

SCHOOL CONTEXT STATEMENT 2017

Updated: March 17

School number: 1177

School name: SALISBURY HEIGHTS PRIMARY SCHOOL

Part A

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

	2015	2016	2017	
2017February FTE Enrolment	Special, N.A.P. Ungraded etc.			
	Reception	48	41	61
	Year 1	45	48	45
	Year 2	54	48	50
	Year 3	52	60	47
	Year 4	47	52	60
	Year 5	41	47	53
	Year 6	44	37	47
	Year 7	45	40	40
	TOTAL	376	373	403
July total FTE Enrolment		376	373	403
	Male FTE	186	187	208
	Female FTE	190	186	195
School Card Approvals		50	50	50
EALD		33	42	33
Aboriginal		13	14	7

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: Terry Minos
- School Counsellor : Amber Arruzzolo
- 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 - 6classes.
R-7: 1.0 Mandarin Chinese, 0.6 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 20% 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 in term 4 prior to new Reception children starting school for the first time.
- Support offered
A Student Review Team led by the Deputy Principal co-ordinates the programmes offered to children with special learning needs including

Speech/Language, Intervention programs, EALD support and scaling, NEP, IEP and ILP plans are developed and reviewed annually for students requiring these documents. In 2016 we appointed an Aboriginal Community Education Officer to support our ATSI students.

- 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 Counsellor and manage SRC meetings.
- Special programmes
Heights in Lights – a specialist performance at the Shedley Theatre

3. Key School Policies

SITE IMPROVEMENT PLAN

The vision from the Site Improvement Plan is to improve pedagogy resulting in higher achievement for all students in reading writing and numeracy. The strategies and targets to achieve this are outlined in the 2017 site improvement plan available on our school website. www.shps.sa.edu.au

Recent Key Outcomes

STUDENT ENGAGEMENT AND WELLBEING

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

LITERACY

- PM Reading Level's are collected for all students below level 30 every term and students are monitored regularly through the analysis of running record data
- Teaching and Learning Agreements for Literacy are implemented R-7
- 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 intervention support through running records. Year one students are the first priority for intervention. 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.

- Numeracy agreements have been developed that include implementation of Natural Maths pedagogies.

ATTENDANCE

Student attendance and lateness is monitored regularly. Student attendance is above state average. Attendance is monitored and recorded through SENTRAL.

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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

4. Curriculum

- Subject offerings
 - Resource Based Learning is implemented R-7 with each teacher working with the RBL Coordinator 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 (Non Instructional Time) each week. The Arts focuses on Music and Drama.
- Teaching methodology
 - All staff are allocated to Professional Learning Communities (PLC's) 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.

5. Sporting Activities

Participation in a range of SAPSASA individual sports and carnivals is encouraged. There is an Annual Sports Day. A Swimming Program takes place for one week in first term. Year 6/7'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

Special Events such as Book Week, an A-Thon, student disco and 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 showcasing dance, choir and the school band 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 Counsellor and a B1 leader make up the Leadership team. A Staff Site Improvement Plan Committee plans staff meetings, Training & Development and Pupil Free Days. They also monitor and review the the SIP. 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 improve their practice as a teacher or school service officer. Written feedback is provided. 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 Coach, 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 Partnership of schools.

8. Incentives, support and award conditions for Staff

- Many staff are currently on Step 9.

9. School Facilities

- Buildings and grounds

New teaching areas were built in 2010 or have been upgraded. A new Administration building was completed in 2014 funded through 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 is a school hall with provision for volleyball, badminton, basketball and netball to be played indoors. It can also accommodate whole -school assemblies. We are looking at doing a significant redevelopment of our play area.

- Cooling

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

- Specialist facilities

The school has a Resource Centre, a Learning Technologies Suite, a Computing Room and an ARTS Room. 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:

The SIP committee

Weekly staff meetings

Leadership team

Professional Learning Communities

PAC

SSO team meetings

The school is supported by a strong Governing Council.

- Regular publications

School newsletters are produced fortnightly. Newsletters are emailed to parents. Hard copies are available from the front office and the newsletter

is uploaded to the website. An electronic day book and email is used to communicate to staff. The school Intranet and website is updated regularly.

- Other communication

Assemblies and noticeboards. An SMS system to communicate with parents has been introduced. SENTRAL has recently been introduced allowing staff and parent access to the Portals. Seesaw is also being used for class teachers to communicate to their student's families.

- School financial position

The school supports site improvement plan priorities through the allocation of resources. Program 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. The school is intending to use saved SASIF funds to redevelop our asphalt area.

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