SCHOOL CONTEXT STATEMENT

Government of South Australia
Department for Education

School number: 0976

School name: Craigmore High School

School Profile:

Craigmore High School is a large 7-12 secondary site, in the Northern suburbs of Adelaide. The school has an enrolment of 1350, IoED of 2 and a diverse cohort representing 36 different cultures.

Following an extensive strategic planning process in 2017, the staff, students and parents and carers documented the CHS Strategic Directions 2018 – 2022 (currently under review). The full document, which is currently under review can be found on the *Craigmore High School website*.

Along with the Site Improvement Plan, the following 4 directions navigate our whole site improvement agenda:

o Design and develop a future orientated school
o Develop teaching and learning practices that meet the different learning styles and ambitions of each student
o Develop a collaborative student-centered learning culture
o Develop sustainable relationships with parents, carers, industry, and the community

Literacy improvement is an ongoing focus of our improvement journey as we believe every student should leave secondary education with the ability to read, write, speak, think, and actively listen so they are well positioned for success in a global world.

At Craigmore High School we have a diverse curriculum which caters for students' needs. The HPD curriculum includes a specialist soccer, netball and AFL program and the Arts provides students with experiences in Music, Visual Art and Design, Dance and Drama. The Arts students showcase their work twice a year where families are invited in to share their products and performances. Vex Robotics, Pedal Prix, Soccer and Basketball are offered to students as extra-curricular after school activities.

The Craigmore High School pastoral care program, referred to as CARE, focuses on culture, attendance, relationships, and empowerment. The CARE program bis has three differentiated models through the school. The year 7s work with a program focusing on self-development, work exploration and career management. Year 8-11 students have a vertical specialist program and co-design their program with their CARE mentor. Some of the vertical programs provided during 2022 include Art, AFL, Career Options, Pedal Prix, Cosplay, Fashion and Jewellery design, E-Sprots and Soccer Academy. The year 12s use the CARE program to connect with their CARE mentor, other teachers, and outside support. The focus of year 12 CARE is on building skills to enact transitional pathways.

The Engagement and Wellbeing structures play a central role in creating a safe and inclusive learning environment for all. The trauma informed practices used, strengthen the interconnectedness between wellbeing and learning. The 'Hub' provides a range of supports and services for students from Senior Leaders, Year Level Leaders, Youth Workers, and Learning Support staff who have specialized training in working with students who benefit from co-regulation. The Hub also provides students with a place to access targeted support with their learning.

General information

- School Principal name: Rosie Heinicke

- Deputy Principal's name, if applicable: Natalia Kot

- Year of opening: 1970

- Postal Address: 2 Jamieson Road

  Blakeview SA 5114

- Location Address: as above

- DECD Region: Uleybury Partnership

- Geographical location: 34kms from GPO

- Telephone number: 8254 6522

- School website address:

  [Craigmore High School - Department for Education (craigmorehs.sa.edu.au)](craigmorehs.sa.edu.au)

- School e-mail address:

  dl.0976.info@schools.sa.edu.au

- February FTE student enrolment:

February FTE Enrolment	2018	2019	2020	2021	2022
Year 7	0	0	0	0	241
Year 8	214	218	241	231	224
Year 9	211	215	216	231	210
Year 10	209	199	200	218	223
Year 11	215	214	209	200	200
Year 12	173	134	131	176	146

Year 13	1	1		2	2
Disability Unit	24	25	24	25	25
Special Class	0	0	0	0	24
TOTAL	**1047**	**1009**	**1021**	**1083**	**1295**
School Card Approvals	402	381	422	420	593
NESB Total	88	126	117	135	157
Aboriginal FTE Enrolment	71	85	94	90	123

- Staffing numbers (as at February census):

  97 FTE Teaching staff and 56 ancillary staff across the site (including CALM, IESP program, Special Class, 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 – Senior Leader: Inclusive Education
  - B2 – Learner Engagement and Wellbeing
  - Year Level Leaders
    - B1 – Year 7 Level Leader
    - B1 – Year 8 Level Leader
    - B1 – Year 9 Level Leader
    - B1 – Year 10 Level Leader
    - B1 – Year 11 Level Leader
    - B1 – Year 12 Year Level Leader
  - 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 – HPE (inc. Sports Programs and Soccer Academy)
    - B1 – English and Languages
    - B1 – HASS
    - B1 – Technologies (inc. Pedal Prix)
    - B1 – Special Options
  - B1 - Literacy Leader (focus on reading and writing)

- SSO3 - Senior Youth Worker
  - 2.4FTE SSO1 Youth Workers
- 3 ASETOs
- 1 AET
- 12 hours of APAS tutoring
- 2 staff who provide EALD support
- Business Manager

- Public transport access:

  The school is easily accessible by train and bus

- Special site arrangements:

  Craigmore High School is part of the Northern Adelaide State Secondary School Alliance (NASSSA). NASSSA is a confederation of twelve schools in Northern Adelaide who collaborate to maximise the learning opportunities, career pathways, retention, and educational outcomes for all students in the alliance.

  Craigmore High School is part of the Uleybury Partnership and works in collaboration with partnership sites on Literacy improvement and continuity of learning.

2. Students (and their welfare)

- General characteristics

  - Students come to the Craigmore High School from a wide geographical area. The high proportion of School Card holder across the site indicates the socio-economic complexities of our school community
  - Most students are from English speaking families and a range of socio-economic backgrounds.
  - 196 students are identified under the DDA as SWD and over five hundred 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.

- Student curriculum and well-being programs

  - Therapeutic Support including student programs:
    - Understanding Anger

- Resilience
- Mental Health Firs Aid delivered to all year 8 students (extended to include year 10 in 2023)
  - Year Level Leader at each year level
    - Leads the CARE program
    - Runs programs based on student need
  - Extensive IESP program
    - Personalised learning programs based on functional needs, e.g., Animal Therapy, Social Skills regulation, Managing Anger
    - LEAPP program – Learner Engagement and Personalised Program at years 7 – 10
  - Grammar, Reading, and Spelling program – GRASP, at years 7 and 8
  - English and Maths support programs

- **Student support offered**

  The SL: Learner Engagement and Wellbeing 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. In 2023 the Senior Leader role will be split into the following two roles:

  - Senior Leader: Learner Engagement and Wellbeing (Middle years)
  - Senior Leader: Learner Engagement and Wellbeing (Senior years)

  The Senior Youth Worker leads the Therapeutic Team, consisting of 2.4 FTE 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. 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, trauma informed practices 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. In 2023 we will be involved in the DfE PBL pilot.

  There are clear expectations of student behaviour with reasonable, but definite consequences for behaviour that disrupts learning or threatens the good order of the school. 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.

Learner Engagement Support (LES) for IESP funded students

To support IESP students to overcome the barriers of disability and complex behaviour, when students fail to adhere to our school values or exhibit behaviour that requires a suspension, the Inclusive Education team administers an LES day. This involves providing onsite targeted intervention in The Hub with one-to-one support provided by a Curriculum and Engagement Support officer. Staff unpack identified behaviour with students and support them in completing small, tailored exercises that consider the student's disability or functional needs, the behaviour they exhibited and the incident leading up to the event. These activities are based on *The Zones of Regulation*, *5 is Against the Law* and CHS Learner Engagement policies. Once the behavioural and social elements of students' behaviour is unpacked, they receive one to one academic support. Staff track students' due dates, ensure work is scaffolded so it is accessible and work with teachers to implement approved adjustments to suit student's needs. Students who engage in low level behaviour that warrants a single day of suspension will have one day of LES in the Hub rather than have a day away from school or attend scheduled classes. Students who are suspended for more significant issues will receive the traditional number of suspension days, reduced by one, which will be replaced with LES directly prior to reengagement in school but directly after their reengagement meeting. During LES students:

- Unpack behaviour and explicitly teach appropriate alternate approaches to seeking support, resolving conflict, and regulating emotions

- Decrease the total time students are away from school

- Provide students the opportunity to access one to one intensive academic support and scaffolding

- Provide a better opportunity to administer meaningful Restorative Practices by supporting students' emotional, social, and behavioural understanding and growth

- Student government

  A Student Leadership Group (SLG) operates from years 7 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. In 2023 there will be a new leadership role where the leader will oversee the SLG.

- Special programmes

  - Speech Pathology
  - CALM – Craigmore Alternative Learning and Mentoring
  - Leadership camp
  - Youth Opportunities
  - Pedal Prix
  - Reconnect (Anglicare)
  - Labs 'n Life
  - Programs run by the Therapeutic Team
  - Literacy and Numeracy support
  - VEX Robotics
  - ARA Youth Ambassadors
 - Soccer Academy
  - Specialist AFL, Netball and Basketball

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

  The Craigmore High School. Site Improvement Plan is focused on:

  - developing reading and writing skills for all students
  - improving students' abilities to use the maths proficiencies to solve routine and non-routine problems

  The Site Improvement Plan can be accessed here:

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  IP.docx
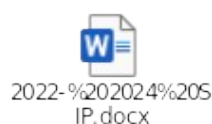
  Craigmore High School's Purpose statement is centred around our vision statement, mission, and school values:

  ==**Vision:**==

  To inspire and empower our community to prosper through innovation.

  ==**Mission:**==

  We prepare students for life and work in the 21st Century:

  - We develop the capabilities our students need for a world of change, opportunity, and risk

- o We strive for excellence in all things we do
- o We support students to access their preferred educational and vocational pathways
- o We actively work to enhance the life of our community

- o Respect
- o Success
- o Creativity

4. Curriculum

- Subject offerings:

    Middle Years – students have increasing choice of subjects from years 7-9, enabling them to engage with all Learning Areas.

    In the middle years, students study subjects from all 8 Learning Areas:

    - o English
    - o Mathematics
    - o Science
    - o Humanities
    - o Health and Physical Education
    - o Language – Spanish, Italian, Japanese or English Support
    - o Design and Technology
    - o Food, Enterprise, and Child Development
    - o The Arts – Music, Drama, Dance, Media Studies

    In years 7 and 8, all students engage in Passion Project, a site-initiated subject which requires students to develop and apply their 21st Century learning skills within a STEM context. Parents are invited in to share their child's successes at the end of each semester.

    Year 10 students are introduced to SACE when they study the PLP and in second semester for Maths and English.

    Senior Years – Year 11 and 12 students study the SACE. 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 several vertical classes

- students have access to both the NASSSA Regional VET program and training with other RTOs
- Students engaged in traineeships and apprenticeships are fully supported to complete their SACE

The full range of Australian Curriculum and SACE subjects on offer can be found in our Course Guide on the [Craigmore High School website](#).

- Open Access/Distance Education provision:

  Students can study specific subjects through Open Access if class numbers prohibit the subject from running on site.

- Special needs:

  ### *Learning Support*

  Identified IESP funded students in years 7–10 engage in LEAPP (Learner Engagement and Personalised Program) which is facilitated by a trained inclusive education teacher. LEAPP classes are small, and students attend this class in replace of science. Depending on students' needs, support is provided to the class (up to ten students), a small group or one to one, and is facilitated by an Inclusive Education teacher and a Curriculum and Engagement Support SSO. Staff implement a trauma informed practice and are experienced with supporting students with disability and complex behaviour in a mainstream high school setting.

  LEAPP builds students' social, academic, and behavioural skills with a particular focus on effective communication, emotional regulation, interoception, Literacy and Numeracy. It also provides students the opportunity to access academic support outside of the classroom with other students with similar needs and to receive support to build their skills to access the curriculum in class without feeling identified.

  In 2023, students in year 11 who receive IESP funding will complete English, Maths and PLP through LEAPP.

  English Support and GRASP (Grammar, Reading and Spelling program):

  Students who transition from primary school and require support with literacy skill development are screened by the site's speech pathologist. Depending on the screening results, students will either be placed in mainstream English classes or provided with additional support through the GRASP and English Support class.

The GRASP program supports students who require explicit phonics instruction to help them understand all the sounds of the English language and the many ways they are represented. Activities build phonological awareness and the distinctive units of sound within words. Students are explicitly taught spelling rules and the conventions of the English language.

- Special curriculum features:

    VET courses – students in years 10-12 can enrol in various VET courses that are offered either at Craigmore High School or across other NASSSA sites. VET enables students to achieve SACE credits toward a nationally accredited qualification. VET courses on offer from the NASSSA VET program can be accessed via the NASSSA website.

- Teaching methodology:

    The Craigmore High School Site Improvement plan has a whole school focus on the Teaching and Learning Cycle. The Teaching and Learning Cycle consists of four interrelated stages:

    - Building context in the field
    - Modelling the text (or deconstruction)
    - Guide practices (or reconstruction)
    - Independent construction

    A key feature of the CHS Teaching and Learning cycle is the emphasis on teaching about language and image in explicit meaningful ways.

    The CHS Teaching and Learning Cycle has an emphasis on the EDi (Explicit Direct Instruction) instructional practice. Where appropriate and relevant, teachers will use the instructional approach of 'I do', 'We do' and 'you do' ensuring differentiated practice is used to improve engagement.

    The site is currently developing an instructional model for the delivery of Mathematics across years 7-9. The mathematics instructional model has an emphasis on using manipulatives to support instruction. Smartlab is used across middle years maths classes as an intervention and extension tool.

    Improving student agency through co-design is an expectation for all staff. In 2023 we will have a B1 leader who is leading this work through ensuring staff and students have the skills to understand and implement co-design as part of the learning design process.

- Student assessment procedures and reporting

All students receive a traffic light report in the middle of terms 1, 2 and 3. Year Level leaders and CARE teachers monitor these reports and work with students and their families to ensure adequate response strategies are put in place for students at risk of not achieving a C grade or better or who are not maintaining their targeted achievement level.

Students, parents, and carers also receive:

- A progress report at the end of term 1 and 3
- A final subject report at the end of term 2 and 4

Parent and teacher interviews are held in term 2 and 3 of each year.

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, and 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.

Other site initiated sporting programs include:

- Specialist AFL, netball, and basketball program
- Students also can engage in a number of interschool and state sporting competitions.

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 Learning and Pedagogy 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 can provide information to their Line Manager (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.

- Access to special staff

Students have access to a range of specialist staff including:
  - Instrumental music teachers
  - Therapeutic Team
  - Speech Pathologist
  - Careers Advisor
  - VET Advisor
  - CALM Case Managers

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 the 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 2021/22 we have had building works to ensure we have learning spaces for the year 7 intake. Currently, we are undertaking the scoping to increase capacity due to an expected increase in enrolments.

- Heating and cooling

  The site has heating and cooling in all areas.

- Specialist facilities and equipment

  A gym is located on site and is also used by the community. In conjunction with our capacity building work, we have installed air conditioning in the gym and built learning areas onto the southern side.

  In 2019 we initiated a BYOD system and have had approximately 60% uptake by our school community. All students can purchase a laptop from the school under a 3-year payment plan scheme. We currently have several laptop pods around the school, which were purchased with the DER funding, however, as these laptops are retired, they will not be replaced.

- Student facilities

  School canteen, year 12 study room, and Wellbeing Hub

- Staff facilities

  Staff offices, meeting rooms, staff laptop and email addresses

- Access for students and staff with disabilities

  Elevator installed as per Australian Standards. Student who requires wheelchair access can access all areas of the school.

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:

- Executive Leadership 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
- EALD team
- Inclusive Education Team
- IT Management team
- WHS team
- Physical Environment 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 the Executive Team, through to Leadership, staff (at either Learning Area level or at Staff meeting), students, parents/carers, and Governing Council.

The local Decision-Making procedures are currently under review to ensure the principles of co-design are included.

- Regular publications

A range of publications are produced by the site in line with specific site run events. A comprehensive Course Booklet is developed each year and is available through the site's website, along with the other publications.

- Other communication

The site uses EdSmart, email and the site's Facebook site to communicate with parents and carers. Parents are notified via EdSmart when their child is absent from school and the school have not been notified of their absence.

- School financial position

A Business Manager was employed in 2018 to lead the financial management of the site. The Business Manager collaborates 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.

carers.

9. Local Community

- General characteristics

Considerable growth in housing is occurring in the Northern suburbs and is having a significant impact on enrolments numbers.

- Parent and community involvement

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

- Feeder or destination 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

- 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.

10. Further Comments

Craigmore High School provides a supportive and collegial working environment for staff. There are opportunities for growth and development both as a lead practitioner and leader. This is particularly the case with growing enrolments.

Many staff come to Craigmore High School and stay for a lengthy period.

Staff are strongly committed to supporting student growth, academically, emotionally, and socially.