

SCHOOL CONTEXT STATEMENT

Updated: 03/19

School number: 0162

School name: GUMERACHA PRIMARY SCHOOL

School Profile:

The school motto, 'Together we achieve', reflects the highly valued parent involvement in school programs and the school's past and current involvement in community activities. Our vision is to build a cohesive learning community of lifelong learners who have the capacity to contribute positively as citizens of the 21st Century, and strive to achieve their personal best. The school's core values for our learning community are: To act with Integrity, Showing Respect for Self and Others, Displaying Courage and Resilience and Demonstrating Commitment and Responsibility.

Curriculum priorities are literacy and numeracy, along with a focus on the development of reasoning skills starting with dialogue and high level questioning. We develop higher-order thinking strategies and Executive Function skills with students R to 7. Students are encouraged to participate in decision-making through classroom dialogue and through the School Leader positions.

A synthetic phonics approach is used to provide strong beginnings in literacy in the early years and the Back to Front Maths pedagogy is practiced R-7. The highly acclaimed Stephanie Alexander Kitchen Garden Program connects students to the natural environment and Japanese is our chosen Language Other than English (LOTE) and this is taught via an online link up to the Open Access College.

STEM is taught as a specialist subject and encompasses many varying activities. Students have access to different ICT components including but not limited to our 3D printers, robots and laptops.

The school has a Christian Pastoral Support Worker who encourages the wellbeing of students and is a resource for staff and families. Outside School Hours Care and Vacation Care cater for a growing number of students.

1. General information

School name : GUMERACHA PRIMARY SCHOOL
School No. : 0162
Principal : Mrs Lyndsey Martin

Postal Address : c/- Post Office, Gumeracha 5233
 Location Address: Albert Street, Gumeracha 5233
 District : Torrens Valley Partnership
 Distance from GPO : 43 kms Phone No. : 08
 8389 1183
 CPC attached : NO Fax No. : 08 8389 1319
 School website address: www.gumerachr7.sa.edu.au
 School e-mail address: dl.0162.info@schools.sa.edu.au

OSHC

A Before School Care program operates from 7.30-8.30 and an After Hours School Care program operates daily from 3.20-6.30. There is high demand for Vacation Care programs.

February FTE Enrolment 2019

| | | 2016 | 2017 | 2018 |
|---------------------------------------|-----------|-----------|-----------|-----------|
| Primary Special, N.A.P. Ungraded etc. | 0.0 | 0.0 | 0.0 | 0.0 |
| Reception | 7.0 | 6.0 | 3.0 | 11.0 |
| Year1 | 7.0 | 6.0 | 7.0 | 4.0 |
| Year2 | 8.0 | 6.0 | 5.0 | 7.0 |
| Year3 | 10.0 | 8.0 | 10.0 | 5.0 |
| Year4 | 5.0 | 9.0 | 12.0 | 10.0 |
| Year5 | 11.0 | 5.0 | 10.0 | 11.0 |
| Year6 | 6.0 | 7.0 | 6.0 | 9.0 |
| Year7 | 10.0 | 4.0 | 9.0 | 6.0 |
| TOTAL | 64 | 51 | 62 | 63 |

| | | | | |
|------------------------|-----|-----|-------|-----|
| School Card percentage | 24% | 13% | 22.5% | 19% |
| NESB Enrolment | | 0 | 0 | 6% |
| Aboriginal Enrolment | | 3% | 4% | 3% |

Staffing numbers:

- 3.5 FTE teachers in 2019 and 1.0 Principal
- 5 X casual SSO positions (less than 15 hours)
- 1 x full time SSO position
- 12 hours grounds person

OSHC and Vacation Care programs operate

Enrolment trends: steady trend. This is also reflected in the local preschool.

Year of opening: 1913 on current site (school established in 1857)

Public transport access:

A school bus run ending at Birdwood High drops and collects students daily

A public charter bus runs morning and evening services past the school connecting at Tea Tree Plaza

2. Students (and their welfare)

General characteristics

Gumeracha is an identified Category 7 index of disadvantage school. Currently 4 students with disabilities have Negotiated Education Plans and the school has 19% of families receiving school card. We have many more students working on IEP's for non-specific learning difficulties.

Student well-being programs

The appointment of a Christian Pastoral Support Worker began in 2007. A focus of T & D over the past years has been on support and positive intervention for students and families. Outside agencies are frequently involved (eg Behaviour Support Unit, DECD Social Workers).

Many parent volunteers support the school, particularly Canteen and Governing Council Committees.

Support offered

We are supported by Partnership personnel e.g. Students with Disabilities, Speech Pathologist / numeracy intervention program. SSO's provide support for students in each classroom and a targeted literacy/numeracy intervention program is used for those who require additional support.

Student management

A focus on the school's values underpins ways to encourage students to take responsibility for their behaviour and support and celebrate successful learning. Students negotiate classroom expectations and there is a focus on older students supporting younger students during yard activities, etc.

Student Leadership

School Leaders and Sports Captains take on different Leadership positions across the year.

Special programmes

- Students participate in gardening, harvesting and cooking through the SAKG program.
- A Community Links program operates for students in the Middle and Upper Primary Classes.
- Students participate in SAPSASA events.
- As NIT, students study Health & PE, STEM and Gardening.
- Piano, keyboard, drum and guitar tuition are available through private providers on Wednesdays.
- Students are involved in the daily care and maintenance of hens, and garden plots.

3. Key School Policies

The current Site Learning Plan (see website) describes our school priorities and actions namely:-

- Maintain growth trajectory in maths results (Naplan, Pat, A-E data) and target HB for identified students with a particular focus on increasing high band retention from 3 > 5 > 7.
- Increase student decoding/encoding abilities site wide with a specific focus for JP and students with Learning Difficulties
- Writing - Use a diagnostic tool(s) to identify strengths and weaknesses and drive improvement across the site

4. Curriculum

■ Subject offerings

The core business of Gumeracha Primary School is teaching and learning using the Australian Curriculum.

■ Special needs

Identified students with disabilities are supported through in-class SSO support and in withdrawal spaces such as 'The Bubble.' Support programs are also provided for students who are identified as having learning difficulties.

■ Special curriculum features

Students are given opportunities to learn the piano, keyboard, drum and guitar via private providers during school time. There has been an increase in participation in this area over the past few years. Students have the opportunity to participate in the Instrumental Music Program Hub offered in a neighbouring school. The school also has an annual End of Year Concert to showcase its performing arts programs. Curriculum sharing and collaboration takes place with staff sharing areas of expertise across the school.

■ Teaching methodology

Classroom intervention programmes are strongly supported by SSOs. Additional SSO hours are purchased through grants received in the school.

All students can access the Computer Room and use networked computers in each classroom. Students in years 3-7 have 1:2 access to a laptop computer for flexible learning time. The school uses a wireless network to allow more widespread use of portable devices.

■ Assessment procedures and reporting

Comprehensive whole school assessment procedures are in place as well as individual classroom strategies.

PAT-R and PAT-Maths tests are administered once a year 3-7.

NAPLAN Tests are administered at Years 3, 5 and 7.

Running Records for readers under Level 30.

Current reporting practice is: an acquaintance night at the beginning of the year; Terms 1 and Term 3 interviews with students and parents

(Term 3 at parent /teacher request) and written reports issued in Terms 2 and 4.

Students are assessed across all areas of the curriculum. There is a strong focus upon literacy and numeracy.

🏠 Joint programmes

Staff are encouraged to curriculum-share across classes and this occurs in small team situations. Buddy programs are encouraged across the school and students work together regularly in rotation days.

5. Sporting Activities

Gumeracha Primary School supports SAPSASA. Students are encouraged to participate in all district events and also participate in a Hills District Sports Activities Day. The school conducts a Sports Day at the end of Term 1 and students participate in house activities. We go up against two other local school for an InterSchool Sports Day held in early Term 4 of each year.

Individual students are involved in SAPSASA and local sporting clubs – cricket, tennis, netball, swimming, golf, soccer and football. P.E. is part of the curriculum across the school and students have participated in a variety of sports offered by the teacher and outside coaches. The upper primary students may participate in a SAPSASA athletics day, netball, football, Soccer Lightning carnival and various sports with and against other small schools. There are local sporting associations, to which many of our students belong and many play weekend sport.

6. Other Co-Curricular Activities

🏠 General

All students participate in a Performing Arts Program and the Year 6/7 students take part in an aquatics program in alternate years. In term 2 R-5 students are involved in a swimming program. School camps have become an integral part the year's program for all classes, and Year 7 students have the opportunity to attend an annual camp in Canberra with students from other local schools.

🏠 Special

Classes maintain contact with children from the local preschool and childcare.

Community links are an important element in the life of the school.

7. Staff (and their welfare)

🏠 Staff profile 2019

5 female teachers & 1 male teacher (including the principal), 5 female and 1 male SSO, 1 male ICT technician, 1 female CPW & 1 male Groundsperson

■ Leadership structure

A collaborative staff supports the Principal, with many tasks shared. However the Principal has a significant teaching load in addition to administrative duties

■ Staff support systems

Collaboration between year levels is supported and encouraged.

■ Performance Management

Staff review meetings are held regularly throughout the year and focus upon either whole school priorities or individual staff needs. Written records are kept of each meeting. Staff members are actively encouraged to participate in training and development activities.

■ Staff utilisation policies

Classes are mixed-year levels, and Early intervention programs are run by SSOs in conjunction with classroom teachers; support may occur both within classrooms or outside. SSO hours are provided through conversion of salary via Early Years/Literacy & Numeracy Grants and funding for students on NEPs.

■ Access to special staff

Instrumental Music Teachers, Guidance Officer, Speech Pathologist, Attendance Counsellor, Behaviour Support Personnel are accessed by staff where applicable.

8. Incentives, support & award conditions for Staff

9. School Facilities

■ Buildings and grounds

Gumeracha Primary School is situated on 2.56 hectares. The site is sloping and the buildings are situated on 3 different levels accessed by steps. There are large hard play areas, a playground, a small oval and a large bush garden. Raised garden beds and a large vegetable garden are also located close to classrooms so that students can easily be involved in garden projects. There are two brick buildings, two double transportable classrooms, one single transportable classroom and a Hall which was completed in 2011. The canteen is part of the OSHC brick building.

The first Gumeracha School was opened in a building in Wellington Street in 1857. The school shifted to its present site when the OSHC building was built in 1913. Because of the outbreak of World War 1 and the death of the then Director of Education, the building was never officially opened. The Students and Teachers marched through the Streets of Gumeracha from the former to the new school on top of the hill.

In 1933 the Kenton Valley School was amalgamated with Gumeracha and the wooden school building was quartered and shifted to our school site where it served as a classroom and finally as an office.

In 1967 the Forreston, and in 1969 the Cudlee Creek schools were closed and consolidated with Gumeracha.

In 1982 work commenced on the redevelopment of the school - with children accommodated in a series of portable classrooms on the existing school oval while the work took place. This work was completed, and officially opened in October 1983.

In 2007 the school had its 150 years celebration.

In 2011 there were several upgrades to buildings and grounds using the Federal National School Pride money.

Cooling/ Heating

Either evaporative or refrigerated coolers heat/cool most work areas

Specialist facilities

The school has a computer suite adjoining the student/staff Resource Centre. Other specialised areas include a STEM area, a gymnasium and fully stocked SAKG kitchen

A plant propagation area, including hothouse and vegetable gardens and hen house add value to the school environment and provide for additional student involvement

Student facilities

There is a school Canteen serviced two days per week by local stores and parent volunteers.

Staff facilities

SSO work areas are located in the main building. All staff members have access to email facilities and all computers are linked to the Internet. EDSAS is available on the Administration computer, staffroom computer, SSO room computer, side office computer and the Principal's computer.

Access for students and staff with disabilities

There are many difficulties associated with a sloping site with few ramps and many steps. A disabled toilet is located in the administration area.

Access to bus transport

Families apply for bus transport via Birdwood High School in line with DECD protocols

10. School Operations

Decision making structures

A decision making policy is in place. A set process is followed in staff meetings and many decisions are made there. In view of the relatively small staff contingent, PAC and WHS decisions are taken at staff meetings

Governing Council meets twice a term, with regular meetings of sub-committees. These include Canteen, Finance, Fundraising, and OSHC committees. The roles of these committees are clearly specified. Student voice is heard through class structures.

Regular publications

A school newsletter is produced regularly. Additional bulletins go home as required on the SchoolStream app. A school handbook is provided to parents upon enrolment of their child/children which includes all school procedures and relevant policies. A school app keeps families updated with digital notices.

A Daybook is provided for staff containing relevant daily information. "Gumnuts" is produced weekly informing staff about forthcoming school matters

Other communication

School web site – <http://www.gumerachr7.sa.edu.au>. Regular Principal Tours of the School are conducted for parents interested in enrolling their children. Student run assemblies occur 2 times per term. School pamphlets are produced and flyers issued as required.

School financial position

Ongoing preparatory funding for computer replacement and network upgrades is an annual commitment. The Facilities Committee of Governing Council is working on a maintenance plan to ensure that essential maintenance work is built into the budget on an annual basis.

11. Local Community

General characteristics

Gumeracha Primary School is located in the Adelaide Hills, 43 kms north east of Adelaide. The town population is 700 and steady. The Gumeracha area has changed from rural to semi-rural and includes many people who commute to Adelaide for employment. While Gumeracha is close to Adelaide, the town and school maintain a country climate. Students have close contact through their involvement in sporting clubs and other community groups. Some students who live in the surroundings come from a variety of rural areas and travel to school by bus.

Parent and community involvement

Strong School Governing Council, which has sub committees in the areas of Finance, OHSC, Fundraising and Canteen. Many parents provide classroom support, library assistance and canteen assistance.

Feeder schools

The majority of new Receptions come from the Torrens Valley Children's Centre which is situated in Gumeracha. A small number may come from the Lobethal Kindy. The majority of year 7 students go to Birdwood High School with few opting for private education.

Other local care and educational facilities

Private Family Day Care, Kindergym and playgroup operate within the town.

🏢 Commercial/industrial and shopping facilities

Several second-hand shops as well as General Store, Take-Away, Pizza and local butcher.

🏢 Other local facilities

Library, sporting clubs and Post Office, Medical Centre, Hospital, Aged Care Facilities, large town oval (Federation Park), Rocking Horse Tourist Attraction.

🏢 Local Government body

Adelaide Hills Council

12. Further Comments

The local community is well served by the active and energetic Gumeracha Community Association. The GCA has many roles within the community including producing a regular newsletter, organising community events and acting as the voice of the people of the Gumeracha area in a variety of ways. The Gumeracha Primary School encourages strong links with the Gumeracha Community Centre and the local Mens' Shed through its Community Links Program.

Middle Primary students from Gumeracha Primary School often visit Glenview, a retirement complex adjacent to the Gumeracha Hospital, to provide social contact and entertainment to the elderly residents in Term 4.

The ongoing Community Links program involves small groups of Upper Primary students buddying up with children in the kindy and childcare sectors of the Torrens Valley Childrens Centre and undertaking building projects at the Community Green Shed.