

SCHOOL CONTEXT STATEMENT

UPDATED: 05/17

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: Mr Graham Jennings
Postal Address: 2 Jamieson Road, Blakeview 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
February FTE								
Enrolment								
Secondary								
Year 8	237	214	191	166	188	201	205	
Year 9	211	227	204	194	166	186	197	
Year 10	208	192	219	204	200	182	198	
Year 11	165	191	176	231	197	194	179	
Year 12	171	123	131	150	189	179	161	
Year 13	2	8	5	10	8	13	1	
TOTAL	994	955	926	955	948	949	941	
School Card	434	373	326	349	300	290	359	
Approvals (Persons)								
NESB Total	57	45	70	56	94	84	79	
(Persons)								
Aboriginal FTE	38	44	53	45	61	62	81	
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:**
70 Teachers and 34 ancillary staff.
- Leadership Positions
- Deputy Principal
 - Head of Senior School
 - Deputy Head of Senior School
 - Head of Middle School
 - Deputy Head of Middle School
 - Head of Banksia Unit
 - Sub-school managers
 - Faculty Coordinators
 - Literacy Coordinator
 - Numeracy Coordinator
 - Student Voice/TfEL Coordinator
- **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 150 students have Negotiated Education Plans. A Disability Unit operates onsite.
- **Student Wellbeing Programmes:**
Home Groups are organised and supported through a sub-school structure. 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 weekly.
- **Support Offered:**
A youth worker and pastoral care worker offer general and personal support. Student Support Teams monitor the case management of students at risk and referral to a range of special programmes.
- **Student Management:**
A Student Behaviour Management policy and related procedures are in place and regularly 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 Learning Improvement Room and Time Out is part of the behaviour management procedure.

- **Student Government:**
Every year level has an opportunity for student voice and the focus is specific to year level issues and developments. These students come together and form two student leadership teams, one in middle and one in senior school. These teams meet regularly.
- **Special Programmes:**
 - Culture of Success
 - Flexible Learning Options
 - Girls' / Boys' Leadership Camps
 - Smith Family – range of programmes
 - Youth Opportunities – Personal Leadership Programme for year 10 students
 - Leadership Camps
 - AIME, Aboriginal Education Mentoring
 - NAMIG Career Awareness Programme
 - Reconnect (Anglicare)
 - Labs 'n Life

3. KEY SCHOOL POLICIES

- **School's Statement of Purpose:**
Strategic Vision: Students, as co-designers, engage in learning that promotes growth mindsets and the dispositions to apply learning in new contexts.
- **School Development Priorities:**
 - Site strategic planning
 - Improve students' literacy and numeracy skills
 - Increase student completion of the SACE and achievement in the higher bands
 - Develop a whole school approach to student voice in learning design and assessment to accelerate improvement
 - Develop staff capacity in STEM pedagogies
- **Recent Key Outcomes:**
 - In 2016, the school had 3 priorities; attendance improvement, literacy and numeracy and student voice/student co-design.
 - Attendance - range of consistent procedures were implemented across the Middle School, Senior School and Disability Unit to monitor and respond to attendance concerns. These practices were developed to put students at the centre of their learning program. Attendance rates showed some improvement in year 8, but are fluctuating in years 9 to 12.
 - Literacy - there was a marked improvement in percentage of students who achieved at the DECD SEA in year 9 NAPLAN reading.
 - Numeracy - there has been a slight increase in the number of students who have achieved the DECD SEA at year 9 level.
 - SACE results showed a slight improvement in 2016, from 93% completion rate in 2015 to 93.3% in 2016. The number of students achieving in the higher-grade bands has improved.
 - Student Voice - the TfEL and Student Voice Coordinator has worked with a group of students to participate in the Student Learning Commission. The students have worked alongside staff in designing their learning program and share their learning gained from being involved in the Student Learning Commission, to the wider staff group.

4. CURRICULUM

- **Subject Offerings:**
 - Middle School** – eight areas of the curriculum covered by core and optional subjects, LOTE available (Indonesian and Spanish)
 - Senior Secondary** – the school offers a wide range of SACE Stage 1 and 2 subjects.
- **Special Needs:**

The school provides assistance to students who are on Negotiated Education Plans and those who need literacy support. In the senior school, suitable SACE courses are offered for students with learning difficulties. There is also a Disability Unit that operates onsite.
- **Special Curriculum Features:**
 - Strong Performing Arts program with a Music Showcase and Dance/Drama Allsorts performances occurring for our community, each semester.
 - Years 9 and 10 jewellery making
 - STEM Club
 - Introduction to Engineering
 - Advanced Maths and English options at year 10
 - C2C
 - Accreditation of community based learning within SACE
 - Certificate I in Agriculture as part of the senior school
 - In special cases a student may study a subject through the Open Access College.
 - A range of vocational courses are offered. Over 100 students attend a VET certificate course one day each week at TAFE or RTO. Craigmores High School delivers Certificate II in Electronics as part of the NASSSA VET program.
 - Enrichment program – a cross-curricular program with a focus on STEM and global perspectives. Students have the opportunity to further develop their higher order thinking, expand interests and develop self-awareness. This program is a response to our commitment to maintain intellectual stretch for those achieving above the DECD SEA.
- **Teaching Methodology:**

Student voice in learning design and assessment to accelerate improvement is a key priority at Craigmores 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.
- **Assessment Procedures and Reporting:**

Parents receive four computer-generated reports per year, there are two Parent Teacher Interview afternoons. Parents are invited to participate in middle school round table discussions, year 10 career planning and course counselling interviews, and senior school transitional planning meetings.
- **Joint Programmes:**

NASSSA VET program

 - Craigmores 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 and staff professional development program.

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.
- Craigmore High School is building on its experience with the 2015 TfEL Pilot in co-designing learning with students. Craigmore High School has strong links with Social Ventures Australia (SVA) and is taking the co-design work to that national audience for low SES schools.
- In 2016, Craigmore High School worked with teachers and leaders in using a Design Thinking approach to develop strategies for improving attendance.

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.

6. OTHER CO-CURRICULAR ACTIVITIES

Students participate in a number of additional activities including:

- School History group, Arts performances and special events (eg Showcases). Students are entered into Maths and Science competitions.

7. STAFF (AND THEIR WELFARE)

- **Staff Profile:**
The majority of staff are permanent employees and there are a few contract positions at 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.

8. 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. In 2017/2018 a new STEM Learning Centre will be constructed under the State Government STEM works Strategy. There is a large oval, play equipment and upgraded tennis courts and basketball courts available for student use during breaks.
- **Specialist Facilities:**
A large gym is also used by the community. 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.

9. SCHOOL OPERATIONS

- **Decision Making Structures:**
The major standing committees are Curriculum Leaders, Middle School, Senior School, Finance Advisory, Grounds and Facilities, Student Wellbeing, Professional Development, Information Technology, Asset Management, Areas of Study, Year Level, PAC and WHS. Major decisions are taken through committees to Curriculum Leaders and staff meetings.
- **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.

10. 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 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.

11. FURTHER COMMENTS

The staff are very supportive of each other and make new staff members feel welcome. There is an active staff social committee, which works to provide opportunities for staff to develop supportive working relationships by organising social activities and celebrations.