

# SCHOOL CONTEXT STATEMENT (2026)



# Avenues College

McKay Avenue, Windsor Gardens, SA, 5087  
08 8261 2733  
dl.0906.info@schools.sa.edu.au

**SCHOOL NUMBER:** 0906/1485/1582

**SCHOOL NAME:** AVENUES COLLEGE

INCOPORATING Avenues College Childrens' Centre (1582)  
Avenues College Centre for Deaf Education (1485)

## 1. General Information

Principal: Hamish McDonald

Year of Opening: 2017

Postal Address: McKay Avenue, Windsor Gardens

Location Address: McKay Avenue, Windsor Gardens

DFE Region: Torrens

IOED: Category 2

Distance from GPO: 10km

Phone Number: 08 8261 2733

Website: [www.avenuescollege.sa.edu.au](http://www.avenuescollege.sa.edu.au)

Email: [dl.0906.info@schools.sa.edu.au](mailto:dl.0906.info@schools.sa.edu.au)

- A school based preschool program operates within the Children's Centre
- Out of Hours School Care (OHSC) provided with Happy Haven, before and after school programs available
- 2025 student enrolment FTE – 493

School Card % - 60%

SWD FTE – 14%

EALD FTE – 14%

Aboriginal or Torres Strat Islander FTE – 22%

Children's Centre Enrolment – 2%

# SCHOOL CONTEXT STATEMENT (2026)



# Avenues College

McKay Avenue, Windsor Gardens, SA, 5087  
08 8261 2733  
dl.0906.info@schools.sa.edu.au

## Overview

Avenues College is a Birth to Year 12 comprehensive public school located in Windsor Gardens, South Australia, within the Torrens Partnership of the Department for Education South Australia.

Established in 2017, Avenues College was formed through the amalgamation of Windsor Gardens Secondary College, Gilles Plains Primary School and Gilles Plains Children's Centre. Gilles Plains Primary School, established in 1901, contributes a long-standing history of public education within the local community. This legacy continues to inform the identity of the college as a unified Birth to Year 12 site committed to contemporary, high-quality teaching and learning.

The college provides a continuous and aligned learning pathway from early childhood through to senior secondary schooling. The co-located campus incorporates a Children's Centre, Preschool, Primary and Secondary schooling, and the Centre for Deaf Education (CDE), enabling strong transitions, inclusive practices and a cohesive approach to learning across all stages.

## 2. Learners and Community Context

Avenues College serves a diverse and multicultural community, with students representing a broad range of cultural, linguistic and socio-economic backgrounds.

The college has an enrolment of approximately [INSERT 2025 ENROLMENT] students, with approximately [INSERT]% School Card, [INSERT]% Aboriginal and Torres Strait Islander students, [INSERT]% students from EALD backgrounds, and [INSERT]% of students with identified disabilities. The school serves a community with high levels of socio-economic disadvantage alongside significant cultural diversity, which informs a strong and deliberate focus on equity, access and high-quality teaching.

Avenues College maintains high expectations for all learners, with a clear emphasis on academic achievement and growth, engagement in structured and rigorous learning, and the development of positive behaviours that support learning. The college is focused on ensuring that student background does not determine educational outcomes. Strong partnerships with families, community organisations and external services support student engagement and contribute to improved learning outcomes.

## 3. Early Years: Children's Centre and Preschool

The Avenues College Children's Centre and Preschool play a critical role in establishing strong foundations for learning. The Children's Centre provides high-quality early childhood education aligned with the Early Years Learning Framework, alongside parenting programs and family support services that strengthen early development and engagement. The Centre also facilitates early intervention and connection with external agencies, ensuring families are supported from the earliest stages.

The Preschool program focuses on the development of early literacy and numeracy, positive learning behaviours, and school readiness through intentional and structured teaching. This integrated early years approach ensures that children transition into Reception ready to engage, learn and achieve.

## SCHOOL CONTEXT STATEMENT (2026)



### 4. Teaching and Learning

Avenues College is committed to high-quality teaching and improved student achievement, underpinned by a consistent, evidence-informed pedagogical approach. The college's instructional model is centred on Explicit Teaching, with a strong emphasis on clearly articulated Learning Intentions and Success Criteria, structured lesson design through Gradual Release of Responsibility, and the use of guided practice and feedback to support student learning.

Teaching practice is aligned with the AITSL Standards and the South Australian Public Education Strategy. The college's improvement agenda prioritises strengthening literacy and numeracy outcomes, increasing student achievement growth, and ensuring consistency of high-quality teaching practice across all year levels. Professional learning, coaching sprints, classroom walkthroughs and collaborative planning are key mechanisms supporting continuous improvement.

### 5. Assessment and Reporting

Assessment at Avenues College is integral to improving teaching and learning and supporting student achievement. Teachers utilise ongoing formative assessment within daily classroom practice, alongside moderated summative assessment, to inform planning and respond to individual student needs. Assessment practices are designed to provide a clear understanding of student progress and to guide targeted teaching and intervention.

The college incorporates **progressive assessment practices**, enabling students to receive timely and ongoing feedback on their learning. This approach supports students to understand their current level of achievement, identify next steps and take greater ownership of their learning.

Student progress and achievement are communicated to families through regular reporting cycles, parent-teacher engagement opportunities and the Compass platform. Compass supports **ongoing communication and feedback**, allowing students and families to access learning updates, assessment information and teacher feedback in a timely and accessible manner.

These processes ensure that assessment is purposeful, feedback is actionable, and students are supported to make continuous improvement in their learning.

### 6. Students as Teachers: Pedagogical Improvement

Avenues College recognises the importance of student voice in strengthening teaching practice and improving learning outcomes. The college is developing structured opportunities for students as teachers, where students contribute to pedagogical improvement by providing feedback on their learning experiences, identifying effective learning strategies and participating in discussions that inform classroom practice.

This approach supports teachers to better understand the learner perspective and enables students to take an active role in shaping their learning environment. It reinforces a culture of shared responsibility for learning and continuous improvement.

### 7. Curriculum and Signature Programs

Avenues College delivers a broad and balanced curriculum aligned with the Early Years Learning Framework, Australian Curriculum and SACE. The curriculum is supported by a range of signature programs that enhance engagement and support achievement.

## SCHOOL CONTEXT STATEMENT (2026)



The college is strengthening its focus on STEM learning across all year levels, with increasing emphasis on inquiry, applied learning, digital technologies and pathways aligned to future careers. In the secondary years, the Special Interest Cricket Program provides a structured opportunity for students to engage in high-interest learning that promotes discipline, teamwork and performance, while building connections with community sporting organisations.

In the primary years, the Year 5/6 Instrumental Music Program supports the development of collaboration, discipline and performance skills through band-based learning and participation in school and community events.

Avenues College also offers a long-standing inter-college exchange program with an interstate secondary school as an extra-curricular opportunity. Students apply to participate in this program, which provides opportunities to represent the college in sporting and cultural events, develop leadership and teamwork skills, and engage in a valued tradition that contributes to the broader student experience.

The Tailored Learning Program supports students in Years 7–12 who require flexible or alternative learning pathways. Through individualised planning, targeted support and flexible curriculum delivery, the program enables students to re-engage with learning and progress toward meaningful outcomes.

The Centre for Deaf Education, co-located on site, provides specialist support for students who are deaf or hard of hearing, enabling inclusive access to mainstream learning alongside expert support and resources.

### **8. Student Leadership and Agency**

Avenues College promotes student leadership and learner agency as key drivers of engagement and achievement. Students are provided with opportunities to participate in formal leadership roles, contribute to student voice forums, represent the college in school and community events, and engage in leadership within House and learning structures.

These opportunities support the development of confidence, responsibility, communication skills and a strong sense of belonging. The college recognises that student agency contributes to deeper engagement and improved learning outcomes.

### **9. Student Engagement, Behaviour and Wellbeing for Learning**

Avenues College promotes positive behaviours for learning, recognising that effective learning environments are characterised by clear expectations, consistency and strong relationships. The school utilises Restorative Practices, Pastoral Care and Home Group structures, and consistent expectations for behaviour and learning.

These approaches support students to be ready to learn, engaged in academic tasks and responsible for their behaviour, contributing to a productive and supportive learning environment.

### **10. Senior School Pathways and Achievement**

The college offers a broad range of SACE and Vocational Education and Training pathways, enabling students to pursue university, TAFE and employment pathways. There is a strong focus on SACE completion and achievement, career education and planning, and successful transitions beyond school.

Students are supported to develop clear goals and make informed decisions about their future pathways.

# SCHOOL CONTEXT STATEMENT (2026)



## 11. Staff and Professional Practice

Staff at Avenues College are committed to continuous improvement and high-quality teaching practice. Professional learning focuses on explicit teaching, literacy and numeracy improvement, data-informed practice, coaching sprints, classroom walkthroughs and collaborative planning.

Performance and Development Plans align individual staff development with whole-school improvement priorities, ensuring a consistent focus on improving student outcomes.

## 12. Governance and Decision Making

Avenues College is supported by an active College Governing Council, which provides strategic oversight and ensures strong community representation. The Governing Council contributes to strategic planning, policy development, financial oversight and community engagement.

Decision-making is supported through leadership structures, including the Senior Leadership Team and Site Improvement Team, ensuring alignment with school priorities and Department for Education requirements.

## 13. Facilities and Learning Environment

Avenues College operates on a co-located campus that supports strong transitions across learning stages and access to specialist learning environments. Facilities support STEM learning, music and performing arts, physical education and sport, early years programs and inclusive education through the Centre for Deaf Education.

The learning environment is designed to support engagement, accessibility and high-quality teaching and learning.

## 14. Partnerships and Community Engagement

Avenues College values strong partnerships with families, community organisations, external service providers and industry and training providers. These partnerships enhance learning opportunities, support student engagement and strengthen pathways beyond school.

The college maintains a strong connection with its community, recognising the importance of collaboration in supporting student success.

## 15. Strategic Direction

Avenues College is focused on achieving high levels of academic growth for all students through consistent, high-quality teaching practice. Key priorities include strengthening literacy and numeracy outcomes, expanding signature programs, supporting inclusive and tailored learning pathways, and building student leadership and agency.

The college continues to build a culture where learning is prioritised, expectations are high, and achievement is supported for every student.

## 17. Vision for Learning

Avenues College is committed to high-quality teaching and high levels of achievement for every learner. Our work is guided by our vision statement:

**“Avenues College students will develop the skills and confidence to successfully navigate the challenges of an ever-changing world. Our environment fosters a love of learning, innovation, and agile thinking, empowering students to thrive both now and in the future.”**

## SCHOOL CONTEXT STATEMENT (2026)



# Avenues College

McKay Avenue, Windsor Gardens, SA, 5087  
08 8261 2733  
dl.0906.info@schools.sa.edu.au

This vision aligns closely with the South Australian Public Education Strategy, particularly in its emphasis on developing confident, capable learners who are prepared for a changing world. The focus on innovation, adaptability and a love of learning reflects the Strategy's commitment to equity, excellence and the development of learners who are equipped with the knowledge, skills and dispositions required for future success.

At Avenues College, this vision is realised through a strong commitment to **high-quality teaching and high levels of achievement for every learner**. The college's focus on explicit teaching, consistent practice and academic growth ensures that students not only develop the dispositions described in the vision, but also achieve the academic outcomes necessary to successfully navigate future pathways.

Together, this vision and commitment underpin the work of the college, ensuring that all students are supported to engage deeply in learning, achieve success and develop the confidence and capability to thrive in an ever-changing world.