



SCHOOL CONTEXT STATEMENT

School number: 1140

School name: **Salisbury Park Primary School**

Disabilities Unit: 7772

Salisbury Park Primary School is part of the Salisbury Partnership of Schools.

Contextual Statement:

1. General information (Part A)

- School Principal: [Graham Elliott](#)
- Deputy Principal:: [Mary Mc Deed](#)
- Year of opening: 1974
- Postal Address: PO Box 910, Salisbury SA 5108
- Location Address: 66 Goddard Drive, Salisbury Park SA 5109
- DECS Region: Northern Adelaide
- Geographical location –distance from GPO (km): 20km
- Telephone number: (08) 8281 6422
- Fax Number: (08) 8281 5862
- School website address: www.salsparkps.sa.edu.au
- School e-mail address: info@salsparkps.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment: 228

Enrolment Data 2011– 2016

	2011	2012	2013	2014	2015	2016
SMD Unit and Special Class	15	25	25	25	26	26
Reception	30	30	30	28	38	22
Yr 1	18	18	18	28	21	41
Yr 2	21	21	21	22	21	28
Yr 3	25	25	25	23	25	38
Yr 4	20	20	20	25	20	15
Yr 5	26	26	26	23	26	19
Yr 6	22	22	22	23	25	19
Yr 7	22	22	22	25	22	15
Total	209	209	216	222	224	225
School Card (Persons)	60	88	88	95	73	70
NESB Total (Persons)	14	28	16	16	16	16
Aboriginal FTE Enrolment	8	11	12	9	9	9

Leadership

Principal	Graham Elliott 1.0
Deputy Principal	Mary McDeed 1.0
SMD Coordinator 3	Jane Maidment
Teaching and Learning Coordinator	Liz Hill 0.5 Shane Cowey 0.5

Classes and Classroom Teachers

Reception/Year One	Melissa Field
Reception/Year One	Emma Thompson
Year 1/2	Liz Hill
Year 1/2	Jordan Dickie
Year 3/4	Shane Cowey
Year 3/4	Michael Draper
Year 5/6	Neville Sutton
Year 6/7	Callie Wright
Jacaranda One	Karl Pope
Jacaranda Two	Jane Maidment
Jacaranda Three	Lee Murray

NIT and Specialist Teachers

Physical Education	Luke McCabe
Visual Arts	Elena Larice
Japanese	Carly Neilson
Science	Julia Brewer

SSO Positions

5 Permanent SSO positions
1 GSE 15 hours / week

Enrolment Trends

Salisbury Park Primary school enrolments are on the increase. We are also taking in a number of middle primary students from within and outside the area.

Students

General characteristics

Students in the mainstream are settled and ready to learn. There is a strong focus on learning, behaviour and the embodiment of our school values and as a result the students and community are settled, positive and productive.

Mainstream students are located in two units but all now have clearly defined classroom spaces. Each teaching block has access to wet areas, ICT facilities and withdrawal rooms. Junior Primary and Primary classes are located close to each other allowing for cross age tutoring, buddy class activities and team teaching opportunities.

Our purpose built SMD unit caters for 26 students with severe or multiple disabilities and is an integral part of our school. Students and staff from this unit participate in whole school based events and where practical and authentic, join mainstream classes for learning opportunities. Mainstream classes work alongside staff and students of the SMD unit during learning programs and other class-based activities. Students from the SMD unit integrate for some lessons at their appropriate year level.

An attractive and well-funded resource centre is available for student borrowing, whole class lessons, small group work and lunch-time activities. The resource centre houses an extensive range of print and non print resources and a comprehensive teacher's resource section.

A Dress Code (School Uniform) is in operation and has been endorsed by our Governing Council. Our school colours are navy blue and red.

A sun safe policy exists within the school and as a result, students are expected to wear approved broad-brimmed or bucket-style hats during any outside activity.

- **Student Support Offered**

The Deputy Principal is a trained counsellor and provides the school community with a wide range of counselling services and other professional services as required.

- **Student Management**

Students are managed in accordance with our whole School Behaviour policy which operates in all classes from reception to year 7. From this policy stems a code of behaviour based around our school values of Belonging, Honesty, Fairness and Respect. Our focus is on maintaining a safe and supportive environment for all members of our school community, on responsibility and on personal accountability. A wide variety of strategies are employed by the school to encourage and acknowledge positive behaviour choices.

Parents are kept fully informed when consequences have been applied and are encouraged to work in partnership with teachers and leadership staff in supporting positive behaviour change. We are a harmonious community where respectful relationships exist between parents, students and staff.

- **Student Government**

All classes have the option of running class meetings and feeding decisions back to the SALSPAC student action team. This forum allows our students to take an active role in the decision-making processes of the school. House captains take on a further leadership role within the school.

SALSPAC students take part in the well respected GRIP student leadership program at the Adelaide Entertainment Centre each year.

- **Special Programmes**

Staff at Salisbury Park embed intellectual stretch into their daily programs through the Natural Maths model. Growth Mindset theory is being explored across the school in 2016 based on the work of Carol Dweck. The notion of developing powerful learners using explicit learning scaffolds is underway.

Student learning intervention is given a high priority at Salisbury Park, particularly in literacy and numeracy. Class teachers identify students at risk based on data collection and these students are provided with additional support through the Multi-lit program in Literacy and Guided Maths intervention in Numeracy.

13% of students in the mainstream have a verified learning disorder with a further 26 students in the SMD unit requiring Individual Learning plans. A student Review Team was established to support the effective monitoring of students with Special needs. The SRT team meet with DECD Speech Pathologists, Psychologists, and Social Workers etc. every term to further support our students.

Authentic interaction programs operate between the mainstream and Jacaranda unit. Students with multiple disabilities are placed in our SMD unit by DECD staff. Salisbury Park Primary School does not have the authority to enrol students within the SMD unit which is affectionately known as the Jacaranda unit. In the unit they receive outstanding instruction and support from SMD teaching staff, SSO's and HSO's. Placement in the unit is based on a wide array of assessments from service providers. Please see our school website for more information and photographs of the learning opportunities and facilities within the Jacaranda Unit.

Health and Physical Education programs are a priority at Salisbury Park Primary and students from year 5 – 7 are given opportunities to represent the school in a wide range of SAPSASA endorsed events. All students take part in a wide variety of incursion based sporting events as well as 3 PE and 1 Health lesson per week.

Positive Play programs operate on a weekly basis in the Primary Years to acknowledge and support positive behaviour choices. All classes have their own classroom rewards program to affirm positive behaviour. Assemblies are 80% student awards for work ethic and attitude and 20% modelling classroom learning.

Japanese was introduced in 2016 and is offered to all classes R-7

Resource Based Learning is offered to all R-7 students by our Science teacher. This is not a NIT subject. Teachers collaboratively plan with and work alongside the Science teacher in our purpose built Science room.

Information Technology is a focus for our site with an established computer room and several computer pods spread throughout the school. A high degree of independence in the use of computers and other digital technologies is encouraged. Interactive whiteboards and Hitachi Interactive Panels operate within all classrooms and in 2012 the school was fitted for wireless technology across the entire site. To support this infrastructure 30 new Microsoft Surface Tablets were purchased in 2013 to support inquiry based learning across the school. In 2015/2016 SPPS began looking into the STEM (science, technology, engineering and maths) program being offered at Salisbury East High School. The Salisbury Partnership has collectively purchased their first 3D printer for each school to facilitate the broad directions of STEM for Partnership schools.

K-R transition programs operate within the school which encourage our local feeder kindergarten students to access the school, its facilities and programs on a weekly basis.

Yr 7/8 transition programs are a key feature of our school and we work collaboratively with Salisbury East High School in offering opportunities to our senior students through 'head start' and other transition programs.

Community Celebrations include:

- Harmony Day including Life Be In It Activities and school barbecue
- The Biggest Morning Tea
- Book Week activities including a community breakfast, book fair and book week dress up for staff and students
- Swimming and Aquatics programs R-7
- Sports Day
- Student Disco
- Annual Quiz Night
- Maths and Literacy Information evenings
- Half-day parent transition day for all new reception parents, annually
- Art Show for JP classes

3. Key School Policies / Priorities

Site Improvement Plan and other key statements or policies:

Key Priorities for 2016 include Literacy and Numeracy. Please refer to our Three Year Site Improvement Plan and One Year Operational Plan located on our school website @

www.salsparkpsa.s.edu.au

Key Literacy drivers within the site include:

- A whole school Literacy Policy that outlines our collective work under 4 key domains: Purpose, Practice, Policy and Culture. This involves a Literacy Block that includes:
 - The explicit teaching of Text Types R-7.
 - The explicit teaching of Guided Reading R-7
 - The explicit teaching of Guided Writing R-7
- The collection of valid data to support the 'Assess, Plan and Teach' model of learning design. This includes Running Records Data once per term, PAT-R in term 1 and 4. Pre and Post Text Type Writing Assessment twice per term, the analysis of NAPLAN data annually and the ongoing analysis of our 3-5 year trend data in Literacy.

In 2015 a whole school Numeracy policy was endorsed by staff. This involves a whole school Numeracy map that outlines a major and minor area of mathematics to be taught for each year level. We have made a whole school commitment to the practise and pedagogy of Natural Maths. Explicit agreements include:

- The explicit teaching of mental routines

- Problematised learning that promotes multiple entry points and intellectual stretch
- Strategy Lessons
- Student Reflection time

Both the Literacy and Numeracy policies are coherently linked to the National Australian Curriculum Requirements.

Attendance / Engagement

Attendance has been improved significantly over the last five years and in 2016 our attendance rate exceeds the state target of 93% for all DECD schools.

Curriculum

- Subject offerings
Salisbury Park Primary School offers curriculum based around the National Australian Curriculum in all areas of study.

There has been ongoing training and release time for staff in relation to the National Curriculum and all policies and procedures are driven through the requirements outlined by ACARA.

Assessment procedures and reporting

The following all form part of the student reporting policies and procedures:

- Student/Parent/Teacher interviews in Term 1 and an optional one in Term 3
- Written Summative Report produce through Sentral in Terms 2 and 4
- An Open Door Policy to address parent questions or concerns
- The SMD Unit also sends home an extensive Take Home Folder with photos, student information and work samples each term.
- Staff at SPPS are strongly encouraged to contact parents regarding learning progress or concerns.

A Curriculum overview outlining learning programmes and events is distributed to all parents at the beginning of each term and no later than the end of week 2.

Formal Performance Development aligned to the National Professional Standards for teachers and the school priorities occurs each year with the Principal or Deputy and informally on a regular basis. The Principal and Deputy Principal will meet with teachers each term to discuss short and long term planning around the school priorities. Teachers are required to hand their programming and planning to the Principal on a regular basis. Teachers are regularly provided with formal written and verbal feedback about both their planning, teaching and learning.

Joint programmes offered by Salisbury Park Primary School include:

- A Yr 6 Head Start to High School at Salisbury East H.S for all year 6 students at this school
- Year 7/8 transition with Salisbury East High School – a one day visiting programme for enrolled year 7 students.
- Preschool/reception transition with Salisbury Park Kindergarten with regular visits between sites for groups of students to encourage familiarity, for example, sharing the use of our Resource Centre and their playground. The kindy also regularly attends school events. Joint professional learning also occurs across sites in Numeracy and Literacy.
- Salisbury Partnership programmes include T & D for staff every week 5 across 4 different sites, joint school closure days and sharing of resources.
- Various adhoc programs with Brahma Lodge, Keller Rd and Maddison Park Primary School. This has included students visiting each other sites for student leadership events, barbecues and team activities.

Staff (and their welfare)

Staff profile

From 2012-2014 there was a large turnover of staff. A new Principal was appointed in 2012 and a new Deputy Principal. We have a nice blend of experienced staff and recent graduates.

Staff are organised according to Junior Primary, Primary and Jacaranda team as part of our ongoing commitment to the development of Professional Learning Communities. A consultative structure is in place across the school

providing awareness and representation for SMD and Mainstream staff in key decisions of the school

The following committees are in operation within the school and have representatives from each team:

- PAC
- Global Learning
- Wellbeing
- ICT
- LAN – Literacy and Numeracy
- OHSW

These committees collaborate to support key directions within the site.

8. Incentives, support and award conditions for Staff

- Complexity placement points
1 ½ points per year.
- Travelling time
30 min from the GPO
- Housing assistance
No

School Facilities

Refurbished buildings and grounds.

- A brand new resource centre opened in 2011 with great teaching and learning spaces, 30 computers, interactive whiteboard etc.
- Interactive Whiteboards and Interactive Panels in every teaching area and wireless technology across the site.
- Access to 30 Microsoft Tablets and several I'pads that can be used anywhere across the site.
- Upgraded conventional class rooms, staff room and transportable buildings, large extensive grassed, play and recreation areas
- Extensive landscaping and planting across the school in the last 3 years
- Student gardens, chicken coup, worm farm and recycling programs within within the school
- Heating and cooling (whole school is totally air conditioned.)

Specialist facilities and equipment include:

- An activity hall fitted with up to date Audio Visual and wireless technology for Music, Dance and Physical Education
- Resurfaced netball, 4 square and basketball courts.
- A Computer Room with 30 machines– networked across the school
- 3D UP Printer linked to Makers Empire Software
- 2 pods of 10 computers for primary students, and a pod of 8 machines in the R-7 unit (1:2 ratios). Two machines networked to the main system in each JP classroom.
- A purpose built unit for 25 children with disabilities.
- Table-tennis, foosball, over-sized chess and drafts and sports equipment box to be used by the students at recess and lunch-times outside

Staff facilities include:

- Upgraded Administrative and School Service Officers office areas. Upgraded storage of all teacher reference materials and large collection of practical materials for literacy and numeracy teaching.
- Upgraded staff room facilities
- Access to EDSAS and Internet terminals for staff use.
- Sentral Student Management System in use across the school. This includes Attendance, Sick-Bay, Student Analysis and Reporting
- On site parking facilities for staff.
- Chocolate Fridays, staff dress-ups, regular social gatherings, xmas shows and annual staff quiz night
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Ramps provide access to all areas of the school. Buses and access cabs drop off and pick up points available. Toilet facilities are also available for disabled adults.

[School Operations](#)

Decision making structures

- ✓ Governing Council and Parent Fundraising Group
- ✓ A Personnel Advisory Committee is a key decision making structure within the school.
- ✓ Staff – individual initiatives and decisions can be raised in PLC meetings or directly in staff meetings. Sub committees manage identified foci.
- ✓ School Service Officers meet regularly and are performance developed by an SSO 3.
- ✓ Specific meetings occur for all unit staff including teaching and ancillary staff.
- ✓ Site Priority Teams are established and make recommendations to staff, leadership and Governing Council
- Regular Publications:
 - A fortnightly School Newsletter in hard copy and on the school website
 - Parent Information Booklet available on our school website or a hard copy can be accessed through the front office.
 - Classroom curriculum plans are distributed to all parents at the beginning of each term.
 - A Daily Electronic Information Bulletin is provided for all staff.
 - A range of updated marketing materials
 - The launch of the new SPPS website in 2013.
- Other Communication

Student Progress Reports are sent home to parents in terms 2 and 4. A new School website was developed by Adelaide based Redbax Website design company in 2013 and is maintained by our ICT Technician from Edcomtec
- School financial position

The school is in a very positive financial position.

 - The school is locally managed.

Local Community

The school is located in the City of Salisbury. The majority of housing is of a 3 bedroom nature and built in the early 70s and is located in aesthetically designed tree lined streets leading to parks which are well equipped with playgrounds. Some SA Housing Trust rental accommodation is available. English is the language most commonly spoken at home.

There is strong parent and community support for the School.

Salisbury East High School is the school of choice for many Year 7 students. Students also enrol at Salisbury High School, (their zoned school), Golden Grove, Para Hills and Elizabeth City/Fremont High Schools, as well as non Government schools in the area. Salisbury Heights Day Care Centre, Highway Out of Hours Care and Salisbury Park Kindergarten located adjacent to the school.

A variety of light industry adjoins the suburb of Salisbury Park. The Salisbury City Centre and Retail trade is located 4 kilometres west. Public bus and train services are available. A small shopping centre is situated opposite the School. The local government body is the City of Salisbury and the Deputy Mayor attends all Governing Council meetings.

Salisbury Park Primary School is committed to supporting its partnership of schools which includes:

- Brahma Lodge Primary School
- Salisbury East High School
- Salisbury Heights Primary School
- Maddison Park Primary School
- Keller Road Primary School
- Gulfview Heights Primary School
- Affiliated pre-schools.