



Evanston Gardens
Primary School

SCHOOL CONTEXT STATEMENT

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Information

Key Information

Site Number	0142
School Principal	Nikki Priestman
Deputy Principal	Kate Pedersen
Assistant Principal	Kate Knill
Wellbeing Leader	Jo Boardman
Year Opening	1908
Postal Address	71 Angle Vale Road, Evanston Gardens SA 5116
Location Address	As above
Portfolio	Gawler 1
Partnership	Greater Gawler
Telephone number	08) 8522 2082
Website	www.evangdns.sa.edu.au
School e-mail	dl.0142.admin@schools.sa.edu.au
Road distance from GPO	40km

School Values

Respect
Aspiration
Resilience

School Policies

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

- Annual Report
- Behaviour Policy
- Bullying Prevention Policy
- Bushfire Policy
- Dress Code
- Emergency Management Plan
- Enrolment Procedure
- Feedback and Complaints Policy
- Healthcare planning documents
- Homework Policy
- Library Policy
- Mobile Phone and Digital Device Policy
- School Improvement Plan

Enrolments

	2020	2021	2022	2023	2024	2025	2026
Rec Intake 2					17	22	17
Rec	36	29	28	35	36	38	47
1	29	39	30	33	34	33	51
2	32	26	37	29	33	38	29
3	32	35	29	44	26	32	37
4	10	29	33	21	24	22	32
5	18	14	30	31	25	32	24
6	13	23	16	25	32	23	32
7	19	10					
TOTAL	189	205	203	218	227	240	269
ATSI	7	12	11	17	23	38	40
EALD	5	6	6	6	9	15	11
SCHOOL CARD	55%	42%	57%	55%	54%	48%	51%
SWD	10%	14%	14%	15%	14%	16%	16%

Enrolment Catchment Area

Most students come from the Evanston Gardens local area, however students also travel from nearby suburbs (e.g. Angle Vale, Lewiston, Kudla, Evanston, Munno Para, Andrew's Farm, Gawler, Gawler East, Hewett and surrounding suburbs) when capacity permits.

Enrolment Trends

Student enrolments are increasing. New housing and redevelopment in the area are resulting in growth in the community.

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, some families make use of the 'on demand' Gawler Bus Service. Most students walk, cycle or travel by car.

Staffing

Teaching Staff

- Principal (1.0)
- Deputy Principal (1.0)
- Assistant Principal (1.0)
- Student Wellbeing Leader (0.8)
- Classroom Teachers (12.0)
- Special education specialty (1.0)
- Autism Inclusion Teacher (0.2)

Specialist Teaching Staff (3.8)

- Performing Arts
- Japanese
- Digital and Design Technologies
- Science
- Health and Physical Education

Ancillary Staff

The school employs approximately 13.0 FTE ancillary staff, including the following:

- Business Manager (1.0)
- Administration Officer (0.8)
- Finance/Administration Officer (0.6)
- Groundsperson (0.6)
- Pastoral Care Worker (0.4) (employed through Schools Ministry Group)
- Resource Centre
- Intervention
- Disability Support
- Aboriginal Community Education Officer

The remaining FTE are in classroom, curriculum and students with additional needs support.

Performance Development

Professional development at our site is planned, purposeful and aligned with Department for Education policy, site priorities and the professional learning needs of all staff. It supports continuous improvement by building capability, strengthening evidence-informed practice and improving outcomes for children and young people. Individual learning goals are identified and reviewed through the Performance Development Plan (PDP) process, with professional learning supported through coaching, collaboration and targeted training. Impact is monitored through reflection, feedback, changes in practice and evidence of improved outcomes.

Professional Learning Communities and Learning Sprints

Our school uses a Professional Learning Community (PLC) approach to strengthen teaching practice and improve student outcomes through collaboration, shared responsibility and evidence-informed decision making. Teachers work in teams to analyse curriculum, identify essential learning, review student data and plan targeted responses for all learners. This promotes consistent teaching, high expectations and ongoing professional dialogue about learning, assessment, and support or extension.

To support this work, the school uses a Teaching Sprints model: a short, focused cycle of inquiry aimed at improving a specific area of teaching and learning. In each sprint, teachers identify a problem of practice, trial agreed high-impact strategies, gather evidence of student progress and

reflect on impact. Together, PLCs and Teaching Sprints build a collaborative, reflective and improvement-focused culture across the school.

Committees and Operations

School operations are guided by collaborative consultation and shared decision making, with clear structures supporting communication, accountability and improvement.

- Governing Council provides broad strategic direction for the school.
- Finance Advisory Committee and PAC (Personnel Advisory Committee) support decision making about resourcing and staffing.
- WHS Committee oversees health, safety and wellbeing responsibilities.
- Weekly leadership and teacher staff meetings, along with regular ancillary staff meetings, support planning, communication and operational consistency.
- Sub-committees, including Professional Learning Communities and Curriculum Action Teams, help drive implementation of school priorities.

Student Wellbeing and Support

Student Wellbeing

Student wellbeing is supported through a coordinated whole-school approach that promotes inclusion, safety and positive relationships. The school implements a range of evidence-informed programs and strategies, including Friendly Schools, the Child Protection Curriculum, Respectful Relationships Education, Student Parliament, peer support and social and emotional learning programs. A Pastoral Care Worker supports students, families and staff, including through small group support and the school breakfast program. Where available, the school also partners with providers to offer onsite dental, vision and hearing checks.

Learning Support

The school continues to implement a multi-tiered system of support (MTSS) to support students who require support with learning, behaviour, or social-emotional development.

Student Intervention Programs include:

- Phonological awareness skills
- Phonics
- Narrative Language (Story Champs)
- Speech Articulation (in partnership with the SSS Speech Pathologist)
- Number Fluency
- Social Skills (using resources such as The Zones of Regulation and What's the Buzz)

MTSS is a system that helps schools provide the right support to students with different learning needs. It is not a single program but a way to organize how instruction and interventions are delivered. There are three 'tiers' of support within the system.

Tier 1: This is the core instruction that all students receive in the classroom. It includes high-quality, research-based teaching practices.

Tier 2: This is for students who need additional practice or reinforcement. It involves small group support or targeted interventions.

Tier 3: This is the most intensive level of support, which includes individualized interventions for students who require more specialized help.

MTSS is flexible, allowing for movement between tiers as students' needs change. It is designed to catch students who need support before their achievement gaps widen, ensuring that every

student has access to the support they need to succeed

One Plans

Identified learners are supported with a One Plan in consultation with families. This is a Department for Education policy. A One Plan is a comprehensive and individualised learning plan designed to support the student's academic, social, and emotional development and ensures that the student's unique strengths, needs, and goals are clearly identified and addressed.

A One Plan sets out specific, measurable learning goals and details the adjustments, supports, and strategies that will be used to help the student achieve success. This plan is regularly reviewed and updated to reflect the student's progress and changing needs, ensuring a responsive and cohesive approach.

Where required and consent is provided, Student Support Services (SSS) can provide consultation and advise on adjustments to support learners.

Students who receive a One Plan typically include those with a verified disability, children under the Guardianship of the Minister, Aboriginal learners, and others as required and negotiated.

Communication Nurture Class

From 2026 we have implemented a 'Communication Nurture Support Class', which operates with a ratio of 8 students to 1 specially trained teacher and at least 1 SSO at all times. This specialist class provides explicit instruction in literacy and numeracy with embedded augmented assistive communication tools (AAC) across all curriculum areas. Many of the learners have ASD or are Autistic, although this is not a prerequisite for inclusion. Technologies in use include PODD, Proloquo and Key Word Sign. There is a focus on literacy, numeracy, play-based approaches and building communication and social skills. At the time of writing the class is currently full.

This class is not part of the Department for Education Special Options program and is a school-based initiative. It is distinct from those nurture classes which focus on complex behavioural supports.

Attendance

The school actively promotes and sets attendance targets. Initiatives such as 'Beat the Bell', where students are rewarded for attending school on time are popular with the student cohort. The majority of students at the school have a regular satisfactory attendance pattern. Families who require support to address barriers to strong attendance receive individualised case-management and regular contact from the Wellbeing Leader.

Aboriginal Learners

Evanston Gardens Primary School is located on the traditional lands of the Kaurna people of the Adelaide Plains.

We acknowledge the continuing relationship of Aboriginal and Torres Strait Islander people to Country and respect their continuing relationship as custodians of this land.

Our school is committed to including Aboriginal and Torres Strait Islander perspectives and ensuring that:

- Aboriginal and Torres Strait Islander students are able to see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem
- Our teaching and learning programs allow all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

The Wellbeing Leader supports families to access supports and services as required.

Around 10-15% of our student population are Indigenous, and we proudly support and promote all of our learners to develop and understanding and respect of Culture and Country.

Regulation

At Evanston Gardens Primary School, supporting student regulation and wellbeing is a key priority. We use the Zones of Regulation framework as a resource across the school alongside our Health curriculum to help students develop their understanding and management of emotions, behaviours, and sensory needs. All classrooms are equipped with a designated sensory break space, providing students with opportunities for self-regulation during the school day. In addition, our dedicated regulation room, the Zen Den, is available for students to access with supervision at any time when they need additional support.

We recognise that some students require more frequent support than others. All staff members are trained in working with children and young people impacted by trauma.

We also have an Autism Inclusion Teacher who collaborates with staff to implement neuroaffirming strategies and ASD-friendly supports, making our school an inclusive and supportive environment for all learners.

From 2026, we are pleased to be receiving Department for Education support and funding to implement the Berry Street Education Model across Reception to Year 6.

Behaviour Education

The school behaviour code is regularly reviewed in conjunction with the school community.

Our school values of Respect, Resilience and Aspiration are reflected throughout expectations, and rules within the school.

Positive behaviour is encouraged and rewarded through the team point system. All students are a member of one of three teams – the Red Kangaroos, Green Crocodiles, and Blue Sharks. Students can earn points for their team through showing the school values, positive and behaviours and effort in learning, and the team with the highest points value periodically is awarded a prize and recognition through a trophy.

Classroom teachers also utilise their own motivational and token reward systems such as classroom economies, sticker charts and similar.

Bullying Prevention

The Friendly Schools curriculum is utilised within all classes R-6. Friendly Schools teaches children the definition and difference between rude, mean and bullying behaviour, specifically that bullying is repeated and targeted mean behaviour, where there is an imbalance of power, and the person affected by the behaviour feels unable to make it stop. Our student wellbeing data shows that bullying is not common at our school.

Within friendly schools, students explore social situations and scenarios, build relationships, and problem-solve. They are taught to engage in prosocial behaviours and how to respond if they were to witness or experience bullying, including clear processes for reporting rude, mean or bullying behaviour at school or online. The school also provides range of supervised active, creative and quiet activities during play breaks which greatly assists students to develop social skills and enjoy leisure time.

Restorative Practices

Restorative processes are applied as needed to help resolve conflict. Restorative Practice is a social science that offers proven strategies for strengthening and repairing relationships. These proactive, responsive strategies provide the means to develop, repair and maintain healthy relationships that are the foundation of healthy communities. Restorative Practice training provides the skills required to manage and address conflict when it arises and focuses on the needs of all those who are impacted. This practice actively helps decrease incidents, addresses antisocial behaviour and repairs and restores relationships at all levels.

Parent Communication

While most student conflicts or incidents are able to be resolved at school level and are occasional only, parents are informed of inappropriate behaviour that has required teacher or leadership support when required, and in the rare event the department for education take-home or Suspension,

Exclusion and Expulsion procedure needs to be enacted.

We utilise a range of strategies to communicate with parents and the wider school community. Our school uses the platform 'Seesaw' which enables instant messaging between parents and teachers, bulletin posts to class and student activity groups, and announcements.

We make use of Facebook to promote and remind families of upcoming events at our school.

All families are able to provide or decline consent for their child/ren to be posted online as they wish.

Parent-teacher learning conversations are scheduled twice per year, and families also have the ability to request a time to meet with the class teacher at any time of year.

The community is invited to celebrate positive progress and achievements through twice-termly assemblies, at which students receive awards for showing the school values.

Student Leadership

Student Parliament is in place to teacher Leadership skills and 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.

Each year, students in the upper grades are elected as the 'Prime Minister' for that school year and represents the school in the community.

Upper primary students are also elected as 'Team Captains' – this is usually two students from each house team. These students take a lead role in events across the school and provide mentoring and support to younger students.

Teaching and Learning

Curriculum

The school is implementing the South Australian Curriculum for Public Education, which is currently under development. This is adopted from the Australian Curriculum v.9.

The SA Curriculum for Public Education is designed to provide every child with meaningful, challenging and relevant learning. It brings together knowledge, capabilities and dispositions in a connected way, so students not only learn important content and concepts, but also develop the skills, habits and attitudes they need for life.

This means children build deep understanding across learning areas while also strengthening capabilities such as thinking, communicating and applying their learning, alongside positive dispositions such as curiosity, resilience and responsibility.

Curriculum areas are English, Mathematics, History and Social Sciences, Science, Digital and Design Technologies, Health, Physical Education, The Arts (Dance, Drama, Music and Media Arts and Visual Arts). The school employs specialist teachers as well as generalist classroom teachers, who also provide pastoral care.

Pedagogy

At Evanston Gardens Primary School, our pedagogy is grounded in reflective professional learning and a shared commitment to continually strengthening teaching practice. Staff engage in ongoing professional reflection and evidence-informed learning to refine their instructional expertise and respond to students' needs with precision. We use the Instructional Hierarchy to guide teaching across the stages of learning, recognising that students new to a concept benefit from explicit direct instruction, including clear explanations, modelling and demonstration to support skill acquisition. As students build accuracy and confidence, teachers provide guided practice with timely feedback and

scaffolding, before gradually releasing responsibility so learners can apply their skills independently. As proficiency develops, students are supported to transfer, generalise and adapt their learning through problem-solving and application in new contexts.

The site uses a staff instructional handbook to advise on required implementation and where low-variance curriculum is required.

Assessment

Staff use formative assessment on an ongoing basis to inform teaching and respond to students' learning needs. Formative assessment is the regular process of gathering evidence about what students know, understand and can do, so that teaching can be adjusted to provide appropriate support, challenge and clear next steps for learning. Tools we use include:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS),
- Phonological Awareness Skill Mapping (PASM)
- Phonics progress monitoring
- Numeracy fluency assessments

These tools help teachers identify strengths, monitor growth over time, and plan targeted instruction that supports each student to make progress from their point of need.

The school participates in system assessments, including:

- National Assessment Program – Literacy and Numeracy (NAPLAN)
- Progressive Achievement Tests (PAT) Phonics Screening Check
- Numeracy Screening Check.

These assessments provide an additional source of evidence to support teacher judgement, track student achievement over time, and inform whole-school planning for improvement.

Parents and carers receive written progress reports from teachers twice each year, providing clear information about their child's achievement, progress and areas for continued growth.

Cross-Curricular Activities

Co-curricular opportunities at our school support student engagement, wellbeing and the development of skills, interests and leadership beyond the classroom.

- **School Sport** clinics and competition (formerly SAPSASA) provides individual and team opportunities. We are proud that many EGPS students have represented our school at District and State sporting competitions. They build teamwork, physical activity and participation in a range of sporting experiences.
- **Hiragana Club** supports students to learn Hiragana and deepen their understanding of Japanese language and culture, with students participating in competition opportunities.
- **Science Club** enables students to research scientific topics of interest and present their learning through creative and novel project-based approaches.
- **Cooking and Gardening Club** gives students opportunities to grow produce and learn about food, sustainability and food security.
- **Choir** provides students with opportunities to perform at the SA School Festival of Music and the Northern Schools Festival.
- **Student leadership**, including Student Parliament and School Captains, promotes student voice, responsibility and active contribution to school life, roles of trust and responsibility and the production of *EGPS Update* videos.

Annual Events

Annual dates of significance and whole-school events at our school provide opportunities to build inclusion, wellbeing, community connection and student learning through shared experiences and

meaningful participation.

- **Reconciliation Week** supports learning about Aboriginal and Torres Strait Islander histories, cultures and reconciliation.
- **NAIDOC Week** celebrates and recognises the histories, cultures and achievements of Aboriginal and Torres Strait Islander peoples.
- **Harmony Week**, including the **International Day for the Elimination of Racial Discrimination**, promotes inclusion, respect, belonging and anti-racist education across the school community.
- **Sports Day** encourages participation, teamwork, cooperation and school spirit through a mix of traditional athletics and tabloid events, with the Sports Day Shield and Teamwork and Cooperation Shield awarded on the day.
- **National Week of Action Against Bullying and Violence** highlights the importance of safe, respectful relationships and positive behaviour.
- **Book Week** celebrates reading and literature through a range of activities, including a dress-up parade.
- **Science Week** provides opportunities for students to engage in scientific thinking, inquiry and discovery.
- **R U OK? Day** promotes wellbeing, connection and the importance of checking in on one another.
- **World Autism Awareness Day ('Sparkle Day')** celebrates neurodiversity and promotes understanding, inclusion and acceptance.
- **National Volunteers Week** acknowledges and celebrates the valuable contribution of volunteers to our school community.
- **National Walk Safely to School Day** encourages active travel, road safety and healthy habits.
- **Movie Day** is a fundraising event where students attend a film, wear pyjamas and enjoy snacks.
- **School Disco** provides an out-of-hours fundraising event with music, dancing and glow products.
- **International Talk Like a Pirate Day** invites family to join in the fun, with pirate dress-ups and classrooms open for pirate-themed activities.
- **Family afternoons** provide opportunities for learning to be showcased, classrooms to be open to visitors, and families to experience an afternoon at EGPS.

Facilities

Our school is set on extensive grounds that receive ongoing care and maintenance to ensure they remain safe, attractive and supportive of learning and play. The current administration and resource centre buildings date back to 1908, reflecting the school's long history within the local community. In 2017, the site underwent a significant capital works redevelopment, including major upgrades to the administration and resource centre buildings, the construction of new classrooms and extensive landscaping. All classrooms are refurbished, with all teaching spaces featuring heating and cooling, contemporary furniture, updated flooring and fresh interiors. The school currently includes 14 classrooms and a range of specialist learning spaces, including the Studio for cooking and craft activities, the open area in the GLA, and the library/resource centre. Students also benefit from two playgrounds, designed for younger and older children, as well as generous open play areas. The school continues to improve its facilities and grounds in response to student needs and feedback. The student toilets are being redeveloped with brand new facilities in 2026-2027.

Parents and Community

Parents and community partnerships are highly valued at our school and play an important role in strengthening connection, consultation and shared decision making. Families are provided with a range of opportunities to contribute to school life, support improvement priorities and build a strong sense of community. We seek parent feedback through informal channels as well as the annual department Perspective parent survey and the local School Improvement Survey.

- **Governing Council** provides an important forum for parent and community voice, supporting broad strategic direction, policy oversight and school improvement.
- **Fundraising Committee** works in partnership with the school to coordinate events and initiatives that build community engagement and raise funds to support the school.
- **OSHC Advisory Committee** supports consultation and feedback in relation to Out of School Hours Care, helping to ensure the service meets the needs of children and families.
- **AuConnect Café** provides a welcoming opportunity for families of autistic learners to connect, share experiences and build supportive relationships within the school community. This is currently scheduled monthly.
- **Aboriginal Parent Group** meets twice per term and provides a valued space for Aboriginal families to connect, contribute their perspectives and support culturally responsive practices across the school.

Out of School Hours Care

The Evanston Gardens Primary School Governing Council Inc. proudly provides an Out of School Hours Care (OSHC) service for the school community. Governing Council is the licensed approved provider and, as such, the Governing Council office bearers, together with the principal and deputy principal, hold responsibility as persons with management and control of the service.

The Evanston Gardens Primary School OSHC service is currently licensed to provide care for up to 39 children, with Child Care Subsidy available to eligible families. The service is well utilised and highly valued by the community, offering before and after school care, as well as pupil free day and vacation care. Bookings are currently managed on a term-by-term basis and allocated on a first-booked, first-accepted basis. Some school ancillary staff work across both the school and OSHC settings, providing continuity of care and support for children. The director, together with a skilled team of qualified and unqualified educators, delivers engaging play-based learning experiences. The service works in partnership with the Department for Education and the Education Standards Board to maintain high standards of health, safety and wellbeing, and to meet all requirements under the National Regulations.

Preschool

Evanston Gardens Primary School will have a co-located preschool from 2028. Capital works are scheduled to begin in 2027, with more information available soon.

Contact

For more information, please contact the principal at dl.0142.admin@schools.sa.edu.au