



SCHOOL CONTEXT STATEMENT

Updated: March 2026

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. 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, engaging school environment in which students can achieve their greatest potential. This will be achieved if students always strive for excellence and give their best.

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

‘At GDC, we nurture academic achievement, personal development, resilience, and shared success across our community, while creating and strengthening pathways that enable every learner to reach their potential and build knowledge, creativity, and character. We foster strong, respectful relationships and connect learning to the real world to ensure a genuine sense of belonging for all.

We are growing, developing and connecting.’

And the school values are:

Belonging, Respect and Resilience

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: Craig Brown
Deputy Principal's name: Liz Rankin
Head of School Senior: Rebecca Bolton
Head of School Middle: Colleen Lowe
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
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

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

Teaching Staff	FTE
Principal	1.0
Deputy Principal	1.0
Leader Band B-1	11
Leader Band B-2	7.0
Leader Band B-3	2.0
Leader Band B-4	4.0
Leader Band B-5	1.0
Teacher	43.3
Teacher (temp contract)	31.6
AST02 Leadership Fallback	3
Non-Teaching Staff	Hours/Week
GSE	106
SSO	1947.25
ACEO	128.5

There is the equivalent of 1.0 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). Tailored 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.

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

Pastoral Care Program in the Years R-12 sub-schools occurs weekly in each Homecare 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 and course counselling.

Student support offered

Reading Intervention is provided across the whole school. Gawler and District College B-12 prides itself on having a flexible approach to supporting students with additional needs, where specific plans are made based on student need. Students identified with a disability have a One Plan. Students with Disabilities across the site 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. For students identified with in-class support – a SSO is timetabled into the subject class to assist students to work on activities set by the subject teacher. This is on an as needed basis and the amount of support scheduled for any individual will vary according to student numbers in the group and their individual needs. Small Group withdrawal, a group of students may be offered.

There is a Student Wellbeing Team across the school comprising the Senior Leader for Inclusion and Wellbeing, a Student Wellbeing Leader, a Pastoral Support Worker and three Youth Workers. The support offered is: Personal Counselling, Course & Vocational Counselling and Chaplaincy Service.

Including:

- 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 Tailored Learning (TL) programs
- Targeted Wellbeing support for students in need
- Access to a School's Mental Health Practitioner
- Youth and Family counselling through NACYS
- 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, teachers and Aboriginal Education Workers. This team supports the 'Nina Marni' cultural group, student wellbeing assistance, family and cultural support and whole school cultural learning.

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. The 'Behaviour Support Toolkit' underpins teacher professional development in this area. All staff embrace trauma informed practices and are working with the Mackillop Foundation to continue our learning in this area.

Student government

The Student Voice Leadership Committee (SVL) 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.

The Junior School has recently implemented a 'Youth Parliament' model to support Student Voice. This has been very successful and plans to expand in the future are underway.

Special programs

- Japanese Exchange Program
- VET structured workplace learning
- Special Learning programs working with One Plans for students
- Case management of individual students
- Year 6/7 Transition program
- Aboriginal Parent group
- Tailored Learning Options
- Nina Marni Cultural Group

3. Key School Policies

Site Learning Plan (SLP) and other key statements and policies

<https://www.gdc.sa.edu.au/key-documents.html>

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 a clear vision for how the reading focus will roll out across each of the sub schools. Much of this work is being driven by work undertaken 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 focused 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. Staff across the site also embrace EDI as the pedagogical basis for classroom instruction.
- 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.
- 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 in developing consistent practices around the teaching of reading by explicitly teaching the HIRS to all students.
- The improvement in both NAPLAN and PAT results suggests a culture of continuous improvement pervading our school community.

- 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 incorporated with explicit feedback that supports students to work towards the higher grade bands has been apparent.

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. 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 EIF – Exploring Individual Futures.
- Students in their Senior Years are offered a wide range of subjects at both Stage 1 and 2. At Stage 2 we have ample offerings subjects to provide students with an appropriate pathway to training and life beyond school.
- 12 public secondary schools in Northern Adelaide, TAFE and other Registered Training Organisations have formed a partnership (NASSSA) to promote and support Vocational Education (VET) 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 12 schools. This project targets the industries that are anticipated to grow significantly, particularly advanced manufacturing.

Courses include:

- Automotive
- Community Services and Early Childhood Education & Care
- Construction
- Electrotechnology
- Engineering
- Food Processing
- Hair and Beauty
- Hospitality
- Health and Aged Care
- Information Technology

For a complete outline of Years 7 – 12 curriculum, refer to the website at <https://www.gdc.sa.edu.au/curriculum-options.html>

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.

Student assessment procedures and reporting

Students' work is regularly assessed using a wide variety of assessment methods in line with the subject assessment plan. Teachers provide written comments on Daymap on two summative tasks per term. Parents are invited to attend Learning Conferences in terms 1 and 3. In the Junior school, reports are provided for each student throughout the year.

Tailored Learning Options (TL) Enrolment

A TL enrolment can help if a student is experiencing difficulties engaging in a fulltime, mainstream enrolment. Students who are TL enrolled are allocated a Case Manager to support them as they identify and address the barriers preventing them from engaging successfully in fulltime learning. TL enrolled students have an individualised, part-time timetable that can include the GDC Tailored Learning Centre (SACE, Literacy and Numeracy), mainstream electives, VET courses 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:

- Athletics 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 athletics, 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 SASSEA events, especially the Track and Field Carnival at Santos Stadium.

6. Other Co-Curricular Activities

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
- Kuma Time
- 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. There 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 are organised by Social Committee. There is an ongoing induction program for new staff and an extensive support system for early career teachers.

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. There is a strong 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, Tailored Learning Leader, Disability Education leader as well as Literacy, Numeracy and Wellbeing Senior Leaders. 22 Coordinator positions ranging from Area of Study leaders, House Leaders, SACE/VET Leaders, 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.

8. School Facilities

Buildings and grounds

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

- A 6-classroom block with a shared learning area
- A 4-classroom block with a shared learning area
- 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 Arts and Home Economics facilities upgrade was completed in January 2010. The Trade Training Centre was completed in 2012. The Resource Centre upgraded in 2026. The Secondary Ninja playground was finished in 2026.

STEM works completed in 2018 providing improvement of the facilities in the areas of Science, Technology, ICT and Maths. A new undercover Pavilion for assemblies and concerts was completed in 2022. This also provides 4 new specialist classrooms for science, Health and Physical Education and Music. The Junior school has a new purpose-built Special Classrooms which were opened in 2023. A nature playground was started in 2025 and will continue in sections over the coming year.

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. In 2026 there will be significant adjustments to bus

route due to the finalisation of new school zones. Parents and caregivers are being updated on changes.

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.

10. School Operations

Decision making structures

- Mondays – Executive Team (weekly), Governing Council, Finance Committee and Foundation (once per month)
- Tuesdays – Leaders Meeting
- 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
- Junior School newsletter three times per term
- Whole school newsletters at the end of each term
- Annual Curriculum Handbook
- Information Handbook for new students/families
- Annual Report
- Facebook
- Daymap
- Seesaw

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 \$26,000,000

Special funding

- One Plan students

- Funding from 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 a privatised canteen run by Rory's.

Parent and community involvement

GDC has an active group of parents who support the school by sitting on various committees involved in governance (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 now '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 and Hewett Primary School.

Staff members visit each of the main schools as part of the 6/7 Transition Program. Year 6 students who have enrolled for Year 7, spend transition days at the school in Term 4 and participate in additional visits during the year.

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, Immanuel 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

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

Nil