

SCHOOL CONTEXT STATEMENT

Updated04/17

School number: 1201

School name: GULFVIEW HEIGHTS PRIMARY SCHOOL

1. General information

Part A

School name : Gulfview Heights Primary School
School No. : 1201
Courier : Northern Adelaide Region
Principal : Chris Zunis
Postal Address : 39 Kiekebusch Road, Gulfview Heights 5096
Location Address : 39 Kiekebusch Road, Gulfview Heights 5096
District : Salisbury
Distance from GPO : 20 kilometres
CPC attached : No
Phone No. : 08 8 258 9959
Fax No. : 08 8 281 5839

February FTE Enrolment		2014	2015	2016	2017
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Reception	55.0	47.0	54.0	54.0
	Year 1	32.0	58.0	47.0	57.0
	Year 2	41.0	37.0	59.0	48.0
	Year 3	32.0	42.0	41.0	63.0
	Year 4	41.0	42.0	43.0	45.0
	Year 5	32.0	38.0	40.0	46.0
	Year 6	37.0	29.0	37.0	40.0
Year 7	23.0	33.0	29.0	33.0	
Secondary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Year 8	0.0	0.0	0.0	0.0
	Year 9	0.0	0.0	0.0	0.0
	Year 10	0.0	0.0	0.0	0.0
	Year 11	0.0	0.0	0.0	0.0
	Year 12	0.0	0.0	0.0	0.0
	Year 12 plus	0.0	0.0	0.0	0.0
TOTAL		301.0	326.0	350.0	386.0
School Card percentage [August census]		28%	N/A	84 (24%)	N/A
NESB Enrolment [February census]		45.0	42.0	63.0 (18%)	69.0 (18%)
Aboriginal Enrolment [February census]		11.0	9.0	14.0 (4%)	13.0 (3%)

Part B

- Deputy Principal
 - : Susan Searles
- School website address
 - : www.ghps.sa.edu.au
- School e-mail address
 - : dl.1201.info@schools.sa.edu.au
- Staffing numbers
 - Total Teacher Entitlement = 15.6 made up of 12 Females & 3.6 males.
 - LOTE [Chinese] = 0.4 Counsellor = 0.4
 - P.E. = 0.8 AET = 0.2
 - Performing Arts = 0.6 ACEO = 9.8hrs
 - Resource Centre Manager 25 hours per week
 - Co-ordinator Level 2 Entitlement =1
 - Tier 2 Special Education = Approx.0.75
 - EALD = 0.56
 - Total Ancillary Allocation = 120 hours per week.
 - School Services Officers = Administration / Finance Officer = 92 hpw
 - Groundsperson: Independent contractor 10 hours per week
- OSHC
 - OSHC was established in 2010 and offers a before and after school care program, along with Vacation Care during the school holiday period and on Pupil Free Days.
- Enrolment trends
 - : Significant increase over the last 5 years, approx. 38%. We began the 2017 school year well beyond capacity with 14 classes, 6 Early Years (R-2), 4 Middle Primary Years (Yrs 3-4) and 4 Upper Primary Years (Yrs 5-7)
- Year of opening
 - : 1976
- Public transport access
 - : Bus service only along Bridge Road approximately 1 kilometre from the school.

2. Students (and their welfare)

- General characteristics
 - : Students are co-operative and motivated to learn. Our school values are reinforced regularly in students to instil a sense of pride, ownership, respect and responsibility. Our teaching practices and relationships are underpinned by our 5 guiding values of Respect, Collaboration, Excellence, Empathy and Integrity.
- (Pastoral) care programs
 - : Pastoral care programs are provided by classroom teachers and by our Pastoral Care Worker, first appointed in 2008.
- Support offered
 - : Well established intervention and special education support programs are provided to cater for students with additional / special needs. A whole school approach to intervention and support was introduced in 2013 providing greater consistency in the delivery of intervention programs.
- Student management
 - : Our School Discipline Policy was reviewed in 2014. Processes and procedures are in place to promote effective teaching and learning programs and high levels of student engagement.
 - : The policy is framed around our school values of Respect, Excellence, Empathy, Integrity and Collaboration and is based on restorative practice principles.
- Student Voice
 - : Student representatives are elected by their peers annually to represent the views of their class at Student Voice meetings. The Student Voice meet 3 times a term to discuss issues raised through class meetings, participate in whole-school decision making processes and plan school based & community activities.
 - Examples of student initiatives include student lunch time action groups, introductions of traffic monitors, community fundraisers and presenting updates at our AGM and Governing Council meetings.
 - The Deputy Principal has responsibility for coordinating the Student Voice and assisting the executive in organising Student Voice meetings, events and initiatives.
- Special programmes
 - : A DECD instrumental music teacher visits the school once a week and offers tuition in violin, viola & cello. Approx. 20 students are involved from years 3-7.
 - : The school choir drawing students from years 3-7 performs at school events under the direction of a specialist music teacher/choir trainer.

3. Key School Priorities / Policies

- Current school priorities are set in the areas of Literacy, Numeracy and Student Wellbeing. Learning design, assessment & moderation are key drivers across each of these areas
- Recent key outcomes include:

Student Wellbeing

- Student Voice representatives are actively involved in whole-school decision making and manage initiatives throughout the school.
 - The development, review and implementation of key policies including: Junior Sports, Attendance, School Discipline and Anti-Bullying policies.
 - The implementation of the Child Protection Curriculum across the school.
 - The promotion of healthy lifestyles through daily fitness activities, participation in a specialist PE program, participation in SAPSASA events and the promotion of healthy food choices through our school canteen and healthy eating practices.
- Increase attendance rates and participation across a range of extra-curricular activities

Numeracy

- Implementation of a whole school Numeracy block with a focus on Natural Maths Pedagogy
- The establishment and resourcing of numeracy resource rooms in each of the teaching units.
- Increased access to quality professional learning programs in numeracy aligned to staff needs and other school priorities.
- Access to numeracy incursions.
- An increased profile of numeracy within the community through parent information sessions, workshops and through regular newsletter articles.

Literacy

- Embedded whole school literacy focus on the BIG SIX, with particular emphasis on Phonics, Comprehension & Oral language
- The purchase of new readers and guided reading packs, and establishment of Literacy resource rooms in each unit.
- Professional Learning programs aligned to staff needs around the BIG SIX.
- Annual Literacy & Numeracy week activities showcasing student learning experiences and samples.
- The collection of school wide learning data (eg. running records, PAT-R, Writing assessments) to inform teaching and learning programs.
- Professional Learning in line with staff needs and promoting integration of ICT across the curriculum.

4. Curriculum

- Subject offerings
 - : Australian Curriculum in all mandated areas
 - : LOTE = Chinese 2 days a week for all Yr 1-7 classes
 - : Specialist Physical Education (NIT Program) for all R-7 classes weekly
 - : Specialist Performing Arts (Music, Dance, Drama) NIT Program R-7 for all classes weekly
- Open Access
 - : Not applicable
- Students with Additional needs
 - : This is an area of significant focus for Gulfview Heights and as a result, significant support time is directed at implementing the MiniLit/MultiLit and Quicksmart Intervention programs along with additional support hours to implement individual NEP/IEP programs.
- Special curriculum features
 - : A Sporting Schools Program offers access to a range of sports and physical activities after school on a regular weekly basis. This program is funded through a Commonwealth Government Grant.
- Teaching methodology
 - : Smart boards were initially introduced in 2005 and are now in all classroom teaching areas and in the resource centre. Their use promotes the integration of ICT skills across the curriculum.
- Assessment procedures and reporting
 - : The school reporting policy was revised in 2008. Currently our school reports to parents through an Acquaintance Night early in term 1, written mid year Progress Report at the end of term 2, an end of year Summative Report at the end of term 4. Parent teacher interviews are held in term 1 and again in term 3 as 'teacher requested.' Our Assessment policy meets the Federal Government requirements for reporting against the Achievement Standards in all mandated areas of the Australian Curriculum.
- Joint programmes
 - : In recent years Gulfview Heights has established a close working relationship with our local feeder high school – Salisbury East High. Extensive transition programs are in place to support year 6 & 7 students in their transition to high school. Additionally, we have established a strong partnership with 5 preschools in the local area to implement a consistent 'Same First Day start' enrolment policy.

5. Sporting Activities

: Gulfview Heights actively participates in SAPSASA carnivals and knockout competitions. These include swimming, cross country, athletics, girls & boys football, girls and boys soccer, girls & boys netball, girls & boys basketball.

: The school also accesses a range of specialist coaching clinics throughout the year in a wide range of sports.

: A sports day is held annually.

6. Other Co-Curricular Activities

: No teams represent the school in sporting competitions outside school hours.

7. Staff (and their welfare)

- Staff profile

: A committed group of professionals who work as a team to provide the best possible educational program for the students.

: All staff are expected to work highly collaboratively in their Learning Teams and Learning Community structure to implement consistent programs and policies. There are 3 learning teams – Early Years, Middle Primary, Upper Primary and 3 Priority teams in each of the school priority areas – Literacy, Numeracy and Student Well Being.

- Leadership structure

: Principal

: Deputy Principal

: Senior Leader in Literacy and Early Years.

- Staff support systems

: 22 hours per week SSO time is allocated specifically to support IT infrastructure and computer maintenance through an IT Manager and Technician.

- Performance Management

: Performance Development structures are in place with the Principal, Deputy Principal and Senior Leader sharing line management responsibilities for each of the Learning Teams. Meetings are held twice each year with written feedback provided annually.

- Staff utilisation policies

: There is greater flexibility in the provision of programs and service delivery since 2006, the first year the school was involved in local management. In 2007 the school adopted a new Governing Council model and constitution of governance.

- Access to special staff

: Social Workers, Attendance counsellors, Guidance Officers (Psychologists), Speech Pathologists, Hearing Impairment Services & Disability Services are accessed to provide assistance and support to students and families, and provide relevant training for staff.

8. Incentives, support and award conditions for Staff

- Complexity placement points
: Not Applicable
- Isolation placement points
: Not Applicable
- Shorter terms
: Not Applicable
- Travelling time
: 30 minutes from CBD
- Housing assistance
: Nil
- Cooling for school buildings
: Central heating & Air conditioning are installed in each teaching unit and Resource Centre. The IT suite, new transportable facility and Administration areas are all fitted with reverse cycle split systems. The newly built gymnasium has heating and evaporative air conditioning system.
- Cash in lieu of removal allowance
: Not Applicable
- Additional increment allowance
: Not Applicable
- Designated schools benefits
: Not Applicable
- Aboriginal/Anangu schools
: Not Applicable
- Medical and dental treatment expenses
: Not Applicable
- Locality allowances
: Not Applicable
- Relocation assistance
: Normal DECD assistance
- Principal's telephone costs
: Not Applied for

9. School Facilities

- Buildings and grounds

- : The school buildings are of solid construction and are over 40 years old (built in 1976). They nestle into the hills face zone on the eastern edge of the City of Salisbury.

- : The grounds are a feature of the school. All lawned areas, including the oval, now have automatic watering systems installed. The grounds are extremely attractive with fully grown Australian native trees surrounding the grassed areas. A turfed oval, asphalt netball court and recently recovered basketball courts with multisport synthetic grass system, along with well-maintained playground and obstacle style fitness track provide ample outside play areas for physical fitness activities.

- : The school consists of the following linked areas – Administration, Canteen, Gymnasium, Resource Centre, two five teacher open space Teaching units, 2 new transportable classes and IT suite. Partitions have been installed to partially separate the individual teaching spaces in each open space unit. A separate classroom was established in the old gym area accommodating our senior students. A separate computer room has been established by re-developing a teacher preparation area adjacent to the Resource Centre. Both units have withdrawal room areas used for a range of special programs eg. Instrumental music program. The Early Years unit houses the Intervention room, a teacher preparation area and Reader resource room. The Primary Years Unit will be remodelled & refurbished into a STEM facility (Science, Technology, Engineering & Mathematics) in 2017.

- Cooling

- : Central heating and air conditioning to all parts of the school.

- Specialist facilities

- : No extra facilities

- Student facilities

- : No extra facilities

- Staff facilities

- : No extra facilities

- Access for students and staff with disabilities

- : The school facilities are situated on a hill face. There is disability parking, and ramp access to each Teaching unit, the Administration area and Transportable classrooms.

- Access to bus transport

- : On Bridge Road.

- Other

- : The school changed name from Salisbury South East Primary School to Gulfview Heights when the City of Salisbury changed the name of the suburb. We adopted the new name from the start of the 2003 school year.

10. School Operations

- Decision making structures
 - : Staff meetings and Governing Council meetings are the major arenas for all decision making. The school operates on a democratic decision making model. Learning Team and Priority Team meetings are held as a subset of staff meetings. The Governing Council has a range of subcommittees which report back to Council regularly including Finance, Canteen, School Pride, Fundraising, Education/Curriculum and OSHC.
- Regular publications
 - : The fortnightly newsletter is a high priority and is well received by school community.
- Other communication
 - : Parent Information Folders are provided to new parents as part of their induction to the school.
 - : Other policies / brochures include Attendance Policy, Information for Volunteers, Discipline Policy, Nut Awareness & Allergy Policy, Homework Policy, Sunsmart Policy, Student Computer Network Acceptable Use Policy, OHS&W Policy, Assessment & Reporting Policy, TRT Information Book, Administration Handbook, Uniform Policy, Wet Weather Policy, Mobile Phone Policy, Outdoor Education Policy. All school policies are accepted by staff and endorsed by Governing Council.
- School financial position
 - : 2005 was the first year the school was involved in local management.
 - : The management of school finances and budget is managed annually by Finance Committee and overseen by Governing Council. The financial position of the school is sound and in recent years has built up funds to support the delivery of programs and maintain assets to a high standard.
- Special funding
 - : The school receives a number of Commonwealth, State and Local grants from one year to another to fund facility upgrades and/or the provision of special programs eg Sporting Schools Program.
 - The Governing Council does not hire out any school facilities for financial gain.

11. Local Community

- General characteristics
 - : Gulfview Heights Primary School is located 20 kilometres north of Adelaide on the hills face that separates the northern and north eastern suburbs.
 - The supportive local community is predominantly of European background. A high percentage of children who attend the school live outside the

school's catchment area. There are a significant number of two income families and approximately 24% of children are on School Card.

- Parent and community involvement
 - : Parental support and involvement in the school is extremely positive and significant in the delivery of programs, and hosting of school community events.
 - : The Annual Parent Opinion Survey consistently shows that support is well above the state average.
 - : The canteen operates daily and is supported by an increasing amount of volunteers / parents. This is a sound indication of the support the school receives from the local community.
 - : Parent assistance is often requested in transporting students to and from excursions and events. Traditionally we have had wonderful support in this area.
 - : The school does not have a pre school / kindergarten located on site or specific feeder preschool which links to it. Most students come from either Manor Farm or Madison Park preschools. We also enrol individual students from a range of other kindergartens / preschools including Salisbury Heights, Keithcott Farm, Libermann Rd and Para Hills.
- Commercial/industrial and shopping facilities
 - : None within walking distance.
- Other local facilities
 - : None that are used on a regular basis.
- Availability of staff housing
 - : None.
- Accessibility
 - : Limited public transport access in the district. Disabled access within the school and grounds is limited.
- Local Government body
 - : City of Salisbury; State Government Electoral seat – Wright; Federal Government Electoral seat - Makin

12. Further Comments

- : Gulfview Heights Primary School is a close knit community school which prides itself on the unique relationship it shares with its students and families. This partnership contributes to high levels of student participation in all areas of the curriculum and extra curricula activities including Sports and Performing Arts. Subsequently whole school events and extra curricular activities are supported enormously by parents and families.