Government of South Australia
Department for Education and Child Development

SCHOOL CONTEXT STATEMENT
Updated: 05/13

School number: 0141
School name: GAWLER PRIMARY SCHOOL

Gawler Primary School Vision:
“Gawler Primary School provides quality education in a caring and supportive environment. Our students are confident learners who, with the support of a motivated and professional staff, fulfil their potential and value education as a life long process.”

Gawler Primary School Values:
- Success
- Mutual Respect
- Active Participation
- Responsibility
- Team Work

1. General information
- School Principal: Mr Eddy Spear
- Deputy Principal: Mrs Adele White
- Year of opening: 1878
- Postal Address: School Road, Gawler, SA, 5118
- Location Address: As above
- DECD Region: Barossa
- Road distance from GPO (km): 55km
- Telephone number: (08) 85222988
- Fax Number: (08) 8523 0498
- School website address: www.gawlerps.sa.edu.au
- School e-mail address: dl.0141_info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Located at Gawler Community Centre.
FTE student enrolment:

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<td>TOTAL</td>
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ATSI  20  24  25  18
S/C  72  82  87  91
EALD  0   2   2   1
Disabilities  16  16  19  23

Student enrolment trends:
Student enrolment numbers shown previously indicate a fall in enrolments. This is misleading as numbers fluctuate through the year with an extremely transient student population.

Staffing numbers (as at February census):
- Principal
- Deputy Principal (0.6 Admin including school counsellor time; 0.4 R/1 class)
- 7.0 FTE classroom teacher
- Coordinator 3 ~ Numeracy National Partnership (0.2 FTE release)
- 0.8 Heath and P.E. NIT
- 0.4 Japanese NIT
- 0.4 Aboriginal Education Teacher (2013 allocation 0.2FTE)
- Coordinator 3 ~ 0.6 cluster AC implementation, 0.4 Supporting students with disabilities

- 9 SSOs currently working at site including.
  - 37.5 hrs Finaance / Administration
  - 37.5 hrs Library / Admininstration
  - 37.5 hrs IT technician, SAPSASA Convenor, class support
  - ** plus another 7 SSOs with varying hours supplying classroom and disabilities support
- GSE (3.5 hours plus 8.5 hours in 2013 from school budget)
- ACEO (10 hours)
- CPSW (employed through School's Ministry Group)

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- **Public transport access:**
The Gawler Oval train station is located approximately 300 metres from school. A small number of students travel to and from school by train or school bus.

- **Special site arrangements:**
Due to small size of site the school does not have gymnasium. Community recreation/sports centre across road from site is accessed for P.E. program and major events.

2. **Students (and their welfare)**

- **General characteristics**
Student catchment area includes “Church Hill” historic area, and sections of Gawler, Gawler South. Most students come from these areas however several students come to the school from outside the zoned area. This includes students from Willaston, Gawler East, Gawler West, Evanston Park, Evanston Gardens, Lyndoch, Daveron Park, Smithfield, Munno Para and Reid.

Currently 10% of students identify as Aboriginal or Torres Strait Islanders, 40% of students are entitled to school card and 13% are students with a disability. 4% of students are in the guardianship of the minister including a small number in commercial care.

Significantly the school has a highly transient population with 49% of current students beginning at the school since term 3, 2011 (i.e. last two years).

- **Student well-being programs and support:**
Program achieve is taught R-7 with whole school focuses. A variety of support and programs are offered on a needs basis. These have included a range of lunch time activities run by staff, Play Pals social play program for JP students, What’s The Buzz and Coolness Under Pressure social skills program.

The first two weeks of Term 1 is spent with classes concentrating on whole school social skills programme.

A Christian Pastoral Worker is employed at school 2 days a week and by school 1 day a week. His program offers whole class support, timetable small group support and opportunities for individual support. A singing program in each class aims to bring a social message through song.

- **Student support offered**
There is a high level of support for student learning and this is a key feature of the school. SSO’s are (as much as possible) allocated to classrooms and the high level of support offered means that most classes have a team of a teacher and SSO in the class for the majority of the day.

During whole school literacy block SSO support is implemented using a “wave strategy”. Extra targeted support for Literacy also occurs in Junior Primary and Year 3 classes at this time. Most support for students with disabilities is given by the same SSO that supports the class for Literacy. When implementing NEPs the aim is to “find the right program for the student not the student for the program”. To facilitate this regular training for support staff is also a feature of the school.

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A significant number of challenging students means that most classes also receive additional support funded from regional resources, Families SA and school budget.

ATSI students also receive additional support through APAS funding, support from Aboriginal Education Teacher and ACEO and through ATSI maths program run by school staff and regional staff.

• **Student management**
  A highly transient population and a complex student cohort mean that student behaviour support procedures are reviewed regularly. A staff behaviour support committee oversees this ongoing review with a more significant review of student behaviour support was carried out in 2012 in collaboration with Child and Student Wellbeing Unit.

Strategies for support of students operate from a proactive/restorative justice model. Transparent and consistent procedures help to support students to display positive behaviours.

Responses to positive behaviour focus on weekly class awards and awards from various staff. Good behaviour in class is recognised individually using a star chart and children displaying regular positive behaviour are recognised on the “Staratosphere” board. To support and encourage more extrinsic motivations students also receive points for their school team/house for appropriate behaviours. A weekly assembly, held each Friday afternoon, focuses on recognising students achievement from the preceding week.

• **Student government.**
  Student voice is valued and promoted at Gawler Primary School. A very strong SRC meets each week. Representatives from each class discuss a range of issues including fundraising, school yard behaviour, programs in the school, environment, uniform and community support programs. Discussion topics come from, and are sent to, weekly class meetings.

Class meetings occur regularly in each class and give opportunity for every students to make comment about issues in the class and the school.

SRC executive give a brief report at the beginning of each Governing Council meeting and are able to raise issues at this level.

3. **Key School Policies**
   The following information is available on school’s website (www.gawlerps.sa.edu.au):
   - Key school policies.
   - Current School development Plan
   - Most recent Annual report
   - Most recent Validation report

4. **Curriculum**
   - Students are offered a broad curriculum in all areas with the LOTE language being Japanese. Non Instruction Time is offered in the area of Health & Physical Education, Japanese and Technology.

Implementing the Australian Curriculum has been a whole school focus for the last two years.

The Deputy Principal has responsibility for managing the school’s special education programme, working collaboratively with teachers, families and SSOs to develop, implement and review Negotiated Education Plans (NEP’s) and Individual Education Plans (IEPs)

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The Aboriginal Education Teacher works with leadership staff, class teachers, ACEO and families to develop and implement and review Individual Learning Plans (ILPs) for ATSI students. Several students are required to have a number of education and learning plans and the school has been working towards developing a single plan for these students.

Two Student Review Teams (SRTs) meet regularly. The first SRT includes school leadership and regional support personal. This team meets to coordinate support for students identified at a DECD level and to manage pre-referrals etc. A school based SRT including class teachers and leadership staff meets twice a term with a focus on managing support at a school level and ensuring processes are in place to support students identified by school as at risk.

- **Teaching methodology**

  The school is currently part of two National partnerships that have a strong influence on pedagogy. These are the "Improving Literacy and Numeracy National Partnership" and the "Improving Outcomes for Students with Disabilities National Partnership". In recent years the Principal has been involved in **APPA Principals as Literacy Leaders (PALLs)** program and middle years teachers in **Australian Research Council (ARC) project “Proportional Reasoning - As A Key To Numeracy Across The Curriculum”**. All these programs have influenced (and are influencing) curriculum delivery.

  The school has developed whole school expectations in Literacy and these outline several aspects of Literacy Blocks that are implemented in each class four times a week before recess. (Classes attend NIT lessons on the remaining morning). The Literacy block is supported by a whole school “Drop Everything and Read” (DEAR) program after lunch daily which sees students reading to each other in cross age groups of three.

  Currently the school is developing a similar whole school approach to Mathematics.

  Through the disabilities national project differentiation of the curriculum has become a focus for pedagogy.

- **Student assessment procedures and reporting**

  Interviews occur at the end of term one. For JP students traditional parent teacher interviews occur; for primary students these are three-way interviews. The focus of these interviews is identifying any concerns and opportunities and plan for future success. A small number of interviews for nominated students occur at the end of term 3.

  A formal written report is made available at the end of term 2 and a written summative report is available at the end of term 4.

  Parent teacher interviews are available on request through the year if concerns arise.

5. **Sporting Activities**

The school has a sports carnival in third term and this consists of tabloid, team and individual events. Students are allocated to house teams for this event and compete for the P.C. **Hutchins shield** (originally awarded in 1954) for achievement in events and **SMART shield** for involvement and participation.

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Students remain in the same team for their time at Gawler Primary School with siblings being in the same team. The houses are McKinlay (Blue), Martin (Yellow), Reid (Green), Stuart (Red). These teams have been at Gawler Primary school since the early 1950s.

The school is also fortunate to have district SAPSASA convenor based at the school and this helps promote regular involvement in SAPSASA events and allows the school to access a range workshops and courses.

6. Other Co-Curricular Activities
   - Annual Aquaintance Evening
   - Annual Primary Years' camp.
   - Footsteps dance program R-7 biennially
   - Bike Right program biennially
   - Annual school Enterprise event / fete
   - Annual recognition of Harmony Day
   - Festival of Music and Northern Areas Music Festival
   - End of year Concert.
   - Year 7 Aquatics Camp and graduation
   - Special lunches three times a term.
   - Daily breakfast club

7. Staff (and their welfare)
8. Incentives, support and award conditions for Staff
   - Staff profile
     Please see section 2.
     The staff consist of seven 1.0 FTE permanent teachers (two with temporarily reduced time),
     One 1.0 FTE contract teacher, 3 staff (Principal, Deputy Principal and Coordinator 3) are

     All permanent teaching staff are female. Principal and contract NIT teacher are male.
     SSOs are predominately female with male SSO filling a IT technician/ SAPSASA convenor/
     class support role. (A second male SSO is currently placed for term 2 2013)
     ACEO is female and both grounds person and CPSW are male

     All teaching staff are expected (and ancillary staff invited) to be involved in a range of
     committees and learning teams. There has been a strong collaboration with Evanston
     Gardens Primary School. Both schools are partners in National Partnership – Supporting
     Students with Disabilities, the schools regularly share PD relating to Australian Curriculum,
     PLC’s exist across the schools related to National partnership and the school share two
     staff (Coordinator 3 and CPSW)

     All Gawler Primary school staff have a strong commitment to the school and the care and
     education of students at our school

   - Performance Management
     Teaching staff meet with leadership each term and discussion are based around, personal
     development plans and school development plan.
     Similarly, support staff meet with leadership biannually.
     Staff receive written feedback annually.
     A Coordinator 3 supports teaching staff implementing Literacy initiatives and Australian
     curriculum.

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9. School Facilities

- Buildings and grounds.
  The school consists of two main buildings. The heritage building was built in 1878 and a modern classroom and administration building constructed in 2005.

The heritage building contains the schools Library, computer room, teacher reference section, 2 classrooms, small art room and large general purpose area currently used as classroom. The lower level of the building contains the "old canteen" at the northern end. This area has a refurbished kitchen and which is used for cooking as part of curriculum, special lunch preparation, breakfast club and as a venue for a community group supporting disabled adults. The lower level at the southern end contains an undercroft used for furniture storage. This building was extensively developed in 2010 and provides comfortable, modern teaching areas. This building does however, because of its age, require regular maintenance.

The "new building" consists of 8 classroom areas all opening onto a closed central courtyard. Classrooms and courtyard are all carpeted and airconditioned. Wet areas are provided at either end. Attached to courtyard are offices for CPSW and SSOS. The school's administration area, staff room etc. all are accessible from central courtyard.

All classes in the school have interactive whiteboards, as does the staffroom, library and General Purpose room. A large viewing screen and projector are in central courtyard and are used for assemblies and community events. All areas have recently installed airconditioning, furniture and carpet. The school has an extensive computer network with over 100 computers and a wireless network available for laptops and tablet devices.

A separate toilet block contains male and female student toilets and a handicap toilet. Male and female staff toilets and a second handicap toilet are in the administration area.

The grounds are small and there is a lack of level ground. A synthetically surfaced hard play area exists as do three playgrounds, covered sand pit and two small grassed areas. Large shaded areas are located between buildings and on the hard play area. The grounds are attractive and in good condition. The grounds are fenced with a 2.1 metre fenced built with design approval from Heritage SA.

The school uses "Prince's Park" adjacent the community Centre as an oval and there is an agreement with Gawler Town Council about it's use at recess, lunch and P.E. lessons. Permission needs to be sought with Gawler Town Council to use this area for sports days and significant events.

The heritage building and whole school site, as part of the Church Hill Historical Precint, is heritage listed and listed on the National Estate. Any school developments must be negotiated with Heritage SA.

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10. School Operations

- The school day is shown below:
  8.30 am  Teacher on Duty
  8.50 am  Lessons
  11.05 am Recess
  11.30 am Lessons
  1.00 pm  Lunch/Playtime
  1.35 pm  Lessons
  3.05 pm  End of Day

Staff meetings are Tuesday afternoon from 3:30 to 5:00 pm. Other meetings occur on Monday and Thursday afternoons with Wednesday and Friday afternoons kept free from meetings. All staff are given appropriate NIT entitlement on a weekly basis and other industrial requirements are strictly adhered to.

The schools decision making and grievance procedures are available on school web site. The school decision making is based around staff and parent committees. At times these change due to school needs. Currently these include:

  - Parent and Governing Council Committees:
    - Governing Council
    - Finance Committee
    - Grounds Committee
    - Parents and Friends / Fundraising Committee
    - Uniform Committee
  - Staff Committees and meetings
    - PAC
    - Health and Safety Committee
    - Student Review Team
    - Behaviour Support Committee
    - Library Committee
    - IT Committee
    - Staff Social (Wellbeing) Committee
  - Other groups and meetings
    - Q Teams (managing school development priorities)
    - Year level meetings (as part of staff meetings)
    - SSO meetings twice a term.
    - PLCs with Evanston Gardens Primary School

- Regular publications

  The school has an enrolment information pack for interested families and is currently developing this as part of National Partnership initiative. Newsletters are sent home three times a term and class teachers are expected to send class newsletters home twice a term.

  The school has access to a bulk SMS service that can be used to contact parents and has experimented with facebook etc. to improve two way communication.

11. Local Community

- General characteristics

  Families come from a very broad range of cultural and financial backgrounds. Although many cultures are represented most students were born in Australia and English is the language spoken at home.

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The main catchment areas of the school include the more affluent Church Hill Precint, a significant number of housing trust homes in Gawler South and a mixture of privately owned and rental properties in Willaston.

The educational and employment background of families varies greatly. This ranges from a number of tertiary qualified to professionals, parents working in trades or secondary industry and a significant number of families who endure financial hardship due to long term unemployment.

- **Parent and community involvement**
  A strong Governing council meets twice each term in week 3 and week 8. Meetings alternate between early meetings (3:30pm) and late meetings (7:00 pm) to meet the needs of a range of parents. There are several sub-committees. These include Grounds, Finance, Fundraising/P&F and Uniform. The size of these committees varies.

- **Feeder or destination schools**
  The student population is highly transient with many students moving in and out of the area. Students starting school at Gawler Primary School come from Evanston Preschool (now part of Gawler and District B-12 College), Zion Luthern Pre-school and day care centres near school. Some students beginning school have not attended pre-school.
  Students completing year 7 at Gawler Primary School progress to a range of DECD, Catholic and Independent secondary schools, the most popular destination is Gawler and District B-12 College.
  A small number of students progress to their secondary school at the end of year 6. Schools they move to are Gawler and District B-12 College and local independent school.

- **Local Government Body.**
  Local Council is the Town of Gawler. (www.gawler.sa.gov.au)
  State electorate – Light
  Federal Division - Wakefield

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