - Teachers are responsible for planning and programming for ALL of the children in their class as opposed to others taking on this responsibility eg Spec Ed teacher / ESL teacher / AET / Mentors / SSO’s and BSSOs. Teachers are expected to maintain a range of programs to address the diverse needs of the school population with the focus being Literacy and Numeracy development.
  - We have “intensive literacy and numeracy blocks. We’ve timetabled our day to maximise personnel support in classrooms from Monday to Thursday between the hours of 9.15 and 1.00.
  - Support personnel include Special Education Teacher, AB Ed Teacher, Leadership team, SSO’s, Aboriginal Mentors and FLO Service Providers, volunteers, pastoral care worker are supporting classroom teachers during these times. Every class teacher has at least one support person during these times. Depending on the complexity of the class (eg. number of Aboriginal students / ESL or NEP’s) some classes can have up to 3 support personnel during a lesson.
  - All classrooms have an interactive whiteboard. JP classes have 7 computers in their rooms.
  - Primary classes have 12 computers in their rooms (includes the use of wireless laptops)
  - Bus Transport is offered for New Arrivals Students

• Student management
  Two full time Counsellors oversee a range of programs associated with student behaviour, student welfare and social learning. Behaviour management and anti harassment programs are critical at Salisbury North R-7, and are continually reviewed. Students learning to manage their behaviour are supported through explicit teaching of school values, behaviour and learning goals set in collaboration with parents. A continuing focus for staff, community and student training is approaching behaviour management issues from a learning point of view. Salisbury North staff utilise inquiry approaches to better meet the learning and behaviour needs of students, within the DECS Learner Wellbeing framework.

• Student government
  SRC meets each week. The SRC is broken into forums where students work on particular topics of interest to them, such as improving their school yard. Proposals from SRC are considered at both staff and Governing Council meetings. We aim to have consensus from all three groups for major issues within the school. Our aim is to also ensure that student voice has a meaningful place within the school.
Special programmes
A strong focus on a range of innovative literacy practice operates across the school. These programs incorporate whole school assessment of Reading and Writing. Literacy Focus Time, Accelerated Literacy and ESL methodologies as well as a focus on oral Language development in the Early Years. Coordinated early intervention programs include Rocket Reading, Guided Reading, Special Education support and Speech programs. We are in the process of establishing a Coordination program for R-1 students.

3. Key School Policies

• Site Learning Plan and other key statements or policies
  Our Site Learning Plan focuses on three strategic priorities:
  • Literacy
  • Numeracy
  • Wellbeing

• Recent key outcomes
  Staff at Salisbury North have undertaken significant professional development over the last few years. We are a SILA school and PD has included, How Language Works, TESMC, Understanding By Design, Differentiation with a focus on using data sets (Running Records, Torch), Spelling. We do a Whole School Writing Assessment each year using ESL Scales. Year 7 2011 NAPLAN results were close to the State Mean.

4. Curriculum

• Subject offerings
  Specialist programs are offered in Physical Education, Drama, Science. A senior Choir operates and the school participates in the annual Music Festival each year.
  The 0.9 Special Education Teacher, 0.6 Aboriginal Education Teacher, 0.2 Aboriginal Languages, ACE0.

• Special curriculum features
  All 21 classes offer an Accelerated Literacy program to support student's literacy engagement and achievement. Accelerated Literacy, based on the work of Brian Gray, Wendy Cowey and David Rose, has been implemented at Salisbury North for the past Eleven years with very positive results, especially for Aboriginal and ESL students.

• Teaching methodology
  Our pedagogy involves collaborative teaching and learning and explicit literacy teaching practices. We are currently working to extend our knowledge of explicit literacy teaching to support learners to be able to break down mathematical problems and access mathematical thinking as numerate learners. We have an emphasis on supporting learners to enter the discourse of schooling, learning and behaviour through explicitly teaching social skills within our wellbeing curriculum.

• Assessment procedures and reporting
  Whole school Reading and Writing Assessments inform programming, planning and early intervention. Assessment and reporting practice reflects the diverse needs of students and the community with an increasing emphasis on learners setting learning and behaviour goals. The emphasis on students as reflective learners and parents as partners with teachers in this process is a high priority. All Salisbury North teachers are working through the new Australian Curriculum.

• Joint programmes
  A high level of collaboration occurs across the local 5108 Cluster of Schools.
  There is an expectation that mainstream and NAP classes work together with their nominated “Buddy Class” This program is highly valued by all staff and supports out 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 a PE
Fun Day each year as an alternative to a competitive Sports Day. This is highly successful and has tremendous support from the community.

6. **Staff (and their welfare)**

- **Staff profile**
  Almost all staff at Salisbury North Primary have won the opportunity to work at the school through an application process. Many staff elect to work in a school with a high degree of educational disadvantage as a career choice. Our ancillary staff live within the local community and as such are highly valued members of our school, providing considerable expertise, knowledge and advice to teaching staff.

- **Leadership structure**
  Principal, Deputy Principal, Senior Leader (NAP), 2 School Counsellors, Literacy and Numeracy Coordinators. Salisbury North is committed to growing and developing leadership skills, density and depth. The leadership team works as school. As a team we share roles and responsibilities across both Mainstream and New Arrivals classes.

- **Staff support systems**
  Peer support, collaboration and mentoring are a strong feature of staff interactions, and performance development systems are based on trust and support. Staff meet in teams at least 3 times a term. High levels of team teaching and critical collaboration are valued. As a school with Category 1 Index of Educational Disadvantage, Salisbury North R-7 School aims to have Junior Primary classes of around 20 students and Primary 25 students.

- **Performance Development**
  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.

7. **Incentives, support and award conditions for Staff**

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. A school hall and gymnasium was completed in 2007. An undercover outdoor learning, sandpit and “turf on all asphalt areas was 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.

- **Cooling**
  All classrooms are air conditioned.

- **Specialist facilities**
  Specialist programs in Science, PE and the The Arts are supported with specialist facilities. The new school hall has enhanced the PE program. There are two computer suites available.

- **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, Nunga room (games), gym activities, art, library, 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.
9. **School Operations**

- **Decision making structures**
  
  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 issues can be put to the Planning Committee, who meets weekly, where this is an opportunity for staff to raise any concerns or other issues from particular staff members. These issues or concerns may be taken to admin meetings or general staff meetings for discussion / decisions. These collaborative and democratic structures allow for a diverse range of voices to influence decision-making processes. We updated our decision-making policy in 2009.

- **Regular publications**
  
  School Newsletter

- **School financial position**
  
  The school is in a sound financial position.

- **Special funding**
  
  The school generates income from grants received as a result of research projects, and has a Category 1 Index of Educational Disadvantage, consequently a range of research and learning projects from both DECS and the Commonwealth Government are active within the school.

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.

  The Salisbury North Urban Improvement Project, a joint urban renewal project involving Salisbury Council and the Housing Trust has recently been completed.

  Many families choose to transport their children to the school from new locations.

- **Parent and community involvement**
  
  Governing Council and parent volunteers are active in the school. We are well supported by our community in a diverse range of activities both within and outside of the classroom. For example parent volunteers manage and run Breakfast Club.

- **Feeder 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 House 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**
  
  The Bagster Community House is close by, as are several other community facilities such as the Salisbury North Football Club.

- **Availability of staff housing**
  
  No

- **Local Government body**
  
  Salisbury Council is strongly committed to community development projects in the area.