

# SCHOOL CONTEXT STATEMENT

Updated: 05/11

School number: 0162

School name: GUMERACHA PRIMARY SCHOOL

## 1. General information

### Part A

School name : GUMERACHA PRIMARY SCHOOL  
School No. : 0162 Courier : Adelaide Hills  
Principal : Mr David Hankinson  
Postal Address : c/- Post Office, Gumeracha 5233  
Location Address : Albert Street, Gumeracha 5233  
District : Adelaide Hills (Torrens Valley Cluster)  
Distance from GPO : 43 kms Phone No. : 08 8389 1183  
CPC attached : NO Fax No. : 08 8389 1319

February FTE Enrolment		2009	2010	2011
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0
	Reception	13.0	2.0	10.0
	Year 1	14.0	10.0	4.0
	Year 2	11.0	14.0	12.0
	Year 3	13.0	11.0	12.0
	Year 4	12.0	12.0	8.0
	Year 5	11.0	16.0	13.0
	Year 6	12.0	10.0	9.0
	Year 7	17.0	10.0	10.0
<b>TOTAL</b>		<b>110.0</b>	<b>103.0</b>	<b>79.0</b>
School Card percentage		20%	15%	20%
NESB Enrolment		2	2	0
Aboriginal Enrolment		1	0	0

### Part B

- Deputy Principal's name, if applicable  
:N/A
- School website address  
:www.gumerachr7.sa.edu.au
- School e-mail address  
:info@gumerachr7.sa.edu.au
- Staffing numbers  
:4.3

- 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 a high demand for Vacation Care programs. This service has received high quality standard accreditation in 2009

- Enrolment trends

: Enrolments have declined over the past few years and this trend is likely to continue.

- Year of opening

:1913 [school established in 1857 - see section 9]

- Public transport access

A school bus run ending at Birdwood High drops and collects students daily  
A private 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 6 index of disadvantage school. Currently 3 students with disabilities have Individual Education Plans and the school has approx 20% of families receiving school card

- (Pastoral) care 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. (i.e. WCH – Child Development Unit, Behaviour Support Unit, DECS Social Workers). Many parent volunteers support the school, particularly Canteen and Governing Council Committees.

- Support offered

: Junior and Senior classes are 'buddied' so that older and younger children can work together for at least one teaching period per week. At Assemblies, students receive Teachers' Awards acknowledging their strengths and contributions to the school. We are well supported by district personnel e.g. Students with Disabilities, Speech Pathologist / numeracy intervention program. SSO's provide 1:1 targeted literacy/numeracy intervention program for year 1 students in line with Early Years Literacy Plan.

- Student management

'Program Achieve', 'Stop, Think, Do', 'the Learner Wellbeing Framework' and 'National Safe Schools' underpin ways to encourage students to take responsibility for their behaviour and support and celebrate successful learning.

Our core values include respect, self worth, honesty, responsibility, cooperation and friendship.

- Student government

A variety of leadership opportunities are developed to enable more students to have a leadership role. It is inclusive and interactive and provides all students with the opportunity to voice their opinions and views. It has been R-7, action-based on a fortnightly basis

- Special programmes

: Gumeracha is the venue for the Instrumental Music Program hub with other students coming from neighbouring schools on a Wednesday morning.

: The school and students are involved in a number of Mt Lofty NRM / KESAB initiatives and other environmental projects including a comprehensive recycling program.

: The school is using Program Achieve across all classes as part of its Student Wellbeing priority.

: Students also participate in SAPSASA.

: As NIT, students study Global Education as part of their cultural awareness and Design/Technology.

: Piano tuition is available through a private provider and also occurs on Wednesday mornings.

: Students are involved in the daily care and maintenance of hens, axolotl and garden plots.

### **3. Key School Policies**

Site Learning Plan for 2008-11 currently describes our school priorities and actions namely:

#### **STRONG BEGINNINGS FOR ALL CHILDREN**

Develop consistent baseline data in literacy and numeracy for all students

Maintain and improve an effective early intervention program for student's special needs

#### **EXCELLENCE IN LEARNING**

Maintain and improve an effective R-7 literacy program for all students

Build on the numeracy program

Update Information Communication Technology (I.C.T.)

Expand the Environmental education program in the school curriculum

Develop further Higher Order Thinking skills (HOTS)

Align reporting to parents with the current DECS format and content

#### **ENGAGEMENT AND WELL BEING**

Continue to develop and improve all students' social skills across the whole school

Maintain and improve Intervention Programs across the whole school

Develop further an understanding of Student Engagement and Wellbeing throughout the school

Maintain and improve consistent behaviour management practices across the school

Continue to promote and further develop physical health wellbeing

#### **BUILD WORKFORCE CAPABILITY, FLEXIBILITY AND RESILIENCE**

Build staff and student wellbeing throughout the school

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- **Recent key outcomes**

: Staff are trained in the First Steps Writing and Reading Developmental Continuums and use these resources to plan and assess their writing and reading programs.

: Staff have received on-going training in various aspects of Information Technology and have developed a scope and sequence across R to Year 7 to work from.

: Student Achievement Outcomes / Children's Learning

Curriculum is regularly reviewed in light of achievements of our students as identified through our own site assessment processes and the wider perspectives of NAPLAN tests and National Benchmarks. Any gaps in the teaching and learning programmes are identified and promptly acted upon through whole of school initiatives.

Information gained from School Entry Assessments complements information gained from pre-school, particularly in relation to those life experiences which impact on children's learning.

### **Results of Students in National Competitions**

All students in years 3-7 are encouraged to enter the Science, Maths, Computing and English competitions each year. Overall results indicate that our students generally perform at a high level.

: Identified Students at Risk

Continuing concerns about those students who are performing at a low level but do not qualify for any DECS support. The school provides focussed support for these students through salary conversions. These focussed intervention programmes, which are age, interest and needs relevant, form the basis of the support structures within the school.

Identified needs of children inform and drive budgeting and resourcing processes through

- purchasing a range of specific resources to address special needs in Literacy.
- roles and deployment of personnel – to enable frequent and regular small group instruction of targeted children
- time allocation – short, frequent, regular intervention sessions are allocated
- training and development programmes – identified needs of students are the focus for T&D sessions for staff.

## **4. Curriculum**

- Subject offerings

The core business of Gumeracha Primary School is teaching and learning in the 8 areas of study in a safe and supportive environment that promotes positive attitudes and values. The eight areas of study are:

- English Language; Mathematics; Society and Environment; Science; Health & Physical Education; Design/Technology; The Arts; Global Education

Our core business is supported in these ways:

- Teaching and learning programmes which are inclusive and cater for a variety of learning styles
  - Providing opportunities for students to work collaboratively across the school
  - Encouraging students to be critical and creative thinkers
  - Consistent behaviour management practices
  - Fostering positive relationships
  - Providing opportunities for students to take on leadership roles and responsibilities
  - A focus upon the continual improvement of all students literacy and numeracy skills
  - Effective reporting to parents through the collection and analysis of relevant data
  - Providing an effective OSHC program for students outside school hours
- Special needs
    - : Identified students with disabilities are supported through withdrawal programmes and in-class support.
    - : Support programmes are provided for students who are identified as having learning difficulties. Staff have undertaken training in Higher Order Thinking Skills methodologies and incorporate those strategies in their classroom programs.
- Special curriculum features
    - : Students are provided opportunities to learn the piano via private provider during school time. There has been an increase in participation in this area over the past few years. Curriculum sharing and collaboration takes place with staff sharing areas of expertise across the school. The school has a bi-annual End of Year Concert to showcase its performing arts programmes. Students have the opportunity to participate in the Instrumental Music Program Hub with students coming from neighbouring schools. This hub group performs an annual concert.
- Teaching methodology
    - : The explicit teaching of Program Achieve and First Steps methodologies is an expectation of all staff at Gumeracha. It is expected that all staff will have had training and development in these areas.
    - : Classroom intervention programmes are strongly supported by SSOs. Additional SSO hours are purchased through grants received in the school.
    - All students access the Computer Room and use networked computers in each classroom. The school has installed cabling to facilitate students' access of information from the Internet.
    - : Interactive smartboards are a feature of each classroom and provide a focus for teaching ICT skills
- Assessment procedures and reporting
    - : Comprehensive whole school assessment procedures are in place as well as individual classroom strategies;
    - Waddingtons Reading and Spelling tests twice yearly.
    - : NAPLAN Tests are administered at Years 3,5 and 7.
    - Running Records to Year 3
    - : Current reporting practice is: An acquaintance night at the beginning of the year; terms 1 and 3 interviews with students and parents;(term3 at parent /teacher request) and written reports issued terms 2 and 4.

Students are assessed across all areas of the curriculum. There is a strong focus upon literacy with students being plotted twice yearly on EDSAS including Running Record data R-3

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

## 5. Sporting Activities

: Gumeracha Primary School strongly 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.

: 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 including archery, lawn bowls, touch football, golf, orienteering and lacrosse. The upper primary students participate in a SAPSASA athletics day, netball, football, Soccer Lightning carnival and various sports with and against other small schools. Classes are also involved in Daily Fitness activities as well as regular PE lessons. There are local sporting associations, which many of our students belong and play weekend sport. We are involved in and support SAPSASA sporting activities for our older students. In addition the school is involved in the Premiers Be Active Program.

## 6. Other Co-Curricular Activities

- General
  - : Each class has a Buddy class to develop and share collaborative activities
  - : The upper primary students participate in a Footsteps Dance Program and the Year 7 students take part in an aquatics program each year. In term 2 R-5 students are involved in a swimming program. School camps are an integral part of the years 3-5 class curricula.
- Special
  - : A walkathon is usually held in term 2 as a major fundraiser.
  - : Classes maintain contact with elderly citizens of the town at Glenview Nursing Home and the local Day Centre.
  - : Community links are an important element in the life of the school.

## 7. Staff (and their welfare)

- Staff profile
  - : 3 female & 3 male teachers (including the principal), 5 female SSOs & 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
  - : Performance management 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 is actively encouraged to participate in training and development activities..
- Staff utilisation policies
  - : Staff curriculum share across the school, especially within year level groups. Early intervention programs are run by an SSO 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**

- Complexity placement points: 1.5

## **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 small oval and a large area that is continually being developed through the school's environmental program into a bush garden in conjunction with Greening Australia. There are two brick buildings, two double transportable classrooms and one single transportable classroom. The canteen is part of the OSHC brick building. A new gym will be opening in 2011.

The first Gumeracha School was opened in a building in Wellington Street in 1857. The school shifted to its present site when the new Activity room 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 all work areas
- Specialist facilities
  - : The school has a large Computer Suite adjoining the student/staff Resource Centre. Other specialised areas include a music/drama area and a Science/ /Art Room and a Global Education/Design/Technology Room
  - A plant propagation area, including hothouse and extensive 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 have access to email facilities and all computers are linked to the Internet. A computer specifically designed for staff use is located in the Secure Room. EDSAS is available on the Administration 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 no ramps, only 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 DECS protocols

## 10. School Operations

- Decision making structures
  - : A comprehensive decision making policy is in place. Sub committees operate in a variety of areas associated with the curriculum. A set process is followed in staff meetings and many decisions are made there. PAC and OHSW committees meet regularly each term
  - Governing Council meets twice a term, with regular meetings of sub-committees. These include Canteen, Education, Finance, Grounds and Facilities, Fund-raising, Uniform [Parent Club], OSHC committees. Staff Committees are ICT, Management, OHS&W, and PAC. The roles of these committees are clearly specified. Student voice is heard through Class Meetings and Student Leadership Groups.
- Regular publications
  - : A school newsletter is produced regularly alternating between a full colour newsletter and a black and white information sheet. Additional bulletins go home as required. A school handbook is provided to parents upon enrolment of their child/children which includes all school procedures and relevant policies.
  - 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 4 times per term. School pamphlets are produced and flyers issued as required.
- School financial position
  - : Ongoing preparatory funding for computer replacement is a large yearly commitment.

## 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 increasing. 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, Facilities, OHSC, Fundraising and Canteen. The Parent Group has become less involved in recent years and now only meets once per term. 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. Majority of year 7 students go to Birdwood High School with some 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 Art/Craft 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 and the GCA have supported each other in the design and unveiling of the Tourist Information Bay in Federation Park, planting and maintaining the Albert Street wine barrel planters. The primary school was involved in the planning of a skating facility in Federation Park.

The Gumeracha Community Association Inc. has formed a partnership with the Adelaide Hills Council, Gumeracha Hall Committee and Primary School to apply for a Federal Regional Grant. This is to provide funding assistance for the installation of permanent power outlets in Federation Park. The park is the venue for several major annual events, e.g. the Australia Day Breakfast and Civic Ceremony, and POP! New Year's Eve Family Parties. In addition, the park is a very popular venue for other community groups, local residents and tourists, and is constantly in use.

Students from Gumeracha Primary School also regularly visit Glenview, a retirement complex adjacent to the Gumeracha Hospital, to provide social contact and entertainment to the elderly residents.