



SCHOOL CONTEXT STATEMENT

Updated: 02/26

School number: 0664

School name: Salisbury North Primary School

School Profile:

Salisbury North Primary School is a vibrant and diverse learning community committed to ensuring every student experiences success, develops a strong sense of belonging, and leaves our school as a literate, numerate and resilient young person with choices.

Our school values of Respect, Achievement, Honesty, Teamwork and Responsibility underpin all aspects of school life and guide the way students, staff and families work together. We hold high expectations for learning, behaviour and relationships, creating a safe, supportive and inclusive environment where every child is known, valued and challenged to achieve their personal best.

Salisbury North Primary School is a Category 2 school according to the Department for Education Index of Educational Disadvantage. Student enrolments typically range between 320 and 350 students, including a mid-year Reception intake. Our community is rich in diversity, with approximately 15% Aboriginal students, 32% of students from English as an Additional Language or Dialect (EALD) backgrounds, 8% of students with identified disabilities and 3% of students in care.

Teaching and learning at Salisbury North Primary School is informed by evidence-based practice. Our literacy approach is grounded in the Science of Reading, while our broader teaching practices draw upon cognitive science and explicit teaching principles to ensure students develop strong foundational knowledge and skills. Alongside academic achievement, we place a strong emphasis on developing effective learners who can think critically, collaborate, communicate, solve problems and demonstrate increasing independence and agency in their learning.

Student wellbeing is central to our work. We are a Positive Behaviour for Learning (PBL) school and utilise trauma-informed and restorative practices to foster positive relationships, emotional regulation, engagement and a strong sense of safety and belonging. Through consistent whole-school approaches, students are supported to develop the social, emotional and behavioural skills required for success at school and beyond.

Student voice is highly valued and actively encouraged through a range of leadership and consultation opportunities, including our Student Wellbeing Action Team (SWAT). Students work alongside staff and the Governing Council to contribute ideas, influence decision-making and help shape school improvement initiatives.

Strong partnerships with families, community organisations and local education providers enhance learning opportunities for our students. Salisbury North Primary School works closely with local preschools and community services to support successful transitions into school and beyond. We are proud of our commitment to creating a welcoming and connected community where every student can thrive.

1. General information

School Principal name: Stefan Parente

Assistant Principals: Brooke Scott, Vicki Warrick, Amber Kothe and Melissa Dudek

Year of opening: 1953, Primary and Junior Primary merged in 1996

Postal Address: 38 Bagster Road, SALISBURY NORTH, SA 5108

Location Address: 38 Bagster Road, SALISBURY NORTH, SA 5108

DECD Region: Para Hills 3, Orion Partnership

Geographical location – Road distance from GPO: 22km

Telephone number: (08) 8258 1519

Fax Number: (08) 8281 5862

School website address: www.salisburynorth.sa.edu.au

School e-mail address: dl.0664.info@schools.sa.edu.au

Local Kindergarten: Dorothy Hughes Kindergarten

Out of School Hours Care (OSHC) service: YMCA South Australia

	2020	2021	2022	2023	2024	2025
<i>IELP</i>	119	67	N/A	N/A	N/A	N/A
<i>Reception</i>	48	40	53	45	56	57
<i>Year 1</i>	59	46	54	47	45	45
<i>Year 2</i>	48	50	50	52	47	45
<i>Year 3</i>	53	46	53	42	52	47
<i>Year 4</i>	41	43	50	54	42	52
<i>Year 5</i>	49	57	63	42	55	42
<i>Year 6</i>	50	44	59	58	42	55
<i>Year 7</i>	51	N/A	N/A	N/A	N/A	N/A
TOTAL	518	392	382	340	339	343
<i>School Card</i>	77			183	191	195
<i>NESB</i>	98			233	136	110
<i>ATSI</i>	20	42	60	52	58	51

February FTE student enrolment:

Student enrolment trends:

Loss of Year 7s and IELP affected student enrolment numbers.

Mainstream enrolments trended downward across 2021 and 2022 into 2023. Smaller cohorts of receptions coming through.

Increase in rent and house prices in Salisbury North is pushing families further north to find affordable housing.

Staffing numbers (as at February census):

Teaching Staff: 20 FTE

Student Wellbeing Leaders: 1 FTE

Aboriginal Community Education Officer: 52 HRS per Week

Non-Teaching Staff (SSOs): SSO1 334.00 HRS per Week

SSO2 132.00 HRS per Week

SSO3 37.50 HRS per Week

Public transport access:

Bus on Downton Avenue. Train access is a 15 minute walk to the Salisbury Interchange.

Special site arrangements:

Yearlong transition program with Dorothy Hughes Kindergarten.

2. Students (and their welfare)

General characteristics:

Our student body comprises approximately 15% Aboriginal students, 8% students with disabilities, 32% students from English as an Additional Language or Dialect (EALD) background, and 3% children and young people in care. As with many schools in our context, we regularly work to address challenges associated with student transience, attendance and punctuality, while maintaining a strong focus on student engagement, wellbeing and achievement.

Student well-being programs:

Salisbury North Primary School is a Positive Behaviour for Learning (PBL) school, with PBL providing the framework for our trauma-informed, restorative and inclusive practices. Student wellbeing is a key priority, and we provide a range of supports to ensure students feel safe, connected and ready to learn.

Extensive pastoral care programs are available for students and families, including a daily Breakfast Club. Since 2017, the school has employed a Pastoral Care Worker who works alongside students as a mentor, supporting their learning, wellbeing and social-emotional development through targeted programs and interventions.

The school accesses Occupational Therapy support through the Department for Education's Self-Regulation Service and has developed a dedicated regulation space, known as the Zen Zone, where students can access support from trained staff to develop self-regulation skills. A Wellbeing SSO provides targeted support through individual and small-group interventions and plays a key role in coordinating Tier 2 wellbeing supports, including Check-In Check-Out (CICO) and social-emotional learning groups.

The school continues to invest in learning environments that promote wellbeing, engagement and connection to nature. A sensory garden and Nunga Garden have recently been established, and a kitchen garden program is currently being developed to provide students with opportunities to learn about sustainability, food production and healthy lifestyles.

Our Aboriginal Education Team plays an important role in supporting cultural identity and belonging for Aboriginal students. The team delivers Kurna language learning, cultural identity programs and cultural experiences, including traditional tool-making activities, while helping to strengthen Aboriginal perspectives across the school.

Student support offered:

Our school has a strong focus on providing tiered support to meet the diverse learning needs of students. Classroom teachers are responsible for planning and delivering high-quality Tier 1 instruction, while also providing Tier 2 supports and adjustments for students requiring additional assistance within the classroom setting.

Targeted Tier 3 literacy intervention is coordinated by the Assistant Principal and delivered by our Literacy Intervention Teacher, Aboriginal Education Team (AET) and Intervention SSOs. Intervention programs are informed by reading, spelling and phonological awareness data to ensure support is targeted, evidence-based and responsive to individual student needs.

Our Inclusion Leader works closely with Student Support Services, allied health professionals and external agencies to coordinate support for students with additional needs. Data is collected through observations, functional behaviour assessments, ABC charts and other evidence-gathering processes to inform intervention planning and support applications for Inclusive Education Support Program (IESP) funding where appropriate.

Depending on students' identified needs and levels of IESP funding, School Support Officers (SSOs) provide targeted support, including individual and small-group assistance. Significant SSO support is provided within classrooms during the morning learning block to maximise student engagement, participation and access to the curriculum before intervention programs commence across the site.

Student management:

Our Wellbeing Leader and Inclusion Leader manage a range of programs associated with student behaviour, student wellbeing and social learning. Behaviour development, anti-bullying and wellbeing programs have been critical in supporting teaching and learning at Salisbury North Primary School. Our programs have helped to support a culture of high expectations of learning where students manage their behaviour and learning in a safe and supportive environment.

Student government:

SWAT (Students Wellbeing Action Team) meet three times per term. Our student committee plays an active role in decision making in the school. Where possible, there is student representation on Governing Council. They put proposals to Governing Council for discussion and voting. They have equal voting rights as the adults. Student voice is highly valued and has a meaningful place in our school.

2. Key School Policies

Site Learning Plan and Key Improvement Priorities

In 2026, Salisbury North Primary School's improvement agenda is centred on the development of **Effective Learners** and **Wellbeing** through a lens of **Curiosity, Creativity and Self-Regulation**. Our goal is to build learners who feel safe, experience a strong sense of belonging and develop the confidence and strategies needed to cope when learning becomes challenging.

Our improvement work recognises that strong academic outcomes and student wellbeing are deeply interconnected. While maintaining a commitment to evidence-informed teaching practices, including explicit instruction and the Science of Reading, we are also focusing on creating rich learning experiences that promote learner agency, critical thinking, collaboration and problem-solving.

Our challenge of practice for Effective Learners is:

"How do we intentionally balance explicit instruction with opportunities for inquiry, collaboration and reflection so that students become engaged, curious and creative learners who can apply their knowledge and manage their learning?"

Our challenge of practice for Wellbeing is:

"How do we create learning environments where students feel safe, heard and valued, while intentionally developing resilience, persistence and self-regulation through the way we design learning tasks and classroom experiences?"

Professional learning and improvement efforts are aligned to these priorities and include evidence-informed literacy instruction through the Science of Reading, Positive Behaviour for Learning (PBL), restorative and trauma-informed practices, learner agency, effective learning design and strategies that support student engagement, self-regulation and wellbeing.

Student progress and wellbeing are monitored through a range of academic, behavioural and wellbeing data sources. Staff work collaboratively through Professional Learning Communities (PLCs) and improvement cycles to analyse evidence, identify priorities, trial strategies and evaluate impact. This continuous improvement approach supports data-informed decision-making and ensures school improvement efforts remain responsive to student needs.

4. Curriculum

Subject offerings:

Specialist programs are offered in Health and Physical Education, Digital Technologies, Design and Technology, Science, Music and Kaurna Languages.

Special needs:

Teachers support students with additional needs through differentiated learning, in class SSO support and IESP SSO Support. This is overseen by the Inclusion Leader who liaises with Student Support Services and outside agencies, creates IESP funding applications and manages IESP support timetables. SRT meetings are organised twice termly to discuss concerns and manage student needs.

Teaching methodology:

Teaching and learning at Salisbury North Primary School is informed by evidence-based practice, drawing on the Science of Learning and Science of Reading. Teachers use explicit teaching to develop strong foundational knowledge and skills while providing opportunities for students to think critically, collaborate, reflect and apply their learning in meaningful contexts.

A consistent whole-school approach is supported through agreed practices, published scope and sequence documents, and the use of evidence-informed literacy and numeracy instruction. Staff work collaboratively through Professional Learning Communities (PLCs) to analyse data, evaluate impact and continuously improve teaching and learning.

Our learning design increasingly focuses on developing effective learners by fostering curiosity, creativity, self-regulation and learner agency, ensuring students are equipped with the knowledge, skills and dispositions needed for future success.

Student assessment procedures and reporting

We follow a whole school Assessment and Engagement Schedule which outlines a timeline for assessments across the year and provides links to assessment procedures and data housing spreadsheets. Assessment and reporting practices support our students to set learning and behaviour goals. The emphasis on students as reflective learners and parents as partners in the education of their children is a high priority.

Our reporting to families includes, Acquaintance Night in Term 1, Student/Parent/Teacher interviews/conversations in term 1, Teacher/Parent interviews Term 3, written reports sent home via email at the end of term 2 and 4 and snapshots of learning shared with families via the Seesaw App. We also encourage open communication between families and teachers.

5. Sporting Activities

The school participates in a wide variety of SAPSASA District competitions. The Salisbury North Football Club is across the road from the school and is a focal point for many community activities. A large percentage of our students play for the Salisbury North Football club. The school runs Sports Day, this is highly successful and has tremendous support from the community.

6. Other Co-Curricular Activities

Children's University

Go Foundation

Premier's Reading Challenge

Premier's Be Active Challenge

Sports clinics

7. Staff (and their welfare)

- Staff profile

Salisbury North Primary School has a stable and dedicated staff team committed to meeting the diverse needs of our students. The school currently comprises eight Junior Primary classes and eight Primary classes, supported by a range of teaching and support staff who work collaboratively to maximise student success.

- Leadership structure

The leadership team consists of a Principal and four Assistant Principals, with portfolios for Wellbeing and PBL, Inclusion and Aboriginal Education, Mathematics and Operations, and Curriculum, Pedagogy and Learning. Leaders work closely alongside staff to provide coaching, guidance and support, while leading whole-school improvement initiatives.

- Staff support systems

Salisbury North Primary School fosters a supportive and collaborative culture where staff work together to improve outcomes for students. Regular leadership check-ins, mentoring, Professional Learning Communities (PLCs) and staff meetings provide opportunities for professional growth, reflection and shared problem-solving.

- Performance Management

Performance development is viewed as an ongoing process focused on continuous improvement and student outcomes. Staff engage in regular professional conversations aligned to school priorities, supported by coaching, feedback and professional learning opportunities that strengthen individual and collective practice.

8. School Facilities

Buildings and grounds

The school was built as three open space units in 1976. In 2010 these open spaces were refurbished to accommodate separate classrooms. Our school gymnasium was completed in 2007. In 2020, the front office area received a significant upgrade, as did the classroom and unit spaces. New carpets/flooring, storage and painting took place. In 2023, the “Blue Units” were demolished leaving a large new area to utilise. In 2025, a new Reception to Year 3 Nature Play space was completed, providing opportunities for curiosity, creativity, risk-taking and imaginative play. Additional play opportunities have also been created through the installation of swings and the introduction of a popular “Stick Club”, where primary-aged students engage in loose parts play on the school oval. The school continues to invest in outdoor learning environments. A \$50,000 Green Adelaide grant is supporting the development of a cultural learning space at the front of the school, including a yarning circle, bush tucker garden and native plantings. This project is expected to be completed during 2026. Further developments include the expansion of the kitchen garden program, the installation of raised garden beds, and the conversion of existing spaces into outdoor learning areas. The school is committed to maintaining contemporary and engaging learning environments and is continuing to explore opportunities to upgrade teaching units and classroom spaces to better support future-focused learning.

- Heating and cooling

All classrooms are air conditioned.

- Specialist facilities and equipment

Specialist programs in Science, PE and Health, Digital Technologies and Design and Technology are supported with specialist facilities. The school hall has enhanced the PE program. There is a new outside sensory space and in continual upgrades to classrooms.

- **Student facilities**

Student facilities include specialist teaching areas, basketball and netball courts, play equipment under solid shade structures and a large oval and soccer pitch. Special inside activities occur for students at lunchtime including, Nature Play, Library (games & reading), gym activities, computing and netball.

- **Staff facilities**

The staffroom area was upgraded in 2023. It is newly furnished, carpeted and painted. A well-equipped teacher resource room was completed in 2007 to support teacher collaboration and planning.

Access for students and staff with disabilities: Yes

Access to bus transport: No

10. School Operations

Decision making structures

We follow our site Decision Making Procedure that was created in 2023 with staff input. All staff work on a range of committees that reflect the curriculum, special programs and specific needs of the school. Each committee has responsibility for a range of aspects including staff or community professional learning, budget management and information sharing. Any concerns raised are taken to Unit Meetings, which occur 3 times per term, for discussion. These collaborative and democratic structures allow for a diverse range of voices to influence decision-making processes. PAC meet twice per term to discuss HR matters pertaining to the school. Governing Council meet twice per term and consists of staff, student and parent representatives.

- **Regular publications:**
 - School Newsletter (Weeks 3, 6 and 9)
- **Other communication:**
 - Seesaw App
 - EdSmart (email)
 - Text message
- **School financial position**

The school is in a sound financial position.

11. Local Community

General characteristics

Our community is a strong, proud and loyal group. Many parents attended this school as students themselves. We are in an area with a high Housing Trust occupancy and a very high level of transience.

Parent and community involvement

Governing Council and parent volunteers are active in the school, including in the canteen and on Excursions. We are conducting regular morning tea and information sessions for our Aboriginal families and will begin a fundraising committee. We work closely with Salisbury North Football Club and surrounding schools.

Feeder or destination schools

Dorothy Hughes Kindergarten is our main feeder centre for new reception students. Salisbury High School and Paralowie R-12 School are the main destinations for our exiting year six students.

Other local care and educational facilities

Bagster Community Centre provides care facilities including Playgroup and Parenting workshops.

Commercial/industrial and shopping facilities

The school is located on Bagster Road. This street offers a range of specialty shops and a medical centre. Not far, on White's Road, is a supermarket and pharmacy.

Other local facilities

On Bagster road:

Salisbury North Football Club

Medical Centre

Pharmacy

Availability of staff

housing *No*

Accessibility

Metropolitan school

Local Government

body *Salisbury Council*

12. Further Comments

