SCHOOL CONTEXT STATEMENT

Updated 05/18

School number: 1194

School name: Salisbury Downs Primary School

1. General information

Part A

School Name: SALISBURY DOWNS PRIMARY SCHOOL

School No: 1194

Courier: Salisbury

Principal: Mr Ian Marlow

Postal Address: PO Box 224, Salisbury 5108

Location Address: 39 Paramount Road, Salisbury Downs 5108

Partnership: Orion

Distance from GPO: 17km Phone: 08 82587560

CPC attached: No Fax: 08 82815860

February FTE Enrolment

PRIMARY	2014	2015	2016	2017	2018
Reception	44	34	43	43	37
Year 1	40	45	44	45	39
Year 2	42	36	45	45	45
Year 3	45	42	39	47	47
Year 4	37	48	47	40	42
Year 5	30	37	52	44	46
Year 6	42	37	41	50	48
Year 7	38	43	37	40	51
TOTAL	318	322	348	354	355
Male FTE	166	164	170	174	170
Female FTE	152	158	178	180	185
School Card	135	137	142	148	143
NESB	71	73	76	87	89
ASTI	22	19	24	28	32

Part B

Deputy Principal:	Mr David Bentley
Wellbeing Coordinator:	Ms Cheryl Taylor
School web address:	www.sdps.sa.edu.au
School email address:	dl.1194.info@schools.sa.edu.au
Staffing numbers:	39.04 FTE in 2017
Enrolment trends:	gradual increase after some years of decline
Year of opening:	1975
Public transport access:	Short walk to bus, longer walk to train.

2. Students (and their welfare):

- General characteristics:
  Salisbury Downs Primary School has students across 14 classes from Reception to Year 7, comprised of 6 Early Years, 4 Primary Years and 4 Middle Years classes. Our Index of Educational Disadvantage is Category 3 (DECD) with our ICSEA (Index of Community Socio-Educational Advantage) value being rated as 932 from the Federal Government. There are approximately 41% of students on School Card, 26% identify as coming from non-English Speaking Backgrounds and about 9% of our students are Aboriginal. Salisbury Downs is a school of moderate complexity with students from over 30 countries (1st and 2nd generation).

- There has been a gradual increase of student numbers in recent years following a decline in the overall level of enrolment since 2005 – this is generally reflected across the Salisbury Council area as a product of the aging of the community as a whole. It is predicted that Salisbury Downs Primary School will maintain enrolments in the 350 - 360 range for the foreseeable future.

- Care programs:
  The school has a focus on proactive Social Learning in all classes. We utilise a site-developed scheme – the Ripples program – at the beginning of the year to assist with a successful return to school. This program incorporates elements of Play is the Way and associated wellbeing activities. In mid 2009, we introduced Play is the Way (see www.playistheway.com.au) as our preferred method of student behaviour support. The Wellbeing Coordinator and the leadership team work together with parents and community groups to provide ongoing support to families and students.

  - Support offered:
    Currently the school provides 1.21 FTE Special Education support time which is combined with 0.37 FTE EALD and 60 hours SSO time to provide ongoing learning support both in class and by withdrawal. Programs include: Special Education; Speech Support; EALD; Reading Assistance – Buzz Club ASD, Rainbow Reading; Early Intervention; Phonemic Awarenes, Guidance and Speech support services provide regular assistance to staff in developing programs to meet learners' needs. An intensive literacy development program (which we have named *Buzzy Bees*) operates for each Early Years class on four days every week. In 2011 the Salisbury Downs Early Years team

introduced a systematic program for ensuring our youngest students are exposed to the fundamental elements of learning to read and write. Jolly Phonics is a fun and child centred approach to teaching literacy. With actions for each of the 42 letter sounds, this multi-sensory method is very motivating for children and teachers. The letter sounds are split into seven groups, but the sounds are taught in a specific order (not alphabetically). This enables children to begin building simple words as early as possible. This is followed up with The Words Their Way approach to spelling as students' progress through much of the school

- Student Management:
  The school's Behaviour Code clearly defines expectations of students. This is based upon the principle of Play is the Way and Restorative Practice. Support is clearly stated and are consistently applied. We open the "Ripple Room" at lunch breaks to assist those students who feel unable to play safely in the yard. Each class develops a Code of Cooperation and a flow chart of consequence for continued inappropriate behaviour guide staff in the actions. We make good use of the Call Home strategy whereby students who continue to display unacceptable behaviour make a telephone call to their parent/caregiver to explain their poor behaviour choices. This call is supported by the teacher who is also expected to engage with the parent/caregiver to determine the next course of action. All strategies employed are consistent across the school from Reception to Year 7. The Wellbeing Coordinator runs specific proactive programs that build community capacity – these programs include anger management, grief and loss, bullying, cyber bullying and student initiated curriculum.

- Student government:
  The school has establish a SWAT student voice team (Students Working Actively Together) These students help make decisions about the way our school works and informs the staff on any points of interest from our student body. There are a number of programs run by our students including support for our younger students both in the classroom and in the yard.

- Special programs;
  Commitment to SAPSASA with a variety of sports represented for both boys and girls. The emphasis is on fair and respectful participation while representing the school. Instrumental music lessons are provided by outside provide. We are a Children's University school. Children's University provides students with exciting free range learning activities outside your day to day school work, whether that be before school, lunch time, after school, in the school holidays etc. The best part about Children's University is that it's voluntary, so students get to choose what activities they would like to do, where, when and how they would like to do them. The things students learn about will always be able to be connected to something that could be studied at a university. In School Psychology operates from our site delivering free psychological services in school settings to children, adolescents and their families In-School Psychology's service is bulk billed to Medicare through the Better Access to Mental Health Care initiative.
  A community playgroup program, is run weekly by one of our Schools Services Officers to assist families with pre-school children to build literacy and parenting skills. An ethnic-based community group (Burmese) meets weekly to assist with community issues.

- The Better Behaviour Centre has been established within the campus – it aims to re-engage small groups of students with the general school operations and curriculum. The BBC draws students from across the Northern Adelaide Region.

3. Key School Policies:

MISSION STATEMENT;

Our school mission statement and motto is: ***"Learning Together".***

Participate To Progress - At Salisbury Downs Primary School:
We expect all students to participate with 100% effort for 100% of the time in all aspects of their schooling, irrespective of outcomes achieved or the people they work with. A Growth Mindset is supported and actively encouraged. Formative assessment strategies are used to constantly keep students in touch with their current and future learning needs.

VALUES:

Our shared values are:
Courage
Good Manners
Friendliness
Compassion
Persistence
Tolerance

We have reviewed our values and mission statement to both maintain currency with our school community (their values, their views and their opinions) and to align our school values /virtues to our newly-developed Play is the Way context.

For students this means:

- To provide a safe, inclusive learning environment where students are empowered to achieve their maximum learning potential.
- To teach students to take risks, solve problems and to become independent learners, capable of adapting to technological and sociological changes.
- To teach students to take pride in themselves, their family and their school while respecting others.

For staff this means:
To develop a supportive work environment that:

- Encourages and provides opportunities for the development of skills and the enhancement of performance.
- Enhances career opportunities.
- Provides relevant, meaningful, planned, current and supportive professional learning.

For parents/caregivers this means:
To keep parents and caregivers informed about learning and empowered to:

- Be involved in school and classroom programs.
- Participate in the decision-making process.
- Be supportive of staff and students in achieving goals.

We also follow the Golden Rule: "Treat others as you would like them to treat you."

Staff Professional Learning:

- All staff (teaching, support and ancillary) have received in-depth and on-going professional learning based on building their capacity to lead the learning of students. This has been accomplished through regular training using scheduled staff meeting times and specific Professional Learning Communities.

- Special needs: 1.21 FTE Special Education salary plus dedicated SSO hours for Speech, Language and early intervention.

- Special curriculum features:
  NIT Science – Reception to Year 7 plus classroom based Science units
  NIT Physical Education
  NIT Auslan as our Language Other Than English across the school
  Walker Learning Approach - The WLA is a pedagogical approach developing the whole child within an intentional 'play' environment, focusing on Oral Language, Executive Function and SEL. It enables children to be self-directed in their learning to investigate and explore concepts that they are developmentally, physically, socially and academically ready for.
  Jolly Phonics in all Early Years classes as a tool for language acquisition.
  Targeted Reading support program to assist struggling readers
  Intensive literacy immersion program "Buzzy Bees" for all Early Year classes
- Social skills program (Ripples Program) taught across the school at the commencement of each year.
- Assessment and Reporting procedures:
  Interviews Term 1 (mandatory) and Term 3 (optional). Written reports at the end of Terms 2 and 4. NAPLaN – National Literacy and Numeracy Tests in Years 3, 5 and 7. Standardised testing – SPAT-R; PAT-R, PAT-M and SA Spelling Test.

4. Sporting Activities:

Participation in District SAPSASA carnivals
Representation in District SAPSASA teams
School PE/Sport programs
Annual Sports Day

5. Other Co-Curricular Activities:

General:

- Camps, incursions and excursions supported by school and Governing Council (subsidised when required).
- Charity fundraising – Jump Rope for Heart, Canteen as SRC initiatives
- Cultural activities: Choir – ACAW – Book Week- Reconciliation – NADOC

Joint Programs:

- There is a positive relationship with a strong degree of cooperation between our school and the Salisbury Downs Pre-school which is located close to the school in a neighbouring street.
- A similar relationship exists with Parafield Gardens High School.
- Work experience students are readily accepted from the feeder High Schools (Parafield Gardens HS, Salisbury HS and Paralowie R-12) although generally we ask that they have previously been students at Salisbury Downs Primary School.
- Pre-service teachers are welcomed with existing links to both Adelaide University and UniSA (Magill and Mawson Lakes Campus).

6. Staff (and their welfare):

Staff profile: Teachers 15 female 7 male. School Support Officers 14 female 2 male. Groundsman/SSO 1 male

Leadership structure : Principal – Mr Ian Marlow, Deputy Principal – Mr David Bentley, Student Counsellor – Mrs Cheryl Taylor, Senior Leader: Learning Improvement Primary (Orion Partnership)– Mr Tom Atterton, Curriculum and Pedagogy leaders; Mrs Kerri Perkins and Ms Ashleigh Foreman

Staff support systems: Leadership team meet every Tuesday morning as whole group. Campus wide Staff Executive Group – regular representatives from each Learning Team plus ad hoc representation from all sectors of the school – decision making group related to physical and financial resources. Curriculum Development Group – cross campus representation - determines professional learning and Professional Learning Community focus. Weekly staff meetings – Professional Learning plus 30 minute Administration. Release time is available by negotiation to attend training aligned to Site Improvement Plan. Professional Learning Circles with focus on Literacy and Play is the Way methodology. SSOs meet regularly with the Finance Officer and/or Principal.

Performance Enhancement: Ongoing negotiated performance enhancement (informal and formal basis) for individuals Formal meetings held twice per year. Program negotiated, based on professional learning and SA Teaching for Effective Learning framework (TfEL).
Staff utilisation policies: Personnel Advisory Committee, Staff Executive Group, Curriculum Development Group and general staff involved in deployment decisions.

7. School Facilities

- Buildings and grounds: 2010 saw the completion of a major building project as result of Federal Government's Building the Education Revolution program. This brought about the construction of a multi-purpose hall and the refurbishment of most of our brick Open Space Units. Learning Teams are each housed in separate areas - Early Years (Green/Yellow Unit), Primary Years (Red Unit) and Middle Years (Blue Unit).

- Playground equipment, cricket nets, pitch, netball court, basketball court, football oval, soccer pitch, hard play areas.

- Specialist facilities: Resource Centre, Computer room, 2 NIT areas – Science/Auslan, PE/Auslan

- Student facilities: Junior, Middle and Upper Playground equipment. Shaded sandpit School Canteen operates 4 days a week under Right Bite guidelines

- Staff facilities: Staffroom - Access computer, Internet, Email, etc.

- Access for students and staff with disabilities: Wheelchair access to all areas of the school. Disabled toilet and shower - located in multi-purpose hall.

- Access to bus transport: Bus and Train within walking distance

8. School Operations

- Decision making structures: Structures in operation: Staff Executive Group with representation from all staff sectors of school; Curriculum Development Group – cross campus representation - determines professional learning and Professional Learning Community focus. Governing Council. Collaborative decision making policy clearly articulated and implemented. One weekly staff meeting and PLCs as needed.
- All staff have the opportunity to contribute to staff meeting agendas through the use of an agenda board placed adjacent the staff room. They may also influence what happens in staff meetings by discussing issues with a member of the Staff Executive Group or Curriculum Development Group.
- All staff are expected to participate in the management of staff meetings as either Chairperson or Minute-taker via a roster arrangement.
- Curriculum Development Group has been formed to manage the implementation of the Site Learning Plan - responsible for the planning and implementation of training and development processes and for budget and resource management.
- The Staff Executive Group considers issues raised by staff and plans the processes needed to discuss and resolve the issue.

- Leadership team works collaboratively with Line Management responsibilities across both Junior Primary and Primary sectors. Governing council participates actively through committee structures. Student decision making is actively sought.

- Regular publications: All publications are R-7 based to give across the school information. Weekly emailed staff bulletin *Ins and Outs @ Salisbury Downs*
- Day screen using Sentral for communication of information to staff and students accessed through a day screen in the front office and through interactive whiteboards in classrooms. Weekly newsletter on fortnight rotation including collections of photographs and stories to promote school-based activities such as camps, excursions, incursions, classroom sourced information, Sports Day, Learning Expo, whole staff Professional Learning, Choir and SAPSASA activities. Class newsletters. Annual Report to school community
- Other communication: School Facebook page, Skoolbag app, Parent Information Packs, TRT Information packs, staff induction documents Regular contact between home and school is encouraged

- School financial position: School fees set at recommended minimum by Governing Council. Approximately 41% School card students, limited fund-raising opportunities

9. Local Community:

- General characteristics: Salisbury Downs is an area of moderate economic disadvantage. A high number of rental properties, particularly HousingSA. Many low income families with a significant proportion of first home buyers. Moderate levels of student transience Large shopping complex (Hollywood Plaza) located adjacent northern gate of school

- Parent and community involvement: Members of the school community maintain a high expectation of the school and staff. They express pride in the school, our partnerships and our achievements. Small but enthusiastic Governing Council Regular group of parents support classrooms and attend excursions as support Special school-based programs have excellent support

- Feeder schools : Salisbury Downs, Riverview and Paralowie Pre Schools.

- Other local care and educational facilities : Parafield Gardens HS, Salisbury HS and Paralowie R-12, several Private Schools, UniSA Mawson Lakes campus and TAFE facilities available

- Commercial/industrial and shopping facilities : Hollywood Plaza shopping complex nearby

- Other local facilities: Salisbury West Sports Club (football, cricket) next to school

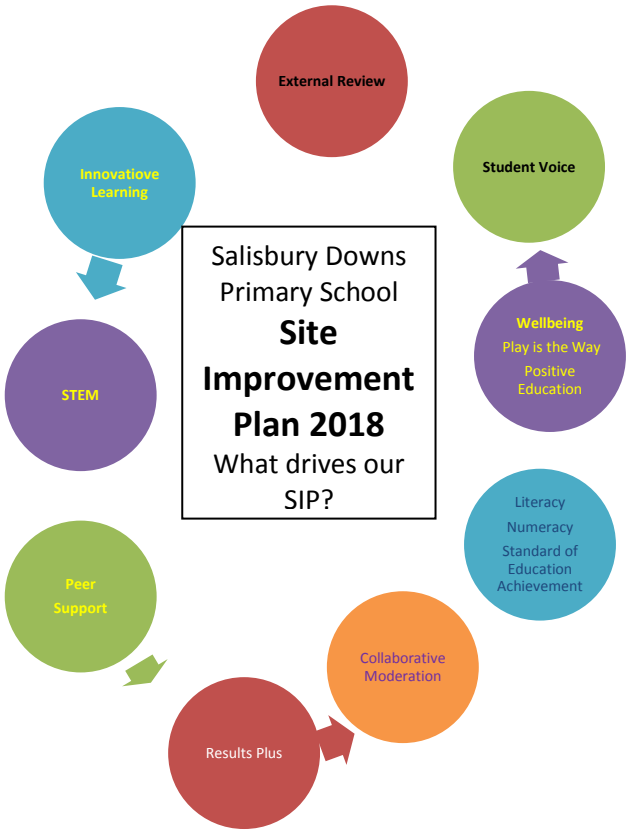
- Local Government body: City of Salisbury

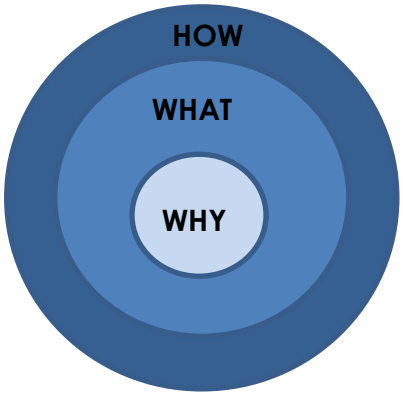
10. Further Comments:

Salisbury Downs is community of complexity. In response to this the key features of our school are:

- our clear vision based on identified values
- cooperation among staff, students and community
- strong support structures for all staff
- capacity building for all stake holders (students, staff & community)
- close cooperation of the leadership team, deploying our skills and strengths across curriculum, personnel management, student support services and community links.

WHAT DRIVES OUR SIP?





The Golden Circle

Staff and students able to articulate the "WHY" not merely the "WHAT" OF LESSONS.

PLAN FOR ACTION

Build teacher capacity in Reading through Learning Sprints (Simon Breakspear) model with a focus on individual pedagogical change that is both evidence-based and sustainable.

Collaboratively analyse and monitor data to track student achievement and growth.

Achieve 5% increase in students achieving Education Department SEA in Running Records and NAPLAN as well as with higher band attainment in NAPLAN (in all cohorts).

Build teacher competence and leadership through a continuation of the SDPS Focus Teacher model particularly related to Reading and Solution Fluency.

Whole school collaborative moderation to align with updated A-E Grading.

Collaboratively develop STEM practices as an integral component of curriculum. Build staff capacity in STEM through Innovative Learning (Solution Fluency) to develop Critical and Creative Thinking

Salisbury Downs Primary School

SITE IMPROVEMENT PLAN 2018

TARGETS – SALISBURY DOWNS DATA & STANDARDS OF EDUCATIONAL ACHIEVEMENT (SEA)

RUNNING RECORDS

SEA: Broadband levels R=5+,Yr1= 13+, Yr2=21+

Target Increase by 5% number of students at SEA

Reported end T2

Yr	RR level	2016	2017	2018 (goal)
R	5+			
1	13+			
2	21+			

Reported end T3 – DECD mandated

Yr	RR level	2016	2017	2018 (goal)
R	5+			
1	13+	18.2	30	35
2	21+	28.9	34	39

Achievement Colour Coding	
Blue	Goal achieved
Green	Little change
Red	Goal not achieved

NAPLAN

SEA: Yr3=Band 3+, Yr5=Band 5+, Yr7= Band 6+

Target: Achieve 5% increase in students achieving SEA

Reading	2016	2017	2018 (goal)
Year 3	59.5	71.8	77
Year 5	50.9	63.2	68
Year 7	63.9	68.6	74

Numeracy	2016	2017	2018 (goal)
Year 3	61.8	69.3	75
Year 5	53.8	51.3	56
Year 7	61.1	71.5	77

Increase by 5% students achieving in higher bands

Reading	2016	2017	2018 (goal)
Year 3	18.9	25.7	30
Year 5	13.2	10.5	15
Year 7	5.6	5.7	11

Numeracy	2016	2017	2018 (goal)
Year 3	16.2	18.0	23
Year 5	3.8	10.8	16
Year 7	11.1	5.8	11

PAT

SEA: Yr3=95+, Yr4 = 106+Yr5=112+, Yr6= 118+ Yr7= 120+

Target: Achieve 5% increase in students achieving SEA

PAT-R

Yr	Scale score	2016	2017	2018 (goal)
3	95+		55	60
4	106+	57	52	58
5	112+	54	66	71
6	118+	60	62	67
7	120+	56	58	63

SEA: Yr3=101+, Yr4 = 110+Yr5=112+, Yr6= 120+ Yr7= 121+

Target: Achieve 5% increase in students achieving SEA

PAT-M

Yr	Scale score	2016	2017	2017 (goal)
3	101+		63	68
4	110+	48	62	67
5	112+	54	75	80
6	120+	61	72	77
7	121+	51	40	45

TARGETS – SALISBURY DOWNS: INNOVATIVE LEARNING (Solution Fluency / Critical and Creative Thinking) Competency Targets

Staff

2018 – Staff incorporate and appropriately uses the 6D's (or aspects of the 6D's) of Solution Fluency in curriculum areas of their choice. Staff will shift some of the identified pedagogical practices to encourage students with their critical and creative thinking.

2019 - Staff use the 6D's of Solution Fluency regularly across multiple curriculum areas of their choice. Staff will have attempted to shift in all of identified pedagogical practices to encourage students with their critical and creative thinking.

2020 - Staff use the 6D's of Solution Fluency confidently incorporating multiple curriculum areas. Staff explore the other fluencies as part of the learning framework. Staff continue to shift pedagogical practices to support and effectively assess students critical and creative thinking.

Students

2018 – Students should understand the 6D's of Solution Fluency and be able to explore creative and critical thinking through this process with the guidance and support of a teacher

2019 – Students use Solution Fluency comfortably and as a normal part of learning. Creative and Critical thinking is utilised in all areas of the curriculum and improves learning outcomes for the students.

2020 - Students have embedded Solution Fluency in their decision making and are exploring the other Fluencies as processes for creative and critical thinking in other areas of learning. Students regularly assess and critique their own work and the work of peers in a creative and critical framework.

Salisbury Downs Primary School
Underpinning

WELLBEING FOR LEARNING AND LIFE			INSTRUCTIONAL ROUNDS ACTIONS	
Inspiring - Modelling behaviour - Evidence based and reflective practices - Partnerships with families and community - Holistic approach Engaging - Education - Safety - Health - Active participation - Belonging - Play and leisure Empowering - Capabilities we build - Connections we promote			Working with staff through the Transforming Tasks resources over time, moving from concrete to abstract application Revisit the Learning Intentions work – using student-centred language, providing the WHAT and the WHY Build on strengths in learner choice to encourage learners to co-design tasks and adding challenges at their level to stretch their thinking	

EXTERNAL SITE REVIEW DIRECTIONS			RESULTS PLUS EXPECTATIONS	
Increase student levels at DECD Standard of Educational Achievement and accelerate progress through measurable learning growth and monitoring learning **Collaboratively** develop whole school learning agreements in literacy and numeracy that include expected levels of achievement, evidence-based strategies and monitoring data **Provide** regular opportunities for teachers to work collaboratively to track student progress via data collection and analysis			**A** Track, monitor every learner's growth **B** Have a numeracy and Literacy Improvement Cycle **C** Build on strengths in learner choice to encourage learners to co-design tasks and adding challenges at their level to stretch their thinking **D** Enact changes in pedagogical practice Identify and enact clear intervention processes	

Salisbury Downs Primary School
Underpinning

THE BIG 6 OF READING			BIG IDEAS IN NUMBER	
Oral Language Phonemic Awareness Phonics Fluency Comprehension Vocabulary Knowledge			Numeration (Place Value) Meaning for the Operations (Concepts) Mental Strategies (Number Facts)	
STEM			**COLLABORATIVE MODERATION**	
Build expertise in STEM teaching and learning (Hands on practical activities to experiment, use new technologies, test ideas and make and create innovative solutions to real, complex problems) Engage students at all year levels in STEM education Develop systemic excellence in STEM education	Coding Designing and building prototypes like windmills, solar cars and water sampling stations Engineering projects which develop solutions for humanitarian problems like solar cookers, water filtration systems and solar lighting Robotics		A - E Gradings EALD NEP /IEP /ILP	Essential to be confident that the judgement we make as educators about levels of learner progress and achievement are both reliable and defensible. Need to limit variation in teacher judgement across and between schools.

Salisbury Downs Primary School
Underpinning

RESULTS PLUS EXPECTATIONS
Track, monitor every learner's growth
Have a numeracy and Literacy Improvement Cycle
Build on strengths in learner choice to encourage learners to co-design tasks and adding challenges at their level to stretch their thinking
Enact changes in pedagogical practice
Identify and enact clear intervention processes

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Provide regular opportunities for teachers to work collaboratively to track student progress via data collection and analysis	

THE BIG 6 OF READING	
Oral Language	
Phonemic Awareness	
Phonics	
Fluency	
Comprehension	
Vocabulary Knowledge	

BIG IDEAS IN NUMBER	
Numeration (Place Value)	
Meaning for the Operations (Concepts)	
Mental Strategies (Number Facts)	

WELLBEING FOR LEARNING AND LIFE	
Inspiring - Modelling behaviour - Evidence based and reflective practices - Partnerships with families and community - Holistic approach	
Engaging - Education - Safety - Health - Active participation - Belonging - Play and leisure	
Empowering - Capabilities we build - Connections we promote	