

# SCHOOL CONTEXT STATEMENT

**School Name:** CRAIGMORE HIGH SCHOOL

**School Number:** 0976 (Main campus) and 7965 (Disability Unit)

## 1. GENERAL INFORMATION

### PART A

In 2017 the school underwent an extensive site review, for the purpose of establishing strategic directions to navigate our improvement agenda. The site-initiated review was facilitated by a site elected internal working party consisting of external facilitators, Principal, staff representatives, student representatives and the Governing Council Chair. The review, which took 2 terms, was focused around where we see ourselves, as a high performing site, in 5 years.

The review provided us with a vast array of rich data which was condensed and represented as 4 strategic directions, new school vision and mission statement. In addition, all students actively voted for the following 3 values: Respect, Success and Creativity.

The research and work completed in developing our strategic directions has been captured and published in the document 'Craigmore High School, Strategic Directions, 2018-2022', which can be accessed via the hyperlink below.

- [Strategic Directions Booklet](#)

In brief, the 4 Strategic Directions, vision and mission statement, and school values that underpin the improvement agenda at Craigmore High School are:

#### **Vision:**

To inspire and empower our community to prosper through innovation.

#### **Mission:**

We prepare students for life and work in the 21<sup>st</sup> Century.

- We develop the capabilities our students need for a world of change, opportunity and risk
- We strive for excellence in all that we do
- We support students to access their preferred educational and vocational pathway
- We actively work to enhance the life of our community

#### **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 (incorporating the new DfE Improvement Plan)
3. Develop a collaborative, student-centred learning culture
4. Develop sustainable relationships with parents, carers, industry and the community

#### **Values:**

- Respect
- Success
- Creativity

## PART B

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 Deputy Principal: Ms Natalia Kot  
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	2011	2012	2013	2014	2015	2016	2017	2018	2019
February FTE Enrolment Secondary									
Year 8	214	191	166	188	201	205	202	214	218
Year 9	227	204	194	166	186	197	199	211	215
Year 10	192	219	204	200	182	198	201	209	199
Year 11	191	176	231	197	194	179	197	215	214
Year 12	123	131	150	189	179	161	154	173	134
Year 13	8	5	10	8	13	1	1	1	1
Disability Unit						24	24	24	25
<b>TOTAL</b>	<b>955</b>	<b>926</b>	<b>955</b>	<b>948</b>	<b>949</b>	<b>965</b>	<b>978</b>	<b>1047</b>	<b>1009</b>
School Card Approvals	373	326	349	300	290	359	353	402	381 (as @ 5/7/19)
NESB Total	45	70	56	94	84	79	88	88	126 (Representing 30 countries)
Aboriginal FTE Enrolment	44	53	45	61	62	81	72	71	85

### Staffing Numbers:

75 Teaching staff and 35 ancillary staff across the site (including CALM and the Disability Unit)

#### Leadership Positions:

- B5 - Deputy Principal (daily organisation and curriculum and pedagogical development)
- B4 - Director of Learning and Pedagogy
- B4 - Director of Studies
- B3 – Learner Engagement and Wellbeing
- B3 – Career Development and Transition
- B3 - Director of Special Education (currently being backfilled by a B2 Inclusive Education and B1 Leader of the Disability Unit)
- Year Level Leaders
  - B1 – Year Level Leader (focus on 6-7 and 7-8 transition) – Year 8
  - B1 – Year Level Leader (focus on achievement and acceleration) – Year 9
  - B1 – Year Level Leader (focus on PLP) – Year 10
  - B1 – Year Level Leader (focus on VET and transitional pathways) – Year 11
  - B1 – Year Level Leader (focus on SACE coordination and trans. Pathways) – Year 12
- Learning Area Leaders
  - B2 – Maths/Science (inc. STEM)
  - B1 – Arts (Vis. Art, Design, Dance, Drama, Music and Cert II Music)
  - B1 – Food Enterprise and Child Development (inc. Coffee Culture – Cert III Hospitality)
  - B1 – PE (inc. Sports Programs and Soccer Academy)
  - B1 – English and Languages
  - B1 – HASS, Business Enterprise and RP
  - B1 – Technologies (inc. Pedal Prix)
- B1 - Literacy Leader (focus on reading and writing)
- Senior Youth Worker (Psychology and Mental Health First Aid (staff and teens) accredited)
- Business Manager

### Year of Opening:

1970

### Public Transport Access:

The school is easily accessed by Adelaide Metro bus or train.

## 2. STUDENTS

### General Characteristics:

- The majority of students are from English speaking families and a range of socio-economic backgrounds.
- 163 students are identified under the DDA as SWD and 308 students have been identified under the NCCD process
- Between 55% and 60% of our families, qualify for School Card (under the revised framework)
- 61% of our families are identified in the bottom quartile of the ICSEA measure and 89% are identified in the bottom 50% of this measure.
- Between 40% and 45% of students, enter year 8 requiring targeted support to develop their literacy skills. Of these students, approximately 10% will undertake an intensive reading program focusing on phonological development.

### Pastoral Care:

CARE is timetabled to occur each morning for 15 minutes and for 50 minutes on Thursday afternoons. CARE time is structured to address the school values and pedagogical practices that uphold a mentoring framework are used.

Please note that this structure is currently under review.

### Support Offered:

#### **Literacy**

Our staff align around the implementation of a Literacy Agreement. The development and implementation of the CHS Literacy Agreement is a response strategy to data analysis, related to Literacy outcomes, at years 8 and 9. The agreement is being implemented using a staggered approach with 2019 focusing on improving reading and writing outcomes through using pedagogical practices that improve students' access to text through vocabulary development.

In addition to our CHS Literacy Agreement, the school provides Literacy support classes at years 8 and 9. Students identified for the Literacy classes is done via a triangulation of NAPLAN, PAT and GAP reading test data. The Literacy Support classes are supported by Speech Pathology services and trained SSOs.

#### **Numeracy**

In addition to the Literacy Support classes, the school provides Numeracy support classes at years 8 and 9. Students are identified for the Numeracy classes via a triangulation of data and area supported by SSO staff.

#### **Years 8 and 9 class sizes**

We aim to run class sizes around 24-26 students to support a personalised approach to Learning Design.

#### **Learner Engagement and Wellbeing Team**

The Senior Leader: Learner Engagement and Wellbeing (SL: LE&W), and the Senior Youth Worker co-lead the team.

The SL: LE&W leads a team of Year Level Leaders to work collaboratively with staff in the tracking, monitoring and responding to issues pertaining to student attendance, engagement

and achievement, at their respective year level. In addition, the SL: LE&W leads the design and implementation of whole school processes and structures to establish a safe and secure learning environment.

The Senior Youth Worker leads the Therapeutic Team, consisting of a Youth Support Worker and a Pastoral Care Worker, offering support to students predominantly around social and emotional wellbeing and being a conduit to external support services. The Senior Youth Worker is accredited to deliver Mental Health First Aid and Youth Mental Health First Aid. To date we have trained around 30% of our staff, including Ancillary staff. Our aim is for all staff to be trained and all students to be trained by the time they leave secondary education.

#### Student Management:

Student management procedures are in place and are represented in our Values in Action framework, which was developed in 2019, in consultation with staff, students and Governing Council. Its origins stem from a culture of success and developing behaviour for learning whilst upholding our school values.

The Learner Engagement and Wellbeing team (LE&W team) are trained in using Restorative Practices and actively implement the framework to repair and restore relationships between students and staff. Our plan is to train all staff in Restorative Practices.

There are clear expectations of student behaviour with reasonable, but definite consequences for behaviour that is not conducive to learning. The use of a Learner Engagement and Wellbeing Hub and Time Out is part of the Values in Action framework. The 'Hub' is zoned, in that it supports students who need help with work, need time out of a specific learning environment due to mental health reasons or for displaying behaviour that disrupt others from learning. All behaviour management procedures instil that students take responsibility for their behaviour.

#### Student Leadership Group:

A Student Leadership Group (SLG) operates from years 9 to 12 and these students form their own CARE group. Two staff members support the SLG. Two members of the SLG sit on Governing Council and members attend a range of school-based decision-making groups.

#### Targeted programmes and resourcing:

- Speech Pathologist (0.3 buy-in)
- Rosie Kerin – Educational Consultant (Literacy)
- Janice McPhail – Education Consultant (Intensive Reading program)
- CALM – Craigmore Alternative Learning and Mentoring
- Girls' / Boys' Leadership Camps (**under review**)
- Youth Opportunities
- Pedal Prix
- AIME
- Reconnect (Anglicare)
- Labs 'n Life
- Rock and Water
- Programs run by on-site Youth Workers
- Literacy and Numeracy support
- Speech Pathologist buy-in
- Range of STEM programs inc. ATP

### 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 continually 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 endeavour to build on external partnerships with a range of services and DfE staff to support our progression with our learning journey.

As described above, staff, students and the wider school community participated in a significant process to develop Craigmore High School's Strategic Directions 2018-2022. As part of this process, 4 strategic directions, a new vision statement, new mission statement and new school values were identified (please see page 1).

The new DfE Improvement model is integrated within Direction 2: develop teaching and learning practices that meet the different learning styles and ambitions of each student, with a whole staff commitment to students working within their proximal zone of development to achieve at and beyond their perceived ability. To support this commitment, our Improvement Plan focuses on improving outcomes in:

- Reading
- Writing
- SACE – specifically higher band achievement

In addition, staff align around building 'student agency through co-design'. Co-designing the Learning Design process is integral to Strategic Direction 3; developing a collaborative student-centred environment. Our focus on pedagogical practices, that uphold the principles of co-design, have their origins in our work as a TfEL Pilot school. This work was initiated and developed by our B1 Student Voice Coordinator from 2016 to 2018.

At this point, staff have agreed to working within a continuum of developing student agency through co-design where staff co-design an entire course of work, a topic of work within a course or an aspect of a course, such as assessment tasks and mode of assessment. As with students, we strongly support staff having multiple entry and exit points with new initiatives to ensure ownership and thorough understanding is with the stakeholders.

In essence, we believe that education is something we do with students not to students, a belief that also underpins the implementation of our improvement agenda.

#### Recent Key Outcomes:

Please access the following hyperlinks to see information on our recent outcomes:

- [0976 Annual Report](#)
- [Parent Opinion Survey graphs](#)
- [Student Opinion Survey graphs](#)

## 4. CURRICULUM

### Subject Offerings:

At Craigmore High School, the curriculum offered is largely reflective of student choice and students taking a lead in their learning. While the middle years curriculum is largely governed by the Australian Curriculum, the staff at CHS are adept to innovative practices to ensure how we address the Learning Design process is engaging and authentically informed by student choice.

Over the past 12 months, much review and reflection on the middle years curriculum has taken place and small, but significant changes are being made to ensure we are equipped for the entry of year 7s in 2020. We do not envisage that the curriculum currently being offered will be the same that is offered within the next 2 years with a commitment to moving toward a combination of multidisciplinary, interdisciplinary and transdisciplinary approaches to curriculum integration. Currently, the structure of our curriculum is as follows:

### Middle years

All areas of the Australian Curriculum are addressed and assessed through the delivery of a range of core and elective subjects

- Languages offered include Spanish and Indonesian
- Student acceleration is supported through negotiation between the school, student and their parents/carers

### SACE curriculum

The school offers a wide range of SACE Stage 1 and 2 subjects and is supportive of using the flexibilities in the SACE to maximise the potential for every student to achieve their SACE.

- All transitional pathways are supported through the SACE program offered – University, VET, other RTOs, school to work transition
- There are a number of vertical classes
- students have access to both the NASSSA Regional VET program or training with other RTOs
- Students engaged in traineeships and apprenticeships are fully supported to complete their SACE

### Special Needs:

At Craigmore High School, we have a Disability Unit, with 3 classes and 24 enrolments. Students enrolled in the Disability Unit access a full curriculum designed from the Australian Curriculum and are supported to achieve their SACE.

### Assessment Procedures and Reporting:

- Parents/carers currently receive 4 reports per year, via our DayMap Parent Portal, one at the end of each term, which provides either a progressive grade or an end of semester grade.
- We currently have a Parent Teacher Interview evening in Term 2
- Parents are invited to participate in:
  - round table discussions for year 8 and 9 students
  - course counselling interviews
  - Stage 2 Transitional Planning meetings
- In 2019 parents will also be invited to our inaugural STEM Expo

Please note that assessment and reporting procedures are currently under review.

## Joint Programmes:

### **NASSSA**

- Craigmore High School is one of eleven schools in the Northern Adelaide State Secondary Schools Alliance (NASSSA) and we collaborate with other NASSSA sites in the delivery of a regional VET program.
- NASSSA staff also collaborate through the:
  - Principals' group
  - Leaders' (DP) group
  - CATs (Curriculum Area team) meetings – each Learning Area leader (or proxy) is expected to attend the respective CAT meeting for their Learning Area
  - ATSI team

### **Uleybury Partnership**

- Craigmore High School, which is part of the Uleybury Partnership, actively supports the development of a consistent approach to improving student learning outcomes across reading, writing and numeracy.

## **5. SPORTING ACTIVITIES**

Sport is important and valued at Craigmore High School. Students participate in a range of district and state competitions and carnivals.

We have designed and implemented a school funded Soccer Academy program, which attracts a range of students across the 3 teams. Students who are part of the Soccer Academy are required to trial and show commitment to their whole learning program to ensure their position in the program. To this end, students' attendance, achievement and engagement across all their learning areas is tracked, monitored responded to respectively. Students highly value their position in the program and display commitment and respect to the program and facilitating staff. The origins of this initiative came from the student forum conducted as part of developing our strategic directions.

## **6. STAFF (AND THEIR WELFARE)**

### Staff Support Systems:

Staff develop their professional practice through a supportive PDP process and the CHS PLC structure. We have (newly) agreed PDP protocols, which state that all staff are required to have PDP goals, which address:

- Improving literacy outcomes for students
- The pedagogical practices being researched and trialled through their PLT
- their own capacity building to support their career pathway

The school places considerable emphasis on being able to work collaboratively and is working toward a timetable structure that will more readily allow for teaching teams to work in this way without relying on release time from their classes.

The Deputy Principal facilitates an extensive induction program, which is aligned to the DfE Induction Policy and procedures, for staff new to the site.

The Director of Studies supports all ECTs and ensures they access the targeted funding to attend professional learning, have reduced face to face teaching time and access to an on-site mentor.

The Director of Learning and Pedagogy manages the Pre-service Teacher program at CHS. All pre-service teachers are allocated to a mentor, who is released to observe and meet with the pre-service teacher.

The Senior Youth Worker is a conduit to staff accessing the EAP and ensures all staff are equipped with the information regarding its services.

#### Staff Utilisation Policies:

The Director of Studies and Deputy Principal work collaboratively with Learning Area leaders to deploy teaching staff to classes. Each year, staff have the opportunity to provide information to their Line Manager (generally their Learning Area Leader) and Senior Leaders regarding their skills and interests. This is done through both their PDP and through an annual questionnaire that is answered on an individual basis. There is a strong emphasis for staff to teach a range of classes across both SACE and the middle years to ensure Learning Design processes address the continuity of learning.

Most staff have a CARE group and there is an agreement that, where possible, staff will teach their CARE group or the students in their CARE group.

## 7. SCHOOL FACILITIES

#### Buildings and Grounds:

The school curriculum is advancing at a much quicker pace than the school facilities. This provides some challenging times for staff who are bound by the structure of a site which was built to meet the needs of an industrialised educational system.

In 2009, a \$4.42 million upgrade of the Resource Centre, Performing Arts and Administration Area was completed. The Performing Arts have 'outgrown' their area, which is providing some constraints on our curriculum offerings.

In 2018 we received \$2.5 million to upgrade the bottom of our 'middle school' block under the STEMworks funding.

In 2020 we will start capacity building works to ensure we have learning spaces for the year 7 intake in 2020.

#### Specialist Facilities:

A gym is located on site and is also used by the community. In conjunction with our capacity building work we will be looking to increase the size of the gym and have it air-conditioned.

In 2019 we initiated a BYOD system and have had approximately 60% uptake by our school community. We hope to increase this to at least 90% within the next 2 years. We currently have a number of laptop pods around the school, which were purchased with the DER funding, however, as these laptops are retired, they will not be replaced.

#### 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.

## 8. SCHOOL OPERATIONS

### Decision Making Structures:

The school works within DfE policies, procedures and guidelines and enacts local practices to ensure compliancy.

Most decision making will occur with the 'Stakeholder' group/team responsible for leading the area in question. Currently the standing groups/teams are:

- Admin Team
- Whole School Leadership Team – consisting of the Learning Area Leaders, Year Level Leaders, Senior Youth Worker and Literacy Leader
- Learner Engagement and Wellbeing team
- Learning Area teams
- SACE team
- ATSI team
- Special Education team
- EALD team
- IT Management team
- WHS team
- Canteen committee
- Physical Environment committee
- Governing Council and Finance Advisory Committee

Changes to local policies and practices that affect the whole of site are taken to Admin, through to Leadership, staff (at either Learning Area level or at Staff meeting), students, parents/carers and Governing Council.

### School Financial Position:

A Business Manager was employed in 2018 to lead the financial management of the site. The Business Manager works collaboratively with the Principal to ensure a robust budgeting and budget monitoring system is in place. Over the past 2 years much work has been done to align and track targeted funding against improved student learning outcomes.

All Leaders have a budget and the management of this budget is identified through their Job and Person specification.

Governing Council have agreed to maintain school fees at the allocated base level set by the Department. A minimal increase for the 2020 school year has been placed on the Governing Council agenda for discussion. Parents/carers are required to pay \$100 toward VET courses and a nominal fee for specific subjects at SACE Stage 1 and 2 to cover the cost of materials.

## 9. LOCAL COMMUNITY

### General Characteristics:

Considerable growth in housing is occurring in the Northern suburbs and this will have a significant impact on enrolments numbers over the coming years.

### Parent and Community Involvement:

Craigmore High School has an active Governing Council and Finance Advisory Committee.

### 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:

Adjacent to the school are:

- Childcare Centre (non DfE)
- Blakeview Kindergarten (DfE)
- Blakeview Primary School (DfE)
- Trinity College – Blakeview Campus (Independent)

### Commercial / Industrial and Shopping Facilities:

There is a large shopping complex developing 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.