



SCHOOL CONTEXT STATEMENT

Updated: Jan 2018

School number: 0774

School name: Gawler and District College B-12

School Profile:

Gawler and District College B-12 opened in 2013 incorporating Evanston Pre-school, Evanston Primary School and Gawler High School. The Children's Centre operates as a separate entity with its own director and funding.

The school has 3 sub-schools – Junior (Reception – Year 6), Middle (Years 7 – 9) and Senior (Years 10 – 12).

SCHOOL VISION:

As a community of lifelong learners, Gawler and District College B-12 values, practises and celebrates respect, generosity and excellence.

SCHOOL VALUES:

RESPECT

GENEROSITY

EXCELLENCE

to

self, everyone and the environment

The vision and values have guided our work and inspired us to work towards:

- Academic and sporting successes
- A whole school culture – celebration of success
- Focus on teaching and learning – Australian Curriculum and SACE
- Improving literacy and numeracy outcomes
- Focus on authentic student voice
- Positive school image
- Improved attendance and retention
- Increased family and community connections.

1. General information

- School Principal name: Andrew Dickinson
- Deputy Principal: Paul Hudson
- Senior Sub-School Head: Derek Slater
- Middle Sub-School Head: Liz Rankin
- Junior Sub-School Head: Julie Stockdale
- Year of opening: 2013
- Postal Address: Barnet Road, Evanston SA 5116
- Location Address: Barnet Road, Evanston SA 5116
- DECD Partnership: Greater Gawler
- Geographical location – ie road distance from GPO (km): 42 km
- Telephone number: (08) 85212400
- Fax Number: (08) 8523 0439
- School website address: <http://gdc.sa.edu.au/>
- School e-mail address: dl.0774_info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: Yes
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment:

	2013	2014	2015	2016	2017	2018
<i>Reception</i>	16	55	35	34	41	44
<i>Year 1</i>	18	32	51	33	37	35
<i>Year 2</i>	36	25	32	49	32	36
<i>Year 3</i>	26	40	24	28	57	29
<i>Year 4</i>	33	29	42	23	27	47
<i>Year 5</i>	28	44	33	38	28	29
<i>Year 6</i>	42	34	50	34	48	33

Year 7	42	47	44	51	30	44
Year 8	128	154	185	183	171	156
Year 9	156	126	176	185	169	180
Year 10	143	159	135	155	181.25	186.75
Year 11	160	133	145	126	144	169.75
Year 12	152	125	106	129	125.25	112
Year 13 Classes	23	8	10	12	9.25	1
TOTAL	1003	1011 (+103 FLO)	1068 (+103 FLO)	1080 (+106 FLO)	1099.75 (+107 FLO)	1102.5 (+103 FLO)
Aboriginal Enrolment		101	102	105	101	99

- **Student enrolment trends:**

New school – no trends

- **Staffing numbers (as at February census):**

Student /School Counsellors 1 Junior School (female) and 2 Middle/Senior School (1 female and 1 male)

Teacher Librarian 2.4 (2.4 females)

Principal 1 (male)

Deputy Principal 1 (male)

Sub-School Heads 3 (2 female 1 male)

Senior Leader 2 (1 female 1 male)

Coordinators 25 (10 male, 15 female)

Tier 2 3.15 Special Needs

AET 1.0

AEW 37 hrs / wk

ESL 0.17

SSO hours 560 hours (including 5 hours Agriculture)

- **Public transport access:**

The school is 42 Kms from Adelaide.

Train – Evanston Railway Station is opposite the rear gate of the school on Para Road, Evanston. A comprehensive system of school buses, both departmental and private contract, brings more than half the students to the secondary part of the school from outlying areas such as Buckland Park, Virginia,

Angle Vale and Two Wells. The local bus lines provide transport for students in local areas.

- **Special site arrangements:**

The school is part of the Gawler Cluster for Primary Schools and shares training and development. The secondary part of the school is part of the Northern Adelaide State Secondary Schools Alliance.

2. Students (and their welfare)

General characteristics

The student profile reflects the diversity of the huge zone of enrolment right. There is a small core of Anglo-European background students with rural interest and a larger urban-based growth of increasing size.

The Student Leadership Committee plays an active role in organising and running student activities and providing avenues for active student participation in decision-making.

Student well-being programs

- Student Voice - Teachers hold class meetings regularly. At the beginning of the year, class members vote for peers to represent them on the Student Leadership Committee and as House Leaders.
- Pastoral Care Program in the Years 7 – 12 sub-schools occurs weekly in each Year Levels and allows students to focus on career planning and resiliency building. Values Education, Keeping Safe:Child Protection Curriculum, National Safe Schools protective behaviours topics, cybersafety, relationships, course counselling

Student support offered

Reading Intervention is provided across the whole school.

Whole School Student Intervention Support for **Student with Disabilities**. This means they have been through a formal identification process with a School Psychologist or a specific community agency. Every student who has been identified as a SwD has a **Negotiated Education Plan**.

Students with Disabilities in the Middle/Senior School receive assistance to participate within the usual school curriculum structure. The focus is on students remaining in subject classes, with their subject teachers responsible for their programming as with the rest of the class.

For students

In class support - an additional teacher / SSO is timetabled into the subject class to assist students to work on activities set by the subject teacher. This is on a part-time basis and the amount of support scheduled for any individual (1 to 5 lessons per week for any subject) will vary according to student numbers in the group and their individual needs.

Small Group withdrawal - a group of students (not 1: 1 assistance) may be offered the opportunity to work on tasks set by their subject teacher in another area with a teacher. This may be as a 'one-off' lesson, on student or teacher request, on a regular basis each week or as a block of time during the term or a particular topic.

This is a flexible arrangement and relies on students identifying a time when they need more assistance than currently available to complete a task.

- There is a **Student Wellbeing Team** across the school comprising the Senior Leader for Inclusion and Wellbeing, three school/student counsellors, two Christian Pastoral Support Workers and School Support Officers.

The support offered is:

- Personal Counselling
 - Course & Vocational Counselling
 - Chaplaincy Service & Counselling
 - The Student Services Centre provides:
 - Access to job and career program and information
 - Partnerships with school and local community
 - Promotion of positive opportunities for students by structured work placement and training programs
 - Enrolment referral to Flexible Learning Options (FLO) programs
 - Referral to other school services
 - A partnership with allied services e.g. Gawler Health Centre, SHINE, Gawler Police, Zonta, Youth Workers, Employment Agencies, TAFE, Second Story
 - Advocacy for the implementation of social justice strategies.
- The school has an Aboriginal Education Team including Senior Leader Inclusion and Wellbeing, 0.6 Aboriginal Education teachers and 2 Aboriginal Education Workers. This team supports the Aboriginal Homework Centre, Aboriginal Tutoring and celebration of whole school cultural events.

Student management

This is closely linked with the values of the school. We believe that each child has the right to learn and each teacher has the right to teach in a safe, caring, orderly and supportive environment where success is celebrated. We believe this climate will enable students to reach their full potential. We also believe that with this right comes the responsibility to allow others to learn. We are committed to positive behaviours for learning and consequences for inappropriate behaviour. We recognise personal success, graduations and cultural elements.

Student government

The Student Leadership Committee (SLC) is made up of representatives from each year level. They provide leadership, express the needs and opinions of the student body through consultation and set up structures to implement those needs. There is an executive leadership group comprising some older students. They work in partnership with representatives of the local community. The SLC is involved in the organisation and celebration of student success. They help plan and conduct our many Celebrating Success Assemblies as well as our yearly Awards Presentation Ceremonies.

Special programmes

- Japanese Exchange program will re-commence in 2019
- VET structured workplace learning
- Special Learning programs working with Negotiated Education Plans for students
- Case management of individual students
- Year 7/8 Transition program
- Aboriginal Parent group
- Flexible Learning Options

3. Curriculum

Subject offerings

In the Junior Sub-School, all learning areas are covered. Japanese is the LOTE subject.

In the Middle and Senior Sub-Schools:

- Year 7 students have access to all learning areas and have some subject specialisation in The Arts, Technology Studies and Health/PE.
- Year 8 students have access to all learning areas, completing compulsory units from each area of study. Our Language Other Than English (LOTE) subject is Japanese. Students also study Agricultural Studies as part of the Science course.
- Year 9 students have access to all learning areas completing compulsory full year units from English, Science, Mathematics, Society & Environment (SOSE). Students can choose to study semester units in Agriculture, Technology, Health & PE. In the Arts students can choose either semester units in Visual or Performing Arts or specialise in a full year Music program. From 2015, students may also elect to continue with Japanese.
- Year 10 students are provided with an increased range of subject choices and the opportunity to select subjects that meet their needs and interests while still working a broad, general curriculum as the basis for further studies in SACE. At Year 10, students begin their SACE by undertaking the Personal Learning Plan.
- Students in their Senior Years are offered a wide range of Group 1 & 2 subjects at both Stage 1 and 2. At Stage 2 we have ample offerings of General and Restricted subjects to provide students with an appropriate pathway to training and life beyond school.
- Regional VET Courses
10 public secondary schools in Northern Adelaide, TAFE and other Registered Training Organisations have formed a partnership (NASSSA) to promote and support Vocational Education for students in secondary schools by linking the schools with businesses, community groups, industry associations and government agencies. Gawler and District College B-12 is one of these 10 schools. This project targets the industries that are anticipated to grow significantly, particularly advanced manufacturing

(automotive, defence and information technology), community services (aged care, child care, disability services and nursing), retail and sales, construction, transport and logistics, horticulture and food processing.

Regional Courses include:

- Automotive
 - Computer-Aided Design (CAD)
 - Community Services Work
 - Doorways 2 Construction or General Construction
 - Electrotechnology
 - Engineering
 - Financial Services
 - Horticulture
 - Hospitality
 - Information Technology
 - Multimedia
 - Printing and Graphics
 - Retail Operations
- For a complete outline of Years 8 – 12 curriculum, refer to the website at <http://gdc.sa.edu.au/parentinfo.htm>

Open Access

Open Access is available where students have a medical exemption from school attendance and where a subject is required and not offered face to face within our curriculum offerings.

Special needs

The Learning Support Team at Gawler and District College includes the Coordinator for Learning Support, Special Class teachers, targeted junior school teachers and a number of trained School Support Officers. They are responsible for providing assistance to students who have been placed in a special class, identified as a Student with a Disability or a Student with a Specific Learning Difficulty.

GDC has 4 special classes, Junior Primary, Primary, Middle School and Senior School. The site also has a disability unit for secondary aged students.

At our school, mainstream Students with Disabilities receive assistance to allow them to participate within the usual school curriculum structure. The focus is on students remaining in subject classes, with their subject teachers responsible for their programming as with the rest of the class. Students have access to well-resourced Learning Support Rooms (junior and middle/senior) where they can receive intensive literacy and numeracy support, negotiate support as a 'one-off' lesson, on a regular basis each week or as a block of time during the term for a particular topic. This is a flexible arrangement and relies on students identifying a time when they need more assistance than currently available to complete a task.

Special curriculum features

The Gawler House Enterprise Centre was established in 1999, and officially opened in 2001. The Centre includes facilities, which simulate workplaces associated with the Tourism and Hospitality. It has a small, state of the art stainless steel Hospitality Kitchen.

Gawler Enterprise centre offers courses in Certificate 1 Hospitality (Operations) and (Kitchen Operations). These are offered to students from the NASSSA alliance and FLO.

The school also has a Trade Training Centre with a focus on Building and Construction. From 2014, students can complete modules with a TAFE lecturer.

Assessment procedures and reporting

Students' work is regularly assessed using a wide variety of assessment methods in line with the subject assessment plan. Currently, in the Junior School, reports are provided at the end of terms 2 and 4. In the Middle and Senior Sub-Schools, reports are prepared and issued each term. Term's 1 and 3 students receive a full descriptive report and at the completion of Semester 1 and 2 a summary report is prepared. Computer generated reports using the Accelerus program, are used. As a result of using this program student achievement data is readily obtained and analysed.

Flexible Learning Options (FLO) Enrolment

A FLO enrolment can help if a student is experiencing difficulties engaging in a fulltime, mainstream enrolment. Students who are FLO enrolled are allocated a FLO Case Manager to support them as they identify and address the barriers preventing them from engaging successfully in fulltime learning.

FLO enrolled students have an individualised, part-time timetable that can include the GDC Flexible Learning Centre (SACE, Literacy and Numeracy), mainstream electives, TAFE, and community based programs.

GDC Flexible Learning Centre

The GDC Flexible Learning Centre (FLC) is located within the revamped Gawler House grounds.

Students who access the FLC have an individualised learning program tailored to meet their needs, interests and zone of proximal development. All learning tasks feature a strong focus on further developing literacy and numeracy skills and are aligned with Australian Curriculum or SACE depending on the student's current skill level and pathway. Students are able to undertake stage 1 and 2 SACE compulsories as well as a selection of cross-curricular electives irrespective of their age and/or year level.

Adult learning principles are embedded in all areas of the FLC with learners determining their own learning goals for each session with support from the learning centre staff. This allows students to be proactive in their own learning and progress at their own pace and is enhanced by the small staff to student ratio (max 1:8)

For most students, the FLC is one part of a broader learning program with students accessing the FLC up to two sessions per week.

4. Sporting Activities

In the Junior School, the students get the opportunities to participate in and compete at school/district and state level in the following sports:

- Track and field events in athletics

- SAPSASA Cross Country running
- Tag Rugby clinics and state championships
- Milo Cricket and Cricket SA clinics and competitions
- AFL clinics and team visits
- NetSetGo netball
- MLC Hot Shots Tennis
- Be exposed to SAASTA Academy to assist in future goal setting
- FFSA Community Football Program 5-a-side competition
- Lunch time and after school athletics practise
- Recess and lunch supervised (modified if needed) games involving AFL, tag rugby, soccer and netball.

In the Middle/Senior Sub-schools, students are encouraged to take part in a variety of sporting activities both at school and intra-school level. These sports include track and field, swimming, tennis, cricket, netball, rock climbing, hockey, rugby, soccer, and football.

The school participates in the Knock –Out Sport Competitions with both government and non-government schools and in a Zone Sports Competition with Adelaide North Schools

Students participate in SASSSA events, especially the Track and Field Carnival at Santos Stadium.

5. Other Co-Curricular Activities

General

Many social and educational activities are organised throughout the year by staff, students and the school community. Parents are encouraged to support and contribute to these events, which include:

- Celebrating Success Assemblies
- Police Driver Education Programs
- Drama and Musical Productions
- Participation in the Adelaide and Gawler Shows
- School Concert Band and Rock Bands
- Careers Days
- Year 12 Orientation & Career Conference
- Arts performances in the Community
- R-6 Tree-mendous Attendance and Values Assemblies
- Open Mornings
- Book Week Celebrations
- Premier’s Reading Challenge
- Numeracy and Literacy Week
- Science Week
- Beginning of the Year Social Skills and Values Program

- Swimming Week

6. Staff (and their welfare)

Staff profile

There has been moderate staff turnover, mainly through retirement or promotion. The staff has a balance of male and female, including those in Leadership positions.

Staff support systems

Social functions organised by Social Committee e.g. Celebration morning teas, dinners.

On-going Induction Program.

Staff Handbook and Information packages for new staff.

Performance Management

The school has developed Performance Development Processes in line with DECD PD Policy. Professional Development Plans are developed in Term 1. A mid year review of the PDP, incorporating lesson observation feedback is conducted at the end of Term 2/ start of Term 3 and an end of year review in Term 4.

7. School Facilities

Buildings and grounds

In the Junior School, new facilities built in 2012 were:

1. A 6-classroom block with a shared learning area
2. A 4-classroom block with a shared learning area
3. An Activity Room
4. A Covered Outdoor Learning Area

Across the whole school:

All rooms are air-conditioned.

There are 6 computing rooms.

There is complete access for students with disabilities, including a lift.

The grounds cover 42 acres and are being improved through the planning and effort of the Grounds Working Party.

The Science laboratories underwent a total upgrade and an integrated Technology Education Centre was opened in April 2000.

The Gawler House Enterprise Centre is the stone house adjacent to the school.

The Arts and Home Economics facilities upgrade was completed in January 2010.

The Trade Training Centre was completed in 2012.

The Resource Centre and Administration Block was upgraded as part of the new school, opening in 2013.

The School was also successful in gaining a Federal Grant for the development of an Ephemeral Wet lands – this is an ongoing project.

Specialist facilities

Home Economics, Technology Studies, Information and Communication Technology, Art, Drama, Agriculture and Music.

STEM Works will bring a significant improvement to the facilities in the areas of Science, Technology, ICT and Maths and is leading to major curriculum development.

Access to bus transport

A secondary student who lives more than 5 kilometres from the nearest Government Secondary school or bus route is entitled to travel on a government school bus. Application to travel on a bus should be completed when enrolling at Gawler and District College Years 8 – 12. Bus routes are also provided at the time of enrolment. There is a bus officer at the school who manages the buses and will answer any queries.

When travelling on a school bus, students must:

- Travel only on the bus to which they are entitled
- Use courtesy and respect for the bus driver and other passengers
- Wait until the bus is stationary before getting on or off
- Never walk in front of or behind the bus until the bus has moved off from the stop, and then with a clear view in both directions, cross the road.

Any inappropriate behaviour on a school bus may lead to a student being barred from using a school bus.

Any alteration to travel arrangements must be made through the Bus Officer with a note or a telephone call from a parent or caregiver.

9. School Operations

Decision making structures

The school has a Decision Making Policy to provide consistent, clear and explicit guidelines and implementations procedures for all decision-making bodies within Gawler & District College B-12 that should result in practical and prudent decision making. There is a meeting cycle:

- Mondays – Rotation of Teaching and Learning, Leadership and Year Level Managers/School/Student Counsellors and Executive Leadership
- Tuesdays – PAC
- Wednesdays – Committees
- Thursdays – Staff Training and Development, Staff and Team meetings
- Executive Leadership Team (principal, Sub-school heads and Senior Leaders) meet weekly.
- School Council meets on the third Monday of each month.

Regular publications

- Junior School class letters
- Whole school newsletters 3 times per term
- Annual Curriculum Handbook
- Information Handbook for new students/families
- Year Book professionally produced annually
- Annual Report

Governance

Our Governing Council is the peak advisory body of the school with responsibility for advising on planning, policy, school budget, monitoring review and evaluation, review and community accountability.

School financial position

The Reception – Year 7 school fees are \$250 and the Year 8 – 12 school fees are \$350.

The school operates with a school budget of approx \$14,000,000

Special funding

- Negotiated Education Plan students
- Funding from Resource Allocation Adjustment Panel for supporting students with disabilities/behaviour management
- Numerous grants e.g. Aboriginal Education, Buddy School and a range of other funds.

10. Local Community

General characteristics

Situated in the Northern Adelaide region between the urban areas of Elizabeth and Munno Para and the rural areas of the Barossa Valley. The enrolment reflects the variety of our large multicultural enrolment zone with a mix of town and country students. This area combines privately owned homes as well as Housing Trust homes in Gawler West. There are two school zones – one for the primary school and one for the secondary school. The secondary school is a wider catchment area including school's district comprises Evanston, Evanston Park, Evanston Gardens, Gawler, Gawler East, Gawler West, Hewett, Angle Vale, Lewiston, Redbanks, Cockatoo Valley, Sandy Creek, Rosedale, Two Wells, Buckland Park.

Some of the buildings are used by a small number of sporting/dance groups after hours.

The school has an Enterprise Centre located in a renovated stone house.

The school has a privatised canteen.

Parent and community involvement

The School Council has an active group of parents who support the school by sitting on various committees involved in governance (e.g. Finance,

Uniform, Canteen, Grounds). In the Junior School, some parents listen to students read daily. Some volunteers work in the Resource Centre.

Gawler High School Foundation was established in 2006 and raises money for a Building Fund and Student Scholarships.

Feeder schools

For the secondary part of the school, students come from more than 28 primary schools in the area with a range of numbers from each. The main feeder schools are our own school, Gawler, Evanston Gardens, Gawler East, Angle Vale, Hewett and Two Wells.

Staff members visit each of the main schools as part of the 7/8 Transition.

An Open Day is held in May. This is a major event and is attended by many families.

Year 7 students who have enrolled spend days at the school in Term 4 and participate in visits during the year.

Other local care and educational facilities

Gawler and District College B-12 has the only state high school in the Town of Gawler. There are a number of other state and private primary schools, pre-schools and local support agencies.

Trinity College and Xavier College are nearby as is The Gawler Campus of the Murray Institute of TAFE.

Commercial/industrial and shopping facilities

Within only a few kilometres of the school there is a large swimming centre, the Trevor Bellchambers Swimming Centre.

Gawler was the first country town established in South Australia in 1837. Today it is a large retail centre with a few small industries in the area.

Other local facilities

In addition to the above, other services include the Gawler Sport and Recreation Centre, the Starplex, Gawler Par 3 Golf Course, Gawler Health Service (Public Hospital), a wide range of parks, gardens and nature reserves, numerous mid 19th historic and National Trust Heritage buildings.

Accessibility

The secondary part of the school is serviced by 5 yellow government buses as well as privately contracted runs to Angle Vale, Virginia, Lewiston, Two Wells, Buckland Park and Roseworthy. There are also private bus runs to the school.

Some students and teachers travel to school on the train. The Evanston Train Station is situated across the road from the back gate of the school on Para Road

Local Government body

The Corporation of the Town of Gawler is the local Council body. It provides a range of community support services. They have a strong youth strategy and we are working with them on a Child Friendly Council.