## SCHOOL CONTEXT STATEMENT 2013

Updated: July 13

### School number: 1177

### School name: SALISBURY HEIGHTS PRIMARY SCHOOL

### 2013 is the first year of Amalgamation

#### Part A

<table>
<thead>
<tr>
<th>School Name</th>
<th>SALISBURY HEIGHTS PRIMARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No.</td>
<td>1177</td>
</tr>
<tr>
<td>Principal</td>
<td>Ms Katherine Holman</td>
</tr>
<tr>
<td>Postal Address</td>
<td>9 Ward Street, Salisbury Heights 5109</td>
</tr>
<tr>
<td>Location Address</td>
<td>9 Ward Street, Salisbury Heights 5109</td>
</tr>
<tr>
<td>District</td>
<td>Northern Adelaide</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>20 kms</td>
</tr>
<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
<tr>
<td>Courier</td>
<td>Northern Adelaide</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 8258 7299</td>
</tr>
<tr>
<td>Fax No.</td>
<td>08 8281 5861</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February FTE Enrolment</th>
<th>Special, N.A.P. Ungraded etc.</th>
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<tbody>
<tr>
<td>Reception</td>
<td>35 46 39</td>
</tr>
<tr>
<td>Year 1</td>
<td>44 47 61</td>
</tr>
<tr>
<td>Year 2</td>
<td>53 44 46</td>
</tr>
<tr>
<td>Year 3</td>
<td>55 50 44</td>
</tr>
<tr>
<td>Year 4</td>
<td>56 52 50</td>
</tr>
<tr>
<td>Year 5</td>
<td>57 52 50</td>
</tr>
<tr>
<td>Year 6</td>
<td>66 53 46</td>
</tr>
<tr>
<td>Year 7</td>
<td>74 59 49</td>
</tr>
<tr>
<td>TOTAL</td>
<td>440 402 385</td>
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<table>
<thead>
<tr>
<th>July total FTE Enrolment</th>
<th>Male FTE 241 221 196</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female FTE</td>
<td>239 220 213</td>
</tr>
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<table>
<thead>
<tr>
<th>School Card Approvals</th>
<th>103 89 59</th>
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<tbody>
<tr>
<td>NESB</td>
<td>16 14 11</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>5 7 4</td>
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</table>
Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

- Deputy Principal
  Rebecca Pears
- School website address
  http://www.shps.sa.edu.au
- School e-mail address
  dl.1177.info@schools.sa.edu.au
- Staffing numbers
  Primary Classes – 8 classes
  Junior Primary - 7classes.
  R-7: 1.0 Mandarin Chinese, 0.8 Physical Education 1.0 Arts, Co-ordinator in Information Technology (R-7), 0.4 Tier2 (Special Ed), a Groundsperson a Computer Technician 2 Canteen Managers 1 OSHC Director and 10 SSO’s
- OSHC
  An Out of School Hours Care Program operates at this school. This includes a Vacation Care Program.

- Special arrangements
  The school is zoned. Approx 10% of enrolments are from out of zone
- Year of opening
  Salisbury Heights Primary School opened in 1980 and was divided into a Junior Primary (R-2) and Primary School (3-7) in February 1990. In 2013 the schools were amalgamated.

- Public transport access
  Is via bus either along the Main North Road, from Tea Tree Gully via Greenwith or from the Salisbury Interchange. A school bus runs from the Hillbank area.

2. Students (and their welfare)

- General characteristics
  Approximately 22% of students are on School Card. We have a low number of EALD students. Most families have two parents who work outside of the home for at least part of the week. There is a broad spectrum of employment within the community from self-employed to blue-collar to professional

- (Pastoral) care programs
  A Transition to school program operates each term prior to new Reception children starting school for the first time.
• Support offered

A Student Review Team co-ordinates the programmes offered to children with special learning needs including Speech/Language, Intervention programs and EALD. NEP, IEP and ILP plans are developed and reviewed annually for students requiring these documents.

• Student management

A behaviour management policy linked to Program Achieve is used effectively throughout the school

• Student government

A successful Student Leadership Group operates and all classes have regular meetings to discuss school-related issues. Students have the opportunity to participate in a range of leadership roles across the school. An SRC Executive group nominated by yr 6/7 staff meet regularly with the Principals and manage SRC meetings.

• Special programmes

Heights in Lights – a specialist performance at the Shedley Theatre

3. Key School Policies

SITE IMPROVEMENT PLAN

The schools major strategic direction is to improve Reading Comprehension R-7 in line with the Adelaide Northern Region. The strategies and targets to achieve this are outlined in the 2013 site improvement plan available on our school website.

Recent Key Outcomes

STUDENT ENGAGEMENT AND WELLBEING

• Program Achieve is implemented across the schools R-7.

LITERACY

• All students have PM Reading Level’s that are regularly monitored through the collection of running record data
• Guided Reading practices are implemented R-7
• Many students R-7 participate in the Premier’s Reading Challenge.

EARLY YEARS (Literacy)

• Students are identified for support in year one. There is a whole school focus on reading and comprehension.

NUMERACY

• Staff have participated in extensive individual and whole school training and development in numeracy.

ATTENDANCE

• Student attendance and lateness is monitored regularly. Student attendance is above state average.
THE ARTS

- Performing Arts programs have been very successful. These include Choir, Heights in Lights Performance, Assembly performances and the Christmas Concert.

ICT

- Interactive whiteboards are installed in all classes.
- Classes have access to Lap Tops and IPADS.
- Every student has a home page on the school’s intranet.
- Each class participates in a Resource based learning program where ICT and multi-literacies are explicitly taught.

4. Curriculum

- Subject offerings
  
  Resource Based Learning is implemented R-7 with each teacher working with the RBL team for the equivalent of two terms each year. Teachers are expected to provide a balanced curriculum in all areas of study as described by the Australian Curriculum.

- Special needs
  
  A Student Review Team co-ordinates and manages special needs and Learning Intervention programs.

- Special curriculum features
  
  All students have Physical Education, the Arts and Chinese provided by Specialist teachers as NIT each week. The Arts focuses on Music and Visual Arts.

- Teaching methodology
  
  All staff are allocated to Professional Learning Communities (PLC) for shared planning and curriculum review and implementation.

- Assessment procedures and reporting
  
  The school provides formal reports twice per year. Parent-teacher interviews take place in Term 1 with an optional interview in term 3. Student books are sent home twice per year.

5. Sporting Activities

  Participation in a range of SAPSASA individual sports and carnivals is encouraged. Some Saturday Morning Sports Programmes are conducted by volunteer parents. There is an Annual Sports Day. A Swimming Program takes place for one week in first term. Year 7’s participate in an Aquatics Program instead of swimming.
6. Other Co-Curricular Activities

- General
  A whole school assembly is held once each week compered by Students. Year Level teams present an item on a roster basis.

- Special
  Participation in Westpac Maths Competition, University of New South Wales Science, English and Maths competitions is encouraged. Special Events such as Book Week, Charities Day (organised by the SRC) occur annually. An end of year concert is held with the entire school being present and the students from each teaching team present an item. Heights in Lights is an annual event held at the Shedley Theatre.

7. Staff (and their welfare)

- Staff profile
  : An experienced and stable staff

- Leadership structure
  Principal, Deputy and 1 Coordinator. A Staff Leadership Team plans most of the T & D activities that occur during school hours. Professional Learning Communities are responsible for the implementation of site priorities.

- Staff support systems
  All teachers are expected to work as part of a Professional Learning Community. PAC meets to discuss leadership positions, NIT and other personnel issues. A staff manual provides up to date information on policies, procedures and expectations.

- Performance Management
  All staff participate in a Performance Management process which is designed to assist staff in their performance as a teacher or school service officer and provide feedback. There is an expectation that all staff will work with a line manager throughout the year on issues relating to performance planning and development. The process for each individual employee is negotiated with the line manager at the beginning of the year.

- Access to special staff
  The school accesses a number of staff including: Educational Psychologist, Speech Pathologist, Disabilities Coordinator, Interagency Student Behaviour Management Officer, SA School for Vision Impaired Support teacher, Autism Association Support teacher and Hearing Impaired consultants.

- Other
  Salisbury Heights Primary School is part of the Salisbury East Cluster of schools and the Northern Adelaide Region
8. Incentives, support and award conditions for Staff

- Many staff are currently on Step 9.

9. School Facilities

- Buildings and grounds
  Teaching areas were built in 2010 or have been upgraded. A new Administration building is currently being designed as a result of the amalgamation. Buildings are accessible by ramps and have covered verandahs. There is a large grassed sporting area permitting 2 cricket pitches, football oval and several soccer pitches. There are netball courts and a basketball court. There is a school hall with provision for volleyball, badminton, basketball and netball to be played indoors. It can also accomodate whole-school assemblies. The school has several transportable buildings surplus to need and these will cause a significant drain on resources to maintain and service.

- Cooling
  All office, teaching and utility areas are air-conditioned.

- Specialist facilities
  The schools have a Resource Centre, a Learning Technologies Suite, a Computing Centre and an ARTS Rooms. Every classroom has an interactive whiteboard. IBM computers are used throughout the school.

- Access for students and staff with disabilities
  All buildings have wheelchair access. The schools have their own wheelchair on site. There is a disabled toilet with shower facilities.

- Access to bus transport
  Several bus routes stop close by the school.

10. School Operations

- Decision making structures
  Staff have the opportunity to be involved in decision making through:
  Weekly staff meetings
  Leadership team
  Professional Learning Communities
  PAC
  SSO team meetings
  The school is supported by a strong Governing Council, and various sub-committees including Finance, Canteen, Fundraising, OSHC and Facilities.
• Regular publications
  School newsletters are produced fortnightly. In 2013 we have emailed these to parents. Hard copies are available from the front office. Staff Bulletins are produced daily and weekly. All classes contribute to the school Intranet.

• Other communication
  Assemblies and noticeboards. An SMS system to communicate with parents has been introduced.

• School financial position
  The school supports site improvement plan priorities through the allocation of resources. Co-ordinators and key staff have the opportunity to apply for funds through budget submissions. While the school is in a sound financial position funding has been greatly restricted due to the amalgamation in 2013.

11. Local Community

• General characteristics
  The Community facilities at Salisbury Heights are limited. There are few sporting facilities, no churches, no halls and very few business or commercial enterprises. An Out of School Hours Care Program operates at the school and includes a Vacation Care Program. The School has established a successful transition program with Salisbury East High School and the Salisbury Heights Pre-School.

• Parent and community involvement
  The schools have strong community support. Parents are involved in a variety of areas including, Canteen, Library, Sports, Fundraising and School Banking. We have excellent parent support for school events.

• Feeder schools
  The Salisbury Heights Pre-school on Stanford Road is our main feeder Pre-school.

• Other local care and educational facilities
  Salisbury Heights Childcare Centre on The Grove Way.

• Commercial/industrial and shopping facilities
  There is one small shopping centre on Canterbury Drive. The commercial areas on the west side of Main North Road have been made more accessible due to the footbridge that spans the road.

• Other local facilities
  Some open space play areas can be found at the base of Salisbury Heights, including Carisbrooke Park and Harry Bowey Reserve.

• Local Government body
  City of Salisbury