

SCHOOL CONTEXT STATEMENT

UPDATED: 08/18

School Name: CRAIGMORE HIGH SCHOOL

School Number: 0976

1. GENERAL INFORMATION

PART A

School Name: Craigmore High School
School Number: 0976
Principal: Ms Rosie Heinicke
Deputy Principal: Ms Tanya Heys (Acting for terms 3 and 4, 2018)
Postal Address: 2 Jamieson Road, Blakeview SA 5114
District: Northern Adelaide
Distance from GPO: 35kms
Phone No: (08) 8254 6522
Fax No: (08) 8254 2707
Email: dl.0976_info@schools.sa.edu.au
Website: www.craigmorehs.sa.edu.au
CPC attached: No

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| February FTE | | | | | | | | | |
| Enrolment | | | | | | | | | |
| Secondary | | | | | | | | | |
| Year 8 | 237 | 214 | 191 | 166 | 188 | 201 | 205 | 202 | 214 |
| Year 9 | 211 | 227 | 204 | 194 | 166 | 186 | 197 | 199 | 211 |
| Year 10 | 208 | 192 | 219 | 204 | 200 | 182 | 198 | 201 | 209 |
| Year 11 | 165 | 191 | 176 | 231 | 197 | 194 | 179 | 197 | 215 |
| Year 12 | 171 | 123 | 131 | 150 | 189 | 179 | 161 | 154 | 173 |
| Year 13 | 2 | 8 | 5 | 10 | 8 | 13 | 1 | 1 | 1 |
| Disability Unit | | | | | | | 24 | 24 | 24 |
| TOTAL | 994 | 955 | 926 | 955 | 948 | 949 | 965 | 978 | 1047 |
| School Card | 434 | 373 | 326 | 349 | 300 | 290 | 359 | 353 | 402 |
| Approvals | | | | | | | | | |
| (Persons) | | | | | | | | | |
| NESB Total | 57 | 45 | 70 | 56 | 94 | 84 | 79 | 88 | 88 |
| (Persons) | | | | | | | | | |
| Aboriginal FTE | 38 | 44 | 53 | 45 | 61 | 62 | 81 | 72 | 71 |
| Enrolment | | | | | | | | | |

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or website.

- **Staffing Numbers:**
66 Teachers and 34 ancillary staff

Leadership Positions
 - Deputy Principal
 - Director of Learning and Pedagogy
 - Director of Studies
 - Director of Special Education
 - Year Level Leaders
 - Learning Area Leaders
 - Literacy Coordinator
 - Student Voice / Student Leadership Coordinator
 - Senior Youth Worker
 - Business Manager
- **Year of Opening:**
1970
- **Public Transport Access:**
The school is easily accessed by Adelaide Metro, this service also connects the school with both the Elizabeth and Smithfield railway stations.

2. STUDENTS (AND THEIR WELFARE)

- **General Characteristics:**
Approximately 166 students have Negotiated Education Plans. A Disability Unit operates onsite.
- **Student Wellbeing Programmes:**
Currently, home groups meet in the morning for roll call and routine matters and have the equivalent of one lesson per week for career development. Year level assemblies are held when the need arises. **Please note that this structure is currently under review.**
- **Support Offered:**
A Learner Engagement and Wellbeing Team has two distinct strands at Craigmore High School.

The Senior Leader: Learner Engagement and Wellbeing and the Senior Youth Worker co-lead the team. The Senior Leader leads the work of the Year Level Leaders in monitoring and managing attendance, engagement and achievement at the relevant year level.

The Senior Youth Worker leads the Therapeutic Team, consisting of Youth Support Workers and a Pastoral Care Worker, offering support to students predominantly around social and emotional wellbeing and being a conduit to external support services.
- **Student Management:**
A Student Behaviour Management policy and related procedures are in place and is **currently under review**. A positive climate with an emphasis on restorative practices and acknowledging student success is encouraged. There are clear expectations of student behaviour with reasonable, but definite consequences for inappropriate behaviour. The use of a Learner Engagement and Wellbeing Hub and Time Out is part of the behaviour management procedure.

- **Student Government:**
A Student Leadership Group (SLG) operates from years 9 to 12 and these students form a home group. Two staff members support the SLG. Two members of the SLG sit on Governing Council and members attend a range of school meeting.
- **Special Programmes:**
 - Culture of Success
 - Flexible Learning Options
 - Leadership Camp
 - Youth Opportunities – Personal Leadership Programme for year 10 students
 - AIME, Aboriginal Education Mentoring
 - ATP
 - Reconnect (Anglicare)
 - Labs ‘n Life
 - Rock and Water
 - Programs run by onsite Youth Workers

In 2019, we are piloting an onsite program for students in years 9/10 and enrolled in FLO.

3. KEY SCHOOL POLICIES

- **School Development Priorities:**
As a school, we make a conscious decision to focus and align our resources toward improving student learning outcomes. We are developing our 21st Century learning environment, underpinned by contemporary pedagogies, to support students to develop the capabilities they will need beyond their time at Craigmore High School. We understand that we cannot do this alone, and we will endeavour to build on the partnerships we have made in 2017 to support our progression with our learning journey.

In 2018, staff, students and the wider school community participated in a process to develop Craigmore High School’s Strategic Directions 2018-2022. As part of this process 4 strategic directions, a new vision statement and new school values were identified:

- Strategic Directions:
 1. Design and develop a future orientated school
 2. Develop teaching and learning practices that meet the different learning styles and ambitions of each student
 3. Develop a collaborative student-centred culture
 4. Develop sustainable relationships with parents, carers, industry and the community
- School vision – To inspire and empower our school community to prosper through innovation.
- School values – Respect, Creativity and Success

- **Recent Key Outcomes:**

The role of TfEL and Student Voice Coordinator continued in 2017. The coordinator has progressed the thinking of staff in understanding what genuine student voice looks like within the learning design process. A prototype of student led learning design community was developed with students in 8.1, resulting in key pedagogical learnings that were presented to the whole staff at the end of the year. Student voice in learning has also underpinned much of the action research staff have engaged in as part of NASSSA Strategic Plan. The TfEL and Student Voice Coordinator has supported our Student Commissioners to engage in the Student Learning Commission as part of the Uleybury Partnership Improvement Plan. Student Commissioners have designed and implemented the TfEL compass survey with over 200 students and presented the findings to staff. Interestingly the findings from this survey have shown that students are increasingly feeling like a partner' in their learning journey rather than just the receiver of knowledge. Student voice has also taken a dominant position in our thinking and progress with developing a collaborative moderation model at Craigmore high School.

In 2017, we appointed both a Literacy and a Numeracy Coordinator to work with staff on improving literacy and numeracy outcomes. The coordinators have worked at a faculty level, supporting the contextual development of literacy and numeracy pedagogies for each discipline area. The Numeracy Coordinator has provided significant support to the Maths faculty to process their understanding of how to respond to the misconceptions that students have about maths. This work has resulted in a new pedagogical approach to delivering year 8 Maths in 2018. The Literacy Coordinator has focused on trailing and developing an intervention program to support students reading and writing skills. In 2018, this intervention program will be rolled out with all year 8 English classes.

100% student attendance continues to be celebrated across the school each term. In addition to those who have achieved 100% attendance, students who have significantly improved their attendance are also recognised. At a home group level, home group teachers meet with leadership staff to analyse and respond to individual student attendance data. Parents and carers are engaged in the process to support two-way communication between home and school. Attendance continues to be of concern and a significant issue that impedes the achievement of our students.

There was a significant decrease in attendance during the testing period for NAPLAN in 2017 compared to 2016. For Reading, the attendance rate was 81%, a decrease from 87% in 2016. For Numeracy, the attendance rate was 80%, a decrease from 83% in 2016. Attendance rates have had a significant effect on the achievement rate for 2017 as several students who were absent had previously achieved the DECD SEA, with a number being identified as higher band achievers.

The percentage of students who achieved the DECD SEA in 2017 for Reading was 40.7%, a significant decrease from 51.2% in 2016, however, an increase from 38% achieved in 2015. The percentage of students who demonstrated below DECD SEA in 2017 was 41%, an increase from 36% in 2016. The percentage of students who achieved in bands 9 and 10 in 2017 was 2.5% as compared to 6.3% in 2016 and 2015. The percentage of students who were retained in Higher Bands having tested in Year 7 Higher Bands NAPLAN Literacy-Reading was 15.8% in 2017, a significant decrease from 61% in 2016.

The percentage of students who achieved the DECD SEA for Numeracy was 40%, which is consistent with the 2016 and 2015 results of 40% and 41%. However, the percentage of students who achieved below the DECD SEA for Numeracy in 2017 was 40%, a decrease from 43% in 2016. Two students (1.0%) achieved in bands 9 and 10 as compared to 3 (1.4%) in 2016 and 3 (1.6%) in 2015; this achievement was below the school target of 18 students (identified through analysing students past NAPLAN achievement scores in years 3, 5 and 7). The percentage of students who were retained in Higher Bands having tested in Year 7 Higher Bands NAPLAN Numeracy was 10%, an increase from 8.3% in 2016.

In responding to 2016 NAPLAN Numeracy data, the Uleybury Partnership site leaders agreed to engage in the Tierney Kennedy Back to Front Maths program in 2017. Tierney Kennedy has worked with several partnerships within the Department in Numeracy Improvement. The intervention program was implemented across several classes at years 8 and 9 at Craigmore High School and will be expanded to all years 8 and 9 classes in 2018.

The 2017, SACE completion rate increased to 99.03% from 93.1% in 2016. There were 103 potential completers (based on SACE completion pathways as at the start of term 4) and 102 students completed all SACE requirements. 25 students, 24.51% of potential completers completed SACE and would not have done so without VET. 5.8% of the grade results at SACE Stage 2 were in the A band, this has increased from 5.4% in 2016. The B band results also increased to 45.7% from 41.1% in 2016. There was a reduction in C band results to 45.9% from 47% in 2016 and a decrease of D band results from 6.0% in 2016 to 1.8% in 2017. This reflects the continued focus on moving students in the SACE to higher grade bands.

4. CURRICULUM

- **Subject Offerings:**
Middle years – eight areas of the Australian Curriculum are covered by core and elective subjects, LOTE available (Indonesian and Spanish)
SACE curriculum – the school offers a wide range of SACE Stage 1 and 2 subjects.
VET – students have access to the Regional VET program.
- **Special Needs:**
At Craigmore High School we have a Disability Unit, with 3 classes and 24 enrolments.

As part of the Uleybury Partnership, Craigmore High School are participating in the first round of developing the OCOP for a group of targeted students. The Director of Special Education and Special Education teacher are leading this work. In the senior school, suitable SACE courses are offered for students with learning difficulties.

- **Teaching Methodology:**
Increasing student voice in learning design and assessment is a key priority at Craigmore High School and to this end, staff and students work in partnership to design and deliver much of the curriculum. Teaching methodologies are therefore varied and designed in collaboration with students. Over the past 6 months we have started to have a deliberate focus on interdisciplinary curriculum offerings with a number being on offer for 2019.

- **Assessment Procedures and Reporting:**
Parents receive four computer-generated reports per year and there are currently two Parent Teacher Interview evenings held. Parents are invited to participate in round table discussions for years 8 and 9 students, course counselling interviews and senior school transitional planning meetings. **Please note that assessment and reporting procedures are currently under review.**
- **Joint Programmes:**
NASSSA VET program
 - Craigmore High School is 1 of 11 schools in the Northern Adelaide State Secondary Schools Alliance (NASSSA) and we collaborate with other NASSSA sites in the delivery of a regional VET. Learning Area Leaders (or a proxy) attend NASSSA CATs (Curriculum Area Team) meeting.
- Uleybury Partnership
 - Craigmore High School, which is part of the Uleybury Partnership, actively supports the development of the Uleybury Partnership Student Commission for Learning (UPSCL).
 - The UPSCL has been formed from approximately 40 students, ranging from preschool to year 9. These students attend each partnership morning and work with leaders and teachers, in site research teams, to identify and influence pedagogical improvement at their respective sites.

5. SPORTING ACTIVITIES

Sport is important and valued at Craigmore High School. Students participate in district and state competitions, carnivals and State Knock Out Competitions. Individual excellence is encouraged and acknowledged.

In 2019, the PE Learning Area will be piloting a specialised soccer and netball program for students in the middle years of schooling.

6. STAFF (AND THEIR WELFARE)

- **Staff Profile:**
Craigmore High School
- **Staff Support Systems:**
There is support for staff at both faculty and year levels. The school places considerable emphasis on staff working in teams and professional support. There is an active training and development programme in the school and staff are encouraged and supported to develop their skills and participate in professional development programmes.
- **Performance Management Arrangements:**
Induction for new staff is organised throughout their first year. Formal line management structures are in place for all staff members. Line management of teachers is generally through the faculty structure.
- **Staff Utilisation Policies:**
Most staff teach both senior and junior classes. Teachers are surveyed annually to accommodate their skills and interests in the allocation of classes and subjects to be taught. The majority of staff teach in more than one subject area. Most teachers are home group teachers.

7. SCHOOL FACILITIES

- **Buildings and Grounds:**
School buildings are generally traditional with 80% solid construction and date back to the opening of the school. In 2009, a \$4.42 million upgrade of the Resource Centre, Performing Arts and Administration Area was completed. Currently, a new STEM Learning Centre is under construction, funded through the State Government STEMworks funding.
- **Specialist Facilities:**
A large gym is also used by the community, which we are looking to upgrade with our BBS funding. Most faculties have their own areas. There are a range of ICT rooms supplemented by PODs of computers across the school. ICT is a major focus for improvement over the coming years.
- **Staff Facilities:**
Teachers have a designated workspace or office and functional staff room.
- **Access for Students and Staff with Disabilities:**
There are a number of ramps giving access to most of the ground floor of the school, and a lift is available for access to the upper floor of the buildings.
- **Access to Bus Transport:**
Adelaide Metro buses provide transport throughout the local area.

8. SCHOOL OPERATIONS

- **Decision Making Structures:**
The major standing committees are:
 - Leadership Committee
 - SACE Operations
 - Finance Advisory
 - Physical Environment
 - IT Management
 - WHS

Changes to policy and practices are taken to Admin, through to Leadership, staff, students, parents and Governing Council.

- **Regular Publications:**
Newsletter to all parents, introductory booklets for all new students, parents and staff, detailed curriculum booklets for each year level. Daily communication via morning bulletin and email.
- **Other Communication:**
Teachers are encouraged to make telephone contact with parents to discuss issues and follow up absences.
- **School Financial Position:**
The school has been in Local School Management since 2005 and has an active Finance Advisory Committee, which is chaired by the Treasurer, elected through the Governing Council. Processes for establishing, monitoring and reviewing the school budget are in place.

9. LOCAL COMMUNITY

- **General Characteristics:**
New private housing developments are being established to the north and east of the school and will have an impact on student numbers in the future.
- **Parent and Community Involvement:**
There is an active School Governing Council. The Playford Council supports the school's future directions in community based learning.
- **Feeder Schools:**
There are six main feeder schools: Blakeview Primary School, Craigmore South Primary School, Elizabeth Downs Primary School, One Tree Hill Primary School, Playford Primary School and South Downs Primary School.
- **Other Local Care and Educational Facilities:**
There is a Child Parent Centre adjacent to the school.
- **Commercial / Industrial and Shopping Facilities:**
There is a large shopping complex at Munno Para. Other local facilities include a major shopping centre at Elizabeth, where there is also a theatre complex and swimming pool.
- **Local Government Body:**
The Playford Council.