



SCHOOL CONTEXT STATEMENT

Updated: 03/22

School number: 0142

School name: EVANSTON GARDENS PRIMARY SCHOOL

Evanston Gardens Primary School Vision:

“We are working in partnership towards an education that is excellent, relevant and inclusive of all students in a safe, caring, success oriented environment”.

Evanston Gardens Primary School Values:

- Respect
- Aspiration
- Resilience

1. General Information

- School Principal: Nikki Priestman
- Deputy Principal: Kate Pedersen
- Student Wellbeing Leader: Jo Boardman
- Year Opening: 1908
- Postal Address: 71 Angle Vale Road, Evanston Gardens SA 5116
- Location Address: As above
- Partnership: Greater Gawler
- Telephone number: (08) 8522 2082
- Fax number: (08) 8523 0495
- School website address: www.evangdns.sa.edu.au
- School e-mail address: dl.0142.admin@schools.sa.edu.au
- Road distance from GPO: 40km
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OHSC): Yes
- Playcentre: No

Full Time Equivalent Student Enrolment (March)

	2016	2017	2018	2019	2020	2021	2022
RE	17	21	29	26	35	29	35
1	14	23	16	32	30	39	28
2	20	19	21	19	28	27	41
3	23	20	14	16	18	34	26
4	22	18	19	17	19	30	31
5	14	21	15	21	15	14	26
6	8	14	21	16	22	22	13
7	9	8	10	23	18	13	N/A
TOTAL	137	144	145	170	185	208	200
ATSI	9	11	11	8	7	12	11
EALD	2	4	5	5	12	2	1
SCHOOL CARD	54%	54%	50%	55%	55%	42%	57%
SWD		11%	11%	8%	10%	14%	14%

Student Enrolment Trends:

Student enrolments are steadily increasing. New housing in the area and redevelopment are likely to lead to further increases.

Staffing:

- Principal (1.0)
- Deputy Principal (0.9)
- Student Wellbeing Leader (1.0)
- Nine Classroom Teachers (9.0)
- Performing Arts (.4)
- Japanese (0.6)
- HASS (0.6 shared between two staff)
- Health and Physical Education (0.4)

Ancillary Staffing:

- Administration Officer
- Finance/Administration Officer
- Groundsperson
- Pastoral Care Worker (employed through Schools Ministry Group)
- Resource Centre

The school employs 8-9 other SSOs (School Services Officers) with varying hours for administration, classroom, intervention, and complex needs support.

Public Transport Access:

There is limited public transport access. The Gawler to Adelaide train stops at Tambelin station which is approximately 1km from the school. There is limited bus service to Angle Vale Road. Most students walk, cycle or travel by car.

2. Students (and their Welfare)

General Characteristics

Most students come from the Evanston Gardens local, however students also travel from nearby suburbs (e.g. Angle Vale, Lewiston, Munno Para, Gawler and surrounding suburbs). We are receiving increasing intake from the Munno Para West area and surrounds.

Student Wellbeing and Support

The school has a Wellbeing team led by the Student Wellbeing Leader to support students, staff and community in maintaining wellbeing. This includes responsibility for the Friendly Schools bullying prevention program, social emotional learning programs and other initiatives informed by data. The site utilises the Kimochis program for social emotional learning in junior years. In 2022 the school continues to enact and promote the Friendly Schools curriculum.

A Pastoral Care Worker (PCW) works with staff, students and the school community to meet a variety of needs. The school has a breakfast program run by the Wellbeing Leader and PCW. The PCW works with small groups of students who have been identified in needing support with their social and emotional learning.

Student Support

Classrooms utilise a three wave model of intervention.

Student Intervention Programs include:

- Phonological awareness screening and intervention within classrooms.
- Two SSO are employed to provide literacy and numeracy intervention for all students. SSOs work with the Junior Primary and Primary PLC's in using data to provide targeted intervention to improve achievement.
- Students with One Plan are supported according to their documented goals (Wave 3).
- Students targeted to address misconceptions within the Big Ideas in Number.
- Speech and language programs run by an SSO as identified by the Speech Pathologist allocated to our site via support services.

Students with an identified disability or complex needs are supported via a One Plan.

Student Management

The school behaviour code is regularly reviewed in conjunction with the school community. Classes co-construct codes of conduct with students and these are displayed and reviewed regularly. Positive behaviour is encouraged through systems in individual classes, values awards and 'caught being awesome' awards which are promoted at assembly, social media and in the newsletter.

In 2022 there is an ongoing focus in developing sensory regulation and interoceptive skills for students, particularly those with special needs or impacted by trauma. Staff have received training in interoception and the zones of regulation, with interoceptive activities occurring daily within classrooms. The Wellbeing leader has introduced and implements an interoception room and social skills groups with the pastoral care worker.

The site utilises proactive restorative processes as needed to help students to resolve peer conflict. The Friendly Schools and Kimochis programs teach students to develop appropriate regulation and social skills to prevent conflict and bullying. Within Friendly Schools, students learn explicit bullying prevention curriculum, learn social skills and appropriate responses and strategies to prevent bullying in the school community. The site provides range of supervised active, creative and quiet activities during play break which greatly assists in social skills and engagement.

Our school uses the partnership behaviour support coach to support identified complex as needed. Parents are informed of positive behaviour, RESET or leadership support via phone call where necessary.

Student Parliament

The Student Wellbeing Leader works with Student Parliament to promote student voice in the development of our community. Classes elect representatives, Members of Parliament, who feedback discussion points from peers after a 'community of inquiry' process.

3. Key School Policies

Policy information is available on the school website (currently under redevelopment) (www.evangdns.sa.edu.au) or from administration staff.

- Site Improvement Plan
- Annual Report
- External School Review Report
- Behaviour Policy
- Anti-Bullying Policy
- Dress Code
- Homework Policy
- Grievance Procedures

Curriculum

The school continues to implement the Australian Curriculum as a whole school. Specialist subjects are Performing Arts, Japanese, HASS and PE.

Staff engage regularly in professional learning communities (PLCs) and moderation both at site and partnership level to continue to develop pedagogies. We work to provide consistent, evidence based explicit instruction to students that is differentiated and engaging.

The Deputy Principal currently manages the special education programs including funding applications and referrals.

The Student Wellbeing Leader works with families, class teachers and SSOs to develop and implement learning plans and involve key stakeholders.

Teaching Methodology

In 2022 staff continue to work in PLCs in specialist groups and junior and upper primary groups to moderate, collaboratively plan, enact formative assessment and explicit instructional pedagogies.

The site plan goal foci are phonics and phonological awareness (junior primary), reading comprehension (see Scarborough's Reading Rope (2001), and number.

Professional Learning Priorities include:

- Supporting students with Autism Spectrum Disorder
- Friendly Schools
- Interoception and zones of regulation
- The big 6 of reading
- Phonological awareness, phonics and spelling instruction
- Effective intervention in all areas
- Task design and differentiation
- Effective numeracy teaching pedagogies
- Explicit teaching and planning

The site uses literacy and numeracy expectations documents to inform planning and teaching. These were last reviewed in 2020.

Assessment Procedures and Reporting

The following methods are available to inform parents as to student learning progress:

- Parent information evening (term 1)
- Parent-teacher interviews – we aim for 100% attendance (term 1)
- Written achievement reports (terms 2 and 4)
- Optional parent-teacher interviews (term 3 or at other times as needed)
- Review meetings for One Plan and students with additional needs
- Termly class curriculum outlines
- Ongoing and regular communication via SeeSaw
- Updated One Plans (termly)

Parents and carers are welcome and encouraged to make a time to discuss with their child/ren's teacher/s at any time.

5. Sporting Activities

The school has an annual Sports Day consisting of athletics, tabloid and team events. Students are allocated to house teams; red, green and blue.

Year 5/6 students access SAPSASA. Reception to year 5 students participate in one week of water safety lessons annually. Year 6 students access an aquatics program at West Lakes. The school has a gymnasium for student use. Students have weekly physical education lessons and clinics and sports programs are engaged throughout the year. We endeavour to field teams for relevant sporting carnivals, where available.

6. Other Cross-Curricular Activities

- Curriculum days – come and join in learning in class
- Reconciliation and NAIDOC weeks
- Hiragana Club
- Harmony Day / National Day of Action Against Bullying and Violence
- Book Week
- Science Week
- Festival of Music (choir)
- Snake Education
- End of year concert performance

7. Staff and their Welfare

Staff Profile (Please see section 2)

Staff members bring to EGPS a range of expertise and experience. In 2022 there are 14 teachers representing a total FTE of 10.4. This consists of 3 teachers who have been teaching for 0-2 years, 2 teachers who have been teaching for 3-5 years, 3 teachers who have worked 6-10 years, 5 teachers who have worked 11-20 years, and 1 teachers who have worked for 20+ years. The most early career teacher is in their first 12 months, the most experienced has been teaching for more than 30 years. There are a mix of contract and permanent staff. IESP funding and grants are used to employ ancillary staff. Staff are mutually supportive of each other. Specialist support services are accessed through the Gawler Office including behaviour coach and special educator advice.

Leadership Structure

The leadership team consists of the Principal, Deputy Principal and a Student Wellbeing Leader.

Performance Development

Staff further increase their skills and capacity through annual performance development processes with regular review in line with department policy and procedure. The individual's strengths, achievements, learning and training needs and goals are considered in line with the site plan and student needs. Staff receive regular feedback from leadership, including via walk-throughs.

8. School Facilities

Building and Grounds

Considerable work goes into the upkeep of our very large grounds. The current administration and resource centre buildings were originally built in 1908. An extensive capital works process was completed in 2017 with major upgrades to administration, the resource centre, the construction of four new classrooms, and extensive landscaping. The school currently has 9 classrooms, interreception room, computer room, resource centre, gymnasium, administration, two play grounds, a range of outbuildings and landscaped play areas.

All buildings are climate controlled and have appropriate digital connectivity. The school operates under an ongoing development plan to continue to modernise facilities and grounds.

Specialist Facilities

The school has a 'studio' which is well suited to art, science and cooking classes. Our OSHC service provided by Happy Haven also uses this space.

Access

Most of the school has ramps to allow for disabled wheelchair access.

School Operations Decision Making

- Staff meetings are held weekly.
- Staff nominate for a range of committees which meet regularly to further the running of the school, including the Personnel Advisory Committee, Work Health and Safety committee, site improvement Committee, ICT committee, Friendly Schools Committee and resource centre committee.
- Leadership meet weekly.
- SSOs also meet regularly as a group twice per term with leadership attendance.
- Governing Council meets twice a term. This consists of sub-committees including a very active fundraising group.

Regular Publications

Newsletters are digitally communicated regularly and individual teachers also produce their own newsletters to inform parents about activities and learning on a termly basis. The school has an enrolment pack for prospective parents. We have also have an SMS system and use Facebook and Skoolbag to communicate with families. SeeSaw is used within classrooms to update parents on student learning and communicate with class teachers.

School Financial Position

The school is in a good financial position.

11. Local Community General

Characteristics

The school community comprises of a cross section of socio-economic backgrounds with approximately 57% of families eligible for school card. The community continues to increase in cultural diversity. Community members are supportive of the school and student learning. Adjacent to the school is the Evanston Gardens community library, which opens under part time hours.

Karbeethan sports field is close by on Angle Vale Road and hosts a number of sports such as soccer, hockey and softball.

The nearest commercial centres are several kilometres from the school at Evanston with extensive commercial, sporting, medical and other facilities available in Gawler.

The school arranges for annual mobile school dental service check-ups, generally covered by Medicare and at no cost to families. The nearest dental clinic is at Evanston.

Parent and Community Involvement

Parents, carers and extended family have involvement in Sports Day, the End of Year Concert and open classroom days. We have a number of volunteers who provide Scholastic book club, work in classrooms, the resource centre and assist with excursions. Governing Council meets twice per term. We welcome and value to the support of our community.

The Evanston Gardens community has been fortunate to enjoy Aboriginal arts and cultural education programs provided by local Kurna artists and elders.

Feeder and Destination schools

The student population is somewhat transient with many students moving in and out of the local area. Students enrol in reception from a range of feeder sites, predominantly Gawler and District College Early Learning Centre, but also from kindergartens, childcare centres and pre-schools in Angle Vale, Craigmores, Gawler, Munno-Para, Blakeview and surrounds.

On completing primary schooling, students progress to a range of government, Catholic and secondary schools. The most common destination sites for secondary school is Gawler and District College B-12 and Riverbanks B-12 School.

The site aims to provide thorough information sharing and transition support for all students.

Local Government

Evanston Gardens Primary is within the boundaries of the corporation of the town of Gawler. They provide a range of local services including library and sports facilities.