

SCHOOL CONTEXT STATEMENT

Updated 06/24

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 David Bentley
Postal/Location Address: 39 Paramount Road, Salisbury Downs 5108
Partnership: Orion

Distance from GPO: 17km

Phone: 08 82587560

CPC attached: No

February FTE Enrolment

PRIMARY	2017	2018	2019	2020	2021	2022	2023
Reception	43	37	49	38	45	36	29
Year 1	45	39	35	46	38	39	32
Year 2	45	45	44	33	48	30	33
Year 3	47	47	46	42	37	47	35
Year 4	40	42	49	45	51	33	36
Year 5	44	46	47	48	49	46	49
Year 6	50	48	50	48	48	42	32
Year 7	40	51	48	38	43		
TOTAL	354	355	368	338	359	273	246
Male FTE	174	170	182	168	183	141	134
Female FTE	180	185	186	170	176	132	112
School Card	148	143	177	160	178	120	124
NESB	87	89	108	102	123	82	75
ATSI	28	32	29	24	27	29	35

Part B

Deputy Principal:	Ms Kelly Blandford
A/Wellbeing Leader	Mrs Danielle Brennan
Curriculum Leader	Mrs Fiona Reiman
School web address:	www.sdps.sa.edu.au
School email address:	dl.1194.info@schools.sa.edu.au
Staffing numbers:	40.00 FTE in 2023
Enrolment trends:	steady enrolments
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 275 students across 11 classes from Reception to Year 6, comprised of 5 Early Years, and 6 Primary Years classes. Our Index of Educational Disadvantage is Category 2 (DfE) with our ICSEA (Index of Community Socio-Educational Advantage) value being rated as 943 from the Federal Government. There are approximately 47% of students on School Card, 35% identify as coming from non-English Speaking Backgrounds and about 12% of our students are Aboriginal. Salisbury Downs is a school of moderate complexity with students from over 30 countries (1st and 2nd generation). Distribution of Socio-Educational Advantage (SEA) is 55% bottom quarter: 27% low middle quarter: 15% middle quarter: 4% top quarter.
- There has been a gradual decrease of student enrolments in the last 10 years – 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 within this 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 and focussed learning behaviours. 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 education. The Wellbeing Coordinator and the leadership teamwork together with parents and community groups to provide ongoing support to families and students. Our social and emotional support is centred on wellbeing for learning.
- 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 Intervention; Phonological and Phonemic Awareness, Guidance and Speech support services provide regular assistance to staff in developing programs to meet learners' needs. Reading Instructional Routines are taught from Rec to Year 6

Student Management:

The school's Behaviour Code clearly defines expectations of students. This is based upon the principles of Play is the Way and Restorative Practice.

- **Student Government:**

A Student Reference Group has been appointed and are used as a link between the staff and students. They represent the student body and are involved in decision- making.

- **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. A community playgroup program is run weekly to assist families with pre-school children to build literacy and parenting skills.

- **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.**

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.
- Staff working collaboratively to support growth for every child.
- 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 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 scheduled at staff meeting times and specific Professional Learning Communities. Through these opportunities, there has been a strong focus on literacy, especially reading.
- Learning Support: 1.21 FTE Special Education salary plus dedicated SSO hours for Speech, Language and early intervention, EALD, AET.
- Special curriculum features:
 - NIT Science – Reception to Year 6
 - NIT Physical Education
 - NIT Hass
 - Kaurna is our Language Other Than English in junior primary classes
- Synthetic phonics focus - Department Instructional Routines are used in all Early Years classes as a tool for decoding and Instructional Routines continue in the primary years with an additional emphasis on morphology and etymology. A targeted reading intervention program to assist struggling readers is also in place.
- 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 – PAT-R, PAT-M and DIBELS– Year 1 phonics check

• Sporting Activities:

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

4. Other Co-Curricular Activities:

General:

- Camps, incursions and excursions supported by school and Governing Council
- Cultural activities: Aboriginal Cultural Day – 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).

5. Staff (and their welfare):

Staff profile: Teachers 13 female 4 male. School Support Officers 13 female 3 male Groundsperson/SSO 1 female. Pastoral Care Worker 1 female. Canteen Manager 1 female

Leadership structure : Principal – Mr David Bentley, Deputy Principal – Ms Kelly Blandford, A/Wellbeing Leader – Mrs Danielle Brennan, Curriculum Leader – Mrs Fiona Reiman, Business Manager – Harinder Singh

Staff support systems:

Administration Team - meet every Tuesday morning as whole group. Leaders meet Mondays to plan school directions, professional development and resourcing

Staff Executive Group - meet fortnightly after school on a Tuesday – a representative from each learning team, along with the leadership team and our special education and Aboriginal education teacher are involved in decision making and planning around site priorities and resourcing.

Student Review Team meet to plan intervention, analyse data and recommend assessments such as psychology, speech pathology, etc

Weekly staff meetings – Professional Learning plus a short administration time. Release time is available by negotiation to attend training aligned to Site Improvement Plan. SSOs meet Thursdays with the SSO3 line managers, curriculum leader and/or Principal and are part of the professional learning opportunities.

Performance Development: Ongoing negotiated performance enhancement (informal and formal basis) for individuals. Formal meetings held twice per year. Program negotiated, based on professional learning and Our Strategy for Public Education. Personnel Advisory Committee meet on a regular and as needs basis.

6. 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). We have also expanded of our administration area by moving the staff room to another area in the school and separating the front office and administration area.
- Playground equipment, cricket nets, pitch, netball court, basketball court, football oval, soccer pitch, hard play areas.

- Specialist facilities: Resource Centre, Computer Room, 3 NIT areas – Science PE Kitchen, School Gym
- 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

7. School Operations

- Decision making structures: Structures in operation: Staff Executive Group with representation from all staff sectors of school; 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.
- All staff are expected to participate in the management of staff meetings as either Chairperson or Minute-taker via a roster arrangement.
- 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-6 based to give across the school information. Weekly staff bulletin emailed out.
- 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. School Newsletter is sent out in Week 2, 6 and 10 of each term, including collections of photographs and stories to promote school-based activities such as camps, excursions, incursions, classroom sourced information, Sports Day, Learning, whole staff Professional Learning, and SAPSASA activities. Class newsletters at the beginning of each term. Annual Report to school community
- Other communication: School Facebook page, SeeSaw 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 47% School card students.

8. 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 pre-schools include : Salisbury Downs, Riverview and Paralowie Pre Schools and local Child Care Centres.
- 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. SDPS has a strong connection with Chiera & Sons Fresh Market
- Other local facilities: Salisbury West Sports Club (football, cricket) next to school
- Local Government body: City of Salisbury

9. 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.