

SCHOOL CONTEXT STATEMENT

Updated 09/24

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		2020	2021	2022	2023	2024
Primary	Special, N.A.P. Ungraded etc.	0	0	0	0	0
	Reception	57	49	55	38	77
	Year 1	47	58	48	55	41
	Year 2	51	50	59	48	57
	Year 3	55	51	51	62	51
	Year 4	51	57	59	52	63
	Year 5	49	53	56	62	56
	Year 6	54	43	49	60	53
Secondary	Year 7	37	53	00	00	00
	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		401.0	414.0	377.0	377.0	398.0
School Card percentage [August census]					19%	15% (61)
EALD Enrolment [August census]			12%	9%	8%	16% (62)
ATSI Enrolment [August census]			3%	3%	5%	4% (15)

Part B

- Deputy Principal
: Leanne Thomas
- School website address
: www.ghps.sa.edu.au
- School e-mail address
: dl.1201.info@schools.sa.edu.au
- Staffing numbers
Total Teacher Entitlement = 21.0 FTE made up of 16 Females & 5 males.
LOTE [Chinese] = 0.4 Student Wellbeing leader = 0.6
P.E. = 0.8 AET = 0.2
Performing Arts = 0.5 ACEO = 8.0hrs
Resource Centre Manager 25 hours per week
Co-ordinator Band B1 Wellbeing leaders =2
Senior Leader / Deputy Principal Band B2 =2
IESP Funding including supplementary grant = 14 Students
EALD = 0.2
Classroom Support Ancillary Allocation = approx. 230 hours per week to deliver
intervention & support programs & individualised support for Category 4-9 students
School Services Officers = Administration/ IT / Finance Officer = approx. 150 hpw
Grounds person: 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 recent years with the school reaching its enrolment capacity
in 2020 with 425 students. More recently the Year 7 transition to high school has
impacted this enrolment trend with a starting enrolment of 382 students in 2024 and
398 students with the mid-year Reception intake. We anticipate enrolments to increase
with the introduction of the mid-year reception intake in 2024.
- 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 4 guiding values of Respect, Collaboration, Excellence, Resilience.
- Pastoral care programs
 - : Pastoral care programs are provided by classroom teachers and by our Student Support Wellbeing officer, and supported through our wellbeing leaders and broader leadership staff. All staff have been trained in trauma informed practices (Berry Street Education Model and The Resilience Project, a nationwide Wellbeing curriculum)
- Support offered
 - : Well established intervention and special education support programs are provided to cater for students with additional learning needs. A whole school approach to intervention and support (Wave theory) was introduced providing greater consistency in the delivery of intervention programs.
- Student management
 - : Our School Discipline Policy was reviewed in recent years through a Restorative practices lens. 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 using restorative practices to promote student safety and wellbeing, and ensure positive working relationships are maintained with all students and their families.
- 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, introduction of traffic monitors, community fundraisers and presenting updates at our AGM and Governing Council meetings.
 - The Wellbeing leader has responsibility for coordinating the Student Voice and assisting the executive in organising Student Voice meetings, events and initiatives.
- Special programmes
 - : A DfE instrumental music teacher visits the school once a week and offers tuition in violin, viola & cello.
 - : The school choir comprising students from years 3-6 performs at school events and annual Festival of Music under the supervision of a specialist music teacher/choir trainer.

3. Key School Priorities / Policies

- Current school priorities are set in the areas of Literacy, Numeracy, STEM Pedagogy 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 school activities throughout the school.
- The introduction of a national wellbeing curriculum 'The Resilience Project' R-6
- All staff being trained in trauma informed practices, implementing consistent strategies and language R-6 to support student self and co-regulation.
- 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 in 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.
- An increased profile of numeracy within the community through parent information sessions, workshops and through regular newsletter articles.
- Professional Learning in line with staff needs and promoting integration of STEM pedagogy and inquiry based learning approaches across the curriculum.

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.

4. Curriculum

- Subject offerings
 - : Australian Curriculum in all mandated areas
 - : LOTE = Chinese 2 days a week for all Yr 1-6 classes

- : Specialist Physical Education lessons for all R-6 classes weekly
 - : Specialist Performing Arts (Music, Dance, Drama) lessons for all R-6 classes weekly
 - : Specialist Technologies lessons for all R-6 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 individualised 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 introduced in all learning areas and their use promotes the integration of ICT skills across the curriculum. Technology access ensures teachers are delivering a contemporary curriculum and meeting the learning needs of students.
- Assessment procedures and reporting
 - : 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' interviews. 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 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 and transition support program.

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 / STEM Pedagogy and Student Well Being.

- Leadership structure

: Principal – Band A4

: Deputy Principal – Band B2 Literacy & Early Years learning brief

: Senior Leader – Band B2 Numeracy / STEM pedagogies brief

: Senior Leader – Band B4 (0.4) Curriculum Innovation & Pedagogies brief

: Co-ordinators – Band B1 (2 x 0.4) Wellbeing leaders

- Staff support systems

: Significant resourcing to support IT infrastructure and computer maintenance through an IT Manager and Technician.

- Performance Management

: Performance Development processes are in place with the Principal, Deputy Principal and Senior Leader sharing line management responsibilities for each of the Learning Teams. All staff have documented Performance Development Plans. Meetings are held twice each year with written feedback provided at 6 month & 12 month reviews annually. All PDP's are in line with new Site Improvement Plan priorities, goals and targets.

- Staff utilisation policies

: In 2007 the school adopted a new Governing Council model and constitution of governance, resulting in greater autonomy and flexibility in the provision of programs and service delivery.

- 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 grassed areas 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.
- 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 forums 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, Fundraising and OSHC.
- Regular publications
 - : The 3 weekly newsletter is a high priority and is well received by school community.
- Other communication
 - : Parent Information is provided electronically 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, Uniform Policy, Inclement Weather Policy, Mobile Phone Policy, Outdoor Education Policy, Private Providers and Volunteers policies. All school policies endorsed by Governing Council.
- School financial position
 - : 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.
 - 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 25% 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 has increased in recent years due to the installation of ramps to indoor / outdoor learning spaces and the construction of a disabled toilets in the main building and gymnasium.
- 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.