Clare High School
Building a tradition of excellence

To Seek a Worthy Goal

Imagination·Inspiration·Aspiration
As a leading secondary school in South Australia, Clare High has the enviable reputation of consistently supporting students to achieve their post school aspirations.

Clare High is the largest secondary school within the mid north region and caters for 500 students from Year 7 to 12. The school has an outstanding academic record with 65% of all graduates achieving university entrance with either their 1st or 2nd preference each year. Senior students have the option to study more than 30 subjects across all curriculum areas including The Arts, English, Maths, Science, Studies of Society, Technology and Health and Physical Education.

Aside from the academic pathways available to students, the school has also developed a comprehensive vocational pathways program to assist students wishing to gain apprenticeship training or direct workforce entry. The school provides specialist National Certificate training in the areas of Agriculture, Building and Construction and Hospitality. As a member of the Mid North Secondary Trades College, vocational pathway students also have access to certified training in Rural Operations, Commercial Cookery, Engineering and Automotive.

The foundation years of student learning begins in the dedicated Middle School. Young students explore and develop their sense of identity in an environment that emphasises academic achievement, personal values, relationship skills and contribution to the community. All students are expected to pursue personal excellence as their worthy goal.

The staff of Clare High is highly skilled and committed to the learning, care and support of every student. An extensive extra-curricular program is offered at every year level and student leadership is fostered throughout the school. Along with strong community and parental support, every student at Clare High has the opportunity to achieve at the highest level.

Historical Background

The origins of Clare High School date back to 24th January 1921 when the school first opened with an enrolment of 24 students under the principalship of Mr E.J. Flaherty who incidentally was also the only member on staff.

As is stated in Clare High School’s ‘Jubilee Magazine 1921-1971’ – “It is obvious to those presently associated with Clare High School that the school has a fine reputation for academic and sporting prowess which extends far beyond the bounds of Clare and its surrounding districts. It is obvious too, that this prowess is not something that has arisen quite recently, but rather the result of 50 years of sustained effort”.

Peak student enrolment of 522 at the school was achieved in 1984 and this had dropped to 380 students by 1988. With the introduction of Year 7 into the school in 1999, enrolments rose to 492. In 2005, enrolments had dropped to 402 but by 2009, enrolment had again risen to 482.

As the school celebrates its 90th anniversary, steady enrolment growth is expected to continue beyond 500 in the next few years.

School Characteristics

Clare township is increasingly becoming an important secondary and tertiary industry service town for the mid north region. Whilst agriculture and viticulture remain the dominant industries in the region, tourism, hospitality and commercial/trade based businesses are growing steadily in number. Students from 10 common feeder schools (both public and independent) supply Clare High with its students. Approximately 21% of the students are School Card holders. Indigenous enrolment is less than 1% and there are no students from non-English speaking backgrounds enrolled at the school.

There is strong importance placed on student welfare and relationship skills and many support structures and co-curricular activities exist throughout the school to support students’ physical, social and emotional wellbeing.

School Context

The school has occupied its current site since 1971 and has undergone extensive redevelopment over the past 5 years. The school operates two interconnected sub-schools (Middle School, Years 7-9 and Senior School, Years 10-12). The school has recruited a wide range of specialist teachers over the past 5 years and 70% of staff is within their first 7 years of teaching. Most staff teach across middle and senior school and maintain a 3 year relationship with the same roll class.

School Curriculum

A strong academic and practical curriculum operates within the school. All students study a set curriculum in Year 7 and 8 that provides progressively more choice from Year 9 onwards.

The South Australian Curriculum, Standards and Accountability Framework (SACSA) underpins learning throughout the curriculum in the Middle School. At the Senior School level, learning is linked to the requirements of the South Australian Certificate of Education (SACE). The school is also well placed to implement the new Australian Curriculum over the next 5 years.

Students are also able to participate in International Education through exchange programs with Japan, Germany and Ireland. The school also offers distance education and co-curricular programs in a variety of local and state-wide disciplines.

Educational and Business Development Plan 2011-2015

The Clare High Educational and Business Development Plan 2011-2015 outlines the school’s priorities and change initiatives. The plan outlines Clare High School’s contribution to improving student learning through a focus on learning targets based on DECS priorities and other areas of local significance that are critical to learners’ achievements and well being.

The plan was created in partnership between the staff, students, parents, community and Governing Council of Clare High. The school will report annually on the progress made towards meeting the educational and operational targets outlined in this plan.
SCHOOL VISION
Clare High School is committed to helping all students achieve their goals and aspirations by providing them with access to a broad and engaging curriculum, dedicated and supportive staff and a rich learning and social environment.

We are committed to building close relationships with all students and parents and we support students to become life long learners who are capable of critical thought. We seek, through our strong sense of community, that our students become active citizens who have the capability to positively contribute to the society in which they live.

Through our strong focus on excellence, participation and achievement, we expect all students to set ambitious challenges and to always seek a worthy goal.

OUR PURPOSE
At Clare High School we are committed to fostering inspiration, aspiration and imagination in our students and our work. We believe that every student is talented and that it is our purpose to structure learning and provide support so that success is natural for every learner. Success is the expectation and celebration is the outcome achieved by all.

STAFF MISSION STATEMENT
“Together our task is to serve the Clare High School community to our highest capability. In doing so, we will maximise the educational potential of every student”

STAFF AGREED EXPECTATIONS
- Focus on learning as our core business and develop a culture of curriculum innovation, academic rigour, excellence and educational opportunity for all.
- Uphold and demonstrate the agreed values of the school and expect high standards of performance from ourselves, our students and each other.
- Work as professional people who enjoy their vocation and fulfil our obligations as outlined in our specific role statements.
- Be role models for our peers and students by being dressed professionally, organised and punctual to all commitments.
- Commit ourselves to life long learning through active and well planned professional and personal development.
- Act as a supportive team member by valuing relationships and collegiality with others, respecting diversity and communicating effectively and through the equitable sharing of workload, expertise and resources.
- Consistently use policy, process and established procedures to ensure that Clare High School is committed to quality improvement principles associated with High Performance Organisations.
- Actively promote the school by positively speaking with one voice and by supporting school and community events.
- Always look for a better way, a better method, a better solution and a better outcome.

OUR VALUES
RESPECT …we act responsibly
ACHIEVEMENT…we strive for excellence
RELATIONSHIPS…we value others
INVOLVEMENT…we all contribute
EDUCATION…we seek to learn

2011-2015
SCHOOL PRIORITY AREAS

Educational Development Plan
Student Excellence In Learning
Our highest priority is to support every student to achieve their personal best

Student Engagement and Wellbeing
We nurture and care for every student so they have a strong sense of belonging, self identity and positive interaction with others.

Workforce Development Plan
Building Capacity
Our strength is our people and we aim to attract, develop and retain the most capable, skilled and committed workforce

Resource Development Plan
Sustainability
Through the efforts of our school community we will create a vibrant and optimistic future for all.

Operational Development Plan
Equity and Opportunity
Through strategic planning and inclusive practise, we will build a community school that provides opportunity for everyone.
**ACHIEVEMENT TARGETS**
*Our highest priority is to support every student to achieve their personal best.*

### STRATEGIES
- Ensure that all teachers are skilled, capable and committed to academic excellence at all year levels.
- Ensure that all curriculum areas provide sequential learning programs that link Year 7 through to Year 12.
- Ensure that program review and development focuses on rigor and engagement in learning.
- Ensure that a whole school literacy policy is implemented.
- Public recognition of staff and student success is embedded in our school culture.
- Support strategies exist to ensure success and acceleration for all learners.
- Implement the Australian curriculum across Year 7-12.
- Ensure that staff assess and report using an excellence framework.
- Promote all curriculum areas to achieve the same cultural importance as sport.
- Maximise the number of SACE merit students per annum.

### ACHIEVEMENT TARGETS
1. Increase NAPLAN results to at least the State Average in both Literacy and Numeracy at Year 7 and 9.
2. Ensure that 20% of students achieve results in the top two bands of NAPLAN for both Literacy and Numeracy at Year 7 and 9.
3. Ensure that 95% of students achieve above the National Minimum standard of NAPLAN for both Literacy and Numeracy at Year 7 and 9.
4. Ensure that 50% of Grade Point Averages from Year 7 to 11 are achieved at a 3.00 point average or better.
5. Ensure that SACE results are at State average or better at both Stage 1 and Stage 2.
6. Increase Australian Tertiary Admission Ranks (ATAR) to State average or better.
7. 75% of all students indicate satisfaction with their learning each year.

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**STUDENT ENGAGEMENT AND WELLBEING**
*We nurture and care for every student so they have a strong sense of belonging, self identity and positive interaction with others.*

### STRATEGIES
- Focus on empowering students through the positive promotion of behaviour and success.
- Introduction of student mentoring programs between senior and middle school students.
- Improve student leadership focus and opportunity throughout the school.
- Introduction of restorative practice as a benchmark strategy to reduce confrontational SBM incidents.
- Continuation and growth of Flexible Learning Programs for students at risk.
- Ensure that every student participates in a formal student wellbeing program at each year level.
- Ensure that every student participates in at least one leadership development activity per year.
- All students to support at least one community event/cause each year.
- Review and renewal of the existing Year 7-12 Pastoral Care program.
- Introduce comprehensive cross-curricular learning opportunities.
- Redevelop the Yoshinanga Japanese exchange program as an important biennial event for the school’s International Program.
- Improve student and staff recognition through the visual display of information and achievement throughout the school.

### ACHIEVEMENT TARGETS
1. Reduce student behaviour incidents by 10% each year.
2. Reduce student disengagement by 10% per annum.
3. Continue to improve student attendance to beyond 90% per annum.
4. 90% of students who leave school prior to the completion of Year 12 gain an apprenticeship, TAFE entry or direct employment.
5. Continued enrolment growth beyond 500 students.
6. 90% of indigenous students achieve their SACE.

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**BUILDING CAPACITY**
*Our strength is our people and we aim to attract and retain the most capable, skilled and committed workforce.*

### STRATEGIES
- Each curriculum area to be reviewed annually against specialist teacher needs.
- All curriculum areas to include a blend of experienced and beginning teachers.
- Ancillary support to be provided to all learning areas.
- Staffing to assist student wellbeing and engagement to be a priority development area.
- Expansion of ICT Management staff with appropriate qualifications.
- Formal mentors allocated to new staff to support their growth and development.

### ACHIEVEMENT TARGETS
1. CHS to retain 25% of staff for 10 years of service and 50% of staff for 5 years of service.
2. At least one undergraduate teacher practicum placement in each curriculum area per annum.
3. All staff is provided with the opportunity to undertake leadership training each year.
4. All teaching staff has the opportunity to undertake ICT skill development training each year.
5. 75% of teaching staff to undertake pedagogical skill development training each year.
6. 50% of teaching staff to provide in-service training each year.
7. 75% of teaching staff to complete peer observations on at least two other staff each year.
8. 100% of teaching staff to incorporate DECS’ Improvement and Accountability Framework into their annual performance plans.
9. 75% of teaching staff use a laptop.
10. 100% of teachers teach and assess literacy.
11. 75% of staff indicates satisfaction with employment at CHS.
SUSTAINABILITY
Through the efforts of our community we will create a vibrant and optimistic future for all.

STRATEGIES
Redevelopment of the Art and Design Facilities.
A new regional Special Education Centre is established.
The redevelopment of the remaining Middle School.
The installation of a new tennis and outdoor court area adjacent to the gymnasium.
Construction of a new HPE storage shed and theory room.
Expansion of parking facilities near the gymnasium and Ag Centre.
The redevelopment of the existing quadrangle area.
The installation of more shade/shelter in the middle school.
The creation of more play/recreation areas throughout the school.
The refurbishment of all existing toilets.
Promotion of recycling and ecological sustainability throughout the school.
Progressive expansion of solar heating and electricity generation throughout the school.
The introduction and use of new technology as a student learning tool.
The expansion and use of laptops throughout Middle School.
To ensure that all classrooms have an electronic whiteboard and audio-visual access.

ACHIEVEMENT TARGETS
1. A minimum of $80,000 is spent annually on the development of school grounds and facilities.
2. A 1:1 ratio of computers to Year 7-12 students is achieved.
3. 100% of learning areas are equipped with an interactive whiteboard.
4. 100% of learning areas have access to audio visual resources.
5. 100% of learning areas are equipped with computers and wireless internet access.
6. 75% of all students have access to a personal laptop.
7. 100% of all toilets have dual flush cisterns.
8. 100% of all toilet taps have timers.

EQUITY AND OPPORTUNITY
Through strategic planning and inclusive practise, we will build a community school that provides opportunity for everyone.

STRATEGIES
To promote local governance and pursue opportunities for greater community school ownership and involvement.
Financial management provides for both current and future needs.
Develop an Active Schools framework to support National strategies to improve health and fitness levels of students.
Systematically review and redevelop standardised school policies to include operational procedures.
Strengthen curriculum planning between Clare High School and our feeder schools.
Explore status for the International or Australian Baccalaureate.
Conduct a major school/community event annually.
Expand the existing School House competition program to continue throughout the year.
Middle School English, Maths and Science Australian curriculums are shared with feeder schools.

ACHIEVEMENT TARGETS
1. The school achieves external performance accreditation every 3 years as part of DECS Improvement and Accountability Framework validation.
2. $5000 is provided to support student disadvantage per annum.
3. $10,000 per annum is raised through community fundraising.
4. 75% of students participate in voluntary extracurricular activities.
5. 75% at risk students are identified and supported to participate and achieve at average student norms.
6. 90% of parents indicate their satisfaction with the school each year.
7. 75% of exiting students and parents are surveyed to provide school performance feedback each year.