



# SCHOOL CONTEXT STATEMENT

Updated: January 2024

**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. There is an absolute commitment to the effective integration of school operations and the cohesion and continuity of curriculum across all of our sub-schools. The school has 3 sub schools – Junior (Reception – Year 6) Middle (Years 7-9) and Senior (Years 10-12). The college supports students with disabilities through our Composite Classes and Disability Unit. In addition there is a range of other programming to support students with disabilities, students from EALD backgrounds and Aboriginal students within the college. Gawler and District College B-12 The Children’s Centre operates as a separate entity with its own Director and funding.

At Gawler and District College B-12 we believe that learning is a partnership to be shared by the student, the school and their parents/caregivers. Our objective is to provide a supportive school environment in which students can achieve their greatest potential. This will be achieved if students always strive for excellence and give their best. Every endeavor should be made to make learning engaging for students.

The vision of Gawler and District College B-12 is:

*“As a community of lifelong learners Gawler and District College B-12 values, practices and celebrates respect, generosity and excellence”*

And the school values are:

*Respect, Generosity and 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: Angie Michael
- Deputy Principal's name: Craig Brown
- Head of School Senior: Angela Karatassa
- Head of School Middle: Liz Rankin
- Head of School Junior: Julie Stockdale
- Year of opening: 2013
- Postal Address: Barnet Road, Evanston SA 5116
- Location Address: Barnet Road, Evanston SA 5116
- DECD Region: Greater Gawler
- Geographical location: 42km from GPO (Adelaide SA)
- Telephone number: (08) 8521 2400
- Fax Number: (08) 8523 0439
- School website address: <http://gdc.sa.edu.au/>
- School e-mail address: [dl.0774.info@schools.sa.edu.au](mailto:dl.0774.info@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: Yes
- Out of School Hours Care (OSHC) service: Yes

- Staffing numbers (as at February census-includes staff on extended leave):  
*Source(Teaching): HRS>HR Management Reporting>Staff Administration Reports – Staff Listing Data Extract*  
*Source(non-Teaching): HRS>HR Management Reporting>Staff Administration Reports – Staff Listing Data Extract*

<b>Teaching Staff</b>	<b>FTE</b>
Principal	1.0
Deputy Principal	1.0
Leader Band B-1	22.2
Leader Band B-2	2.0
Leader Band B-3	2.0
Leader Band B-4	1.0
Leader Band B-5	2.0
Teacher	56.4
Teacher (temp contract)	10.0
AST02 Leadership Fallback	3
<b>Non-Teaching Staff</b>	<b>Hours/Week</b>
GSE	136
SSO	1741
ACEO	49

There is the equivalent of 1.16 AET time

- Public transport access:  
 Train – Evanston Railway Station is located opposite the rear gate of the school on Para Road Evanston.  
 Bus – A comprehensive system of school buses, both departmental and private contract bring 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. In addition Adelaide Metro services are available in Gawler, Gawler East, Gawler South, Gawler West, Evanston, Evanston Park, Evanston Gardens and Willaston

- Special site arrangements:  
The college is part of the Greater Gawler Partnership sharing training and development. The secondary part of the school is a member of the Northern Adelaide State Secondary Schools Alliance (NASSSA). Flexible Learning Options is catered for at Gawler House which is adjacent to the college. The site operates a separate Disability Unit.

## 2. Students (and their welfare)

- General characteristics  
The student profile reflects the diversity of the huge zone of enrolment. There is a small core of Anglo-European background students with rural interest and a larger urban-based growth of increasing size. The Student Voice Committee plays an active role in organising and running student activities and providing avenues for active student participation in decisionmaking.
- Student well-being programs  
Student Voice Leaders- Teachers hold class meetings regularly. At the beginning of the year, class members vote for peers to represent them on the Student Voice Leaders team 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 an in-school Psychologist or a specific community agency. Every student who has been identified as a SwD has a One 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 identified with 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, a school/student wellbeing leader, a Christian Pastoral Support Worker and three Youth Workers. The support offered is:
  - o Personal Counselling, Course & Vocational Counselling, Chaplaincy Service & Counselling.

The Student Services Centre provides:

- o Access to job and career program and information
  - o Partnerships with school and local community
    - o Promotion of positive opportunities for students by structured work placement and training programs
  - o Enrolment referral to Flexible Learning Options (FLO) programs
  - o Referral to other school services
  - o A partnership with allied services e.g. Gawler Health Centre, SHINE, Gawler Police, Zonta, Youth Workers, Employment Agencies, TAFE, Second Story
  - o Advocacy for the implementation of social justice strategies.
  - o The school has an Aboriginal Education Team including Senior Leader Inclusion and Wellbeing, 1.16 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 Voice 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 SVL 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
    - o Japanese Exchange Program
    - o VET structured workplace learning
    - o Special Learning programs working with One Plans for students
    - o Case management of individual students
    - o Year 7/8 Transition program
    - o Aboriginal Parent group

- Flexible Learning Options

### 3. Key School Policies

- Site Improvement Plan and other key statements or policies:  
Site Improvement Plan (SIP) and other key statements and policies  
  
<https://www.gdc.sa.edu.au/our-college/key-documents/>
- Recent key outcomes:
  - High quality teaching and learning with a focus on reading
  - Staff have enhanced their knowledge and skills around literacy and reading improvement as well as collaborative moderation.
  - Executive leaders, driving a common narrative around literacy improvement has helped build the cohesion and consistency across the school in relation to improving student achievement in Reading.
  - There is now more of a vision for how the reading focus will roll out across each of the sub schools. Much of this work is being driven by the good work undertaken already in the Junior School, where there is a clear pedagogical focus and use of evidenced based best practice.
  - Monitoring across each of the sub schools has enabled leaders to be more aware of the high impact actions and to plan carefully for what will be the next steps.
  - Pupil Free Days have supported staff to learn together developing skills around recommended evidence-based improvement practices for all students. We focussed on delivering John Munro's High Impact Reading Strategies (HIRS) to meet the differing needs of all our students, strengthening teacher practice to ensure learning improvement for all our students. This focus will continue into 2020 where we will remain steadfast in our endeavour to ensure successful achievement outcomes for all.
  - 2019 saw an increase in the number of students achieving SEA in Reading in Years 4-6 (Junior School). Staff collaboratively developed a shared reading agreement that reflects current evidence based practice and is implemented by all R- 6 teachers.
  - GDC literacy scope and sequence and Guided Reading Agreement has been embedded in teaching practice where all teachers have regularly interrogated data sources to support planning for effective teaching in reading. The explicit teaching of systematic synthetic phonics including visible learning intentions and success criteria has occurred in the teaching of reading.
  - Junior School teachers supported students' wellbeing for learning by implementing Berry Street and trauma informed practices 2019 saw an increase in student achievement in reading in Years 7-9 (Middle School).
  - Faculty leaders received training on leading learning in their subject areas around analysis of reading data and developing a data analysis schedule across the Middle School. Year 7 teachers worked with a primary specialist developing consistent practices around the teaching of reading by explicitly teaching the HIRS to all students.

- The significant improvement in both NAPLAN and PAT results suggests a culture of continuous improvement pervading our school community. Staff continued to provide students with exemplars that identify and unpack subject specific vocabulary necessary for success. This incorporated with explicit feedback that supports students to work towards the higher grade bands has been apparent.
- Faculty leaders supported staff to utilise the Collaborative Moderation Process to guide teachers to develop assessment tasks that have clarity of subject specific vocabulary necessary for success aligned with SACE performance standards.
- Teachers provided students with exemplars that identify and unpack subject specific vocabulary necessary for success. Teachers used explicit feedback to support students to work towards the higher grade bands. Whilst some staff are using the data intentionally and designing approaches accordingly, many staff have indicated the need for support and professional development in this area. Staff are engaged in professional development processes which are informed by quality data promoting a culture of accountability and ongoing improvement in student achievement. This will continue to be a priority for 2020.

## 4. Curriculum

Subject offerings:

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

Middle and Senior 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.
- 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.

Department for Education and Child Development 2012 Page 7 (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 o Engineering o 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/Distance Education provision:
  - 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. 2018\_GDC SchoolContextStatement.docx © Department for Education and Child Development 2012 Page 8 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.

### Student 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. Terms 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)

## 5. 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
- 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.

## 6. 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

## 7. 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

Staff work in year level teams, curriculum teams and professional learning teams led by Coordinators and Senior Leaders. The college has an active PAC. This is an on-going induction program for staff new to the school. The staff work in a cohesive and supportive way with a focus on improving teaching and learning with a strong focus on reading. The college is privileged to have highly skilled, hardworking and professional teams of teaching staff, SSOs and GSEs. 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

All staff have clear roles and responsibilities including teachers and support staff. Leaders support staff to ensure there are clear improvement goals and priorities focusing on student learning. The school has developed Performance Development Processes in line with DfE 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. Staff utilisation policies. There is a strongly supportive culture with many opportunities for professional learning.

- Leadership structure

Principal, Deputy Principal, Senior Leaders- Junior School, Middle School and Senior School Heads of School as well as Literacy, Numeracy and Wellbeing Senior Leaders. 22 Coordinator positions ranging from Area of Study leaders, Year Level Coordinators, Aboriginal Education Coordinator and Daily Organisation Coordinator.

- Access to special staff

The college has access to a range of specialist Music Instrumental Teachers in the Senior School.

Other

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## 8. 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
- Heating and cooling
- A Covered Outdoor Learning Area

· Specialist facilities and equipment

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

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

Secondary students who live more than 5 kilometres from the nearest Government Secondary school or bus route are entitled to travel on a Government school bus. Application to travel on a bus should be completed when enrolling at Gawler and District College B-12 Bus routes are provided at the time of enrolment. There is a bus coordinator 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.
- Other  
:

## 10. School Operations

- Decision making structures
  - Mondays – Senior Executive and Executive Leadership Teams (rotation), Governing Council, Finance Committee and Foundation (once per month)
  - Tuesdays – Leaders Pedagogical Wellbeing, Teaching and Learning, Organistaion
  - Wednesdays – Grounds and Facilities, Fundraising, ICT, Staff Wellbeing, Work Health Safety (meet at least once per school term)
  - Thursdays – Staff Training and Development, Staff and Team meetings
  - Regular publications
  
- Other communication
  - Junior School class letters
  - Whole school newsletters 3 times per term
  - Annual Curriculum Handbook
  - Information Handbook for new students/families
  - Annual Report
  - Facebook
  - Daymap
  
- School financial position
  - The Reception – Year 6 school fees are \$330
  
  - Year 7 – 12 school fees are \$460
  
  - The school operates with a school budget of approx \$23,000,000
  
- Special funding
  - One Plan students
  - Funding form Resource allocation Adjustment Panel for supporting students with disabilities/behaviour management
  - Numerous grants e.g. Aboriginal Education, Friendly Schools and a range of other grants.

## 11. 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, 2018\_GDC SchoolContextStatement.docx © Department for Education and Child Development 2012 Page 13 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 or destination schools

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 Junior school, Gawler Primary School, Evanston Gardens Primary School, Gawler East Primary School, Angle Vale Primary School, Hewett Primary School and Two Wells Primary School.

Staff members visit each of the main schools as part of the 7/8 Transition Program. Year 7 students who have enrolled for Year 8, spend transition days at the school in Term 4 and participate in additional visits during the year. An Open Day is held in Term 2. This is a major event and is attended by many families.

- Other local care and educational facilities

Gawler and District College B-12 is the only public Government secondary school in the town of Gawler.

There are a number of other state and private primary schools, pre-schools and local support agencies, including St Bridgids Primary, Immanual College, Trinity College and Xavier College.

- Commercial/industrial and shopping facilities

Gawler is the first country town established in South Australia in 1837.

Today it is a bustling retail centre, industry hub and has a large growing population. There are several large housing estates within the town limits and on the town fringe providing affordable options for families and professionals alike.

The town is on the edge and the gateway to the Barossa Valley and mid-North areas of South Australia. A freeway by-pass road provides visitors and

locals access to the Riverland regions of South Australia and access to New South Wales and Victorian trade routes.

- Other local facilities

Include the Gawler Sport and Recreation Centre, Aquatic Centre, gardens, parks and nature reserves, Starplex (includes theatres, basketball courts, gym, indoor swimming facilities, several court options), Par 3 Golf Course & 18 hole course at Sandy Creek, Public hospital with emergency facilities, cinema, race course, several local sporting ovals, gymnastics club, numerous mid 19th century historic and National Trust Heritage buildings.

- Availability of staff housing

There are many options for staff to purchase their own property or enter the local rental market

- Accessibility

In addition to the school bus service there are options with the Government transport services, who provide bus services within the town. The Evanston train Station is situated a short walk from the rear entrance to the college on Para Road. There are taxi services available within Gawler. The Northern Expressway and Northern Connector provide excellent road quality and travel from Adelaide and have significantly reduced travel time for staff, students and visitors.

- Local Government body

The Corporation of the Town of Gawler is the local Government body. It provides a range of community support services. They have a strong youth strategy including a Youth Advisory Committee, on which some of our present and past students are representatives.

## 12. Further Comments