

# SCHOOL CONTEXT STATEMENT

Updated: March 2018

School number: 0773

School name: CLARE HIGH SCHOOL

## 1. General information

### Part A

School name : Clare High School  
 School No. : 0773  
 Courier : Clare  
 Principal : Sharryn Daly  
 Postal Address : Elliot St, CLARE SA 5453  
 Location Address : Elliot St, CLARE  
 Email Address : [dl.0773.info@schools.sa.edu.au](mailto:dl.0773.info@schools.sa.edu.au)  
 Web Address : [www.clarehs.sa.edu.au](http://www.clarehs.sa.edu.au)  
 Region : Mid North Partnership  
 Distance from GPO : 137km  
 CPC attached : No

Phone No. : (08) 88422788  
 Fax No. : (08) 88422153

February FTE Enrolment		2015	2016	2017	2018
Primary	Special, N.A.P, Ungraded etc.	1	3	3	2
	Year 1	0.0	0.0	0.0	0.0
	Year 2	0.0	0.0	0.0	0.0
	Year 3	0.0	0.0	0.0	0.0
	Year 4	0.0	0.0	0.0	0.0
	Year 5	0.0	0.0	0.0	0.0
	Year 6	0.0	0.0	0.0	0.0
	Year 7	54	55	60	85

Secondary	Special, N.A.P. Ungraded etc.	5	3	10	14
	Year 8	102	111	97	110
	Year 9	100	103	100.74	92
	Year 10	96	87	92	85
	Year 11	88.66	91.32	80.49	82
	Year 12	69.40	71.80	80.60	75
	Year 12plus	0	1	0	1
<b>TOTAL</b>		<b>517.06</b>	<b>526.12</b>	<b>523.83</b>	<b>556</b>

School Card Percentage	19.6%	18%	10%	
ICSEA Value	TBA	TBA	TBA	TBA
NESB Enrolment	3	0.6%	5	
Aboriginal Enrolment	15	12	13	18

## Part B

- Deputy Principal – Nina Thomas
- Assistant Principal – Rachelle Maynard
- School website address: [www.clarehs.sa.edu.au](http://www.clarehs.sa.edu.au)
- School e-mail address: [dl.0773.info@schools.sa.edu.au](mailto:dl.0773.info@schools.sa.edu.au)
- Staffing: 43.4FTE Teaching Staff, 20 Ancillary Staff
- OSHC: Level 4
- Enrolment trends: Growing
- Year of opening: Clare High School commenced in 1921. The High School commenced on its current site in 1971.
- Public transport access: Students living more than 5 kms from the school travel on school buses. There is no public transport however a taxi service is available.
- The school works closely with its Partnership Group (Mid North), encompassing 14 schools & pre-schools in the local area. The school supports local feeder schools of Auburn, Watervale, Blyth, Clare, Brinkworth, Koolunga, Spalding, Snowtown, St Josephs and Vineyard Lutheran.

## 2. Students (and their welfare)

- General Characteristics:

Students are generally well engaged and active in their learning. They are highly involved in the community and academic success is a strong objective of most students. Students are very social and positive relationships between staff and students exist. Strong intervention and highly developed support programs exist for at risk students.

- Pastoral Care:

The roll class structure is central to student learning and wellbeing. Each day commences with a 10 minute daily administration time for all students, ends with a 10 minute roll class for Middle School students. All students undertake formal pastoral care activities for one lesson per week. Student/staff relationships are highly valued to ensure that all students have a staff member who takes a personal interest in them; to provide staff and students with an opportunity to get to know each other; to develop a climate which will promote meaningful parent-student-staff interaction; to explore with students practical and appropriate methods of solving problems and/or resolving conflict; to provide relevant information and support with respect to the administration attached to schooling; to develop and promote the informal aspects of school.

- Special Education:

Clare High School provides a range of programs to support 2.0 Tier 2 salaries to run a Special Class and a Disability Unit to support students

identified under the DECD Students with Disabilities Policy. A Learning Centre has been established to support Students with a Disability. The enrolments in this area are predicted to grow to 20 in 2019.

NEP (Negotiated Education Plan) students are managed through a dedicated coordinator and approximately 60 hours per week of SSO classroom support is provided to students with learning needs.

- Student Management:

At Clare High School, every person has the right to a safe, caring, orderly learning environment in which the rights of all students to learn and all teachers to teach are supported and protected. A positive classroom environment is governed by a student behaviour code, school values and the use of inclusive programs. Positive reinforcement is the key to successful behaviour management; every person needs to be supported and taught how to accept responsibility for his or her behaviour. Partnerships and communication with parents is a strong focus area that underpins student management.

- Student Voice:

Student leadership is a key focus area of student development at Clare High. Student leadership is coordinated through a School Prefect and Student Representative Council. The SRC meets regularly in lesson time and students, through their representatives, actively participate in decision making with recommendations going to Governing Council and / or Leadership and/ or Staff Meetings. The SRC is supported by staff mentors and students at all year levels undertake formal leadership training throughout the year.

- International Education:

CHS has an International Program with short and long term exchange students from Japan, Germany, Spain, France and other countries of the world. We also have short term visits to Japan, Ireland/England, Cambodia and Germany as well as having students come to our school for ESL. The school offers the study of the German language to students from Years 7-12 .

- Arts Program:

Arts programs are provided to all students through to Year 12.  
Drama, Visual Arts, Media Arts and Music

- Student Wellbeing Team:

The team is lead by the Wellbeing Co-ordinator and consists of 1 part-time Christian Pastoral Support Worker, Year level Coordinators, AET, Special Needs Coordinator and Senior Leaders. The team provides emotional, social and behavioural support for students, staff and parents and coordinates a range of intervention support programs for students at risk as well as extracurricular programs for all students through the school's Pastoral Care program.

The Student Wellbeing team coordinates special projects for students at risk (STAR) of not completing secondary schooling or leaving school without a clear pathway. Flexible Learning Options (FLO), VET, School Based Apprenticeships, Certificate Training and Part time programs are available for students. Modified SACE is also available for students who qualify.

### 3. Key School Policies

Site Improvement Plan (2016-2018)

- School Vision Statement:

Clare High School is a learning community that inspires, supports and challenges every young person to engage in achieving success, fostering education, social development and wellbeing.

- Site Priorities:

*Higher Standards of Learning Achievement (Education):*

Clare high School is characterised by high student achievement, growth, challenge, engagement and equity.

- Achieve 95% of grades C or above at Stage 1 and Stage 2
- Achieve NAPLAN Higher Bands Retention at Year 9 in Literacy (Target 50%) and Numeracy (Target 65%)

*Improve Health and Wellbeing (Wellbeing):*

Clare High School continues to improve the developmental outcomes for all young people through providing targeted education, health and wellbeing programs that consider the 'whole child'.

- Promote High Engagement of all students through a focus on Social and Emotional Development.
- Achieve 95% Attendance at all year levels

*Engage Children, Families and Communities (Social):*

Clare High School involves young people, their families and the wider community in planning and decision making processes.

- Enhance Student Resilience
- Improve Communication processes within the whole school community.

- School Values:

RESPECT...we act responsibly

ACHIEVEMENT...we strive for excellence

RELATIONSHIPS...we value others

INVOLVEMENT...we all contribute

EDUCATION...we seek to learn

## 4. Curriculum

The curriculum is supported by a 7 line timetable structure with 6 lessons per day divided into 3 equal learning blocks consisting of 2 lessons. A 30 minute recess break and a 45 minute lunch break distinguish each learning block. Pastoral care is provided as an additional whole school lesson one day per week.

- **Subject offerings:**

A comprehensive curriculum covering The Arts (visual, performing, music, media), English, Maths, Science, Agriculture, HPE, LOTE (German), HASS (History, Geography), ICT, Practical Technology (Tech Studies & Home Economics) exists across Year 7 -12. More than 60 face to face options are provided for students studying at Stage 1 (Year 11) and Stage 2 (Year 12).
- **Open Access:**

The school has an Open Access facility. Senior Students and only those with a demonstrated need and the ability to work independently are likely to be offered access to subjects through this means. Students are liable to bear the costs. Students in the middle years may access Open Access for LOTE only.
- **Special curriculum features:**

Integrated units of work are completed each year for all Middle School students and all Year 9 students are required to complete a transition “Presentation” using round table assessment to graduate from the Middle School. This involves a parent, community member and teacher questioning the students on learning styles, achievement and pathways. The students must use current technology with Powerpoint Presentations being popular.
- **Teaching methodology:**

Staff are encouraged to explore a range of teaching methodologies. Our focus is on student engagement, academic rigour and enhancement of student learning styles. Staff are required to fully prepare and plan all subject matter and high quality teaching is insisted upon. All staff participate in formal line management and teaching performance where feedback is an integral aspect of this process
- **Assessment procedures and reporting:**

All subject areas have been fully mapped and documented against the Australian Curriculum and the SACE, and standardised assessment occurs across all learning areas. Staff use assessment rubrics to provide students with specific feedback. Written reports are completed at the end of each semester and parent / teacher interviews are conducted at the midway point of each semester. All students receive grades from A-E that are consistent with Australian Reporting standards and the school uses a formal Grade Point Average (GPA) to recognise and reward student academic success. Clare High believes that student assessment and reporting should promote a positive attitude towards learning and encourages the “seeking of worthy goals” in relation to academic learning. Student Reports and Parent / Teacher Interviews will provide parents with detailed information regarding student performances in all areas of

learning. Feedback regarding social skills, attendance, compliance with uniform and general attitude to work is provided to parents. In addition, parents are able to map student academic progress on a daily basis using the Parent Portal part of the Daymap programme, and teachers report and assess every task using this medium.

- Joint programmes:

Viticulture and Agriculture with the help of the community, ledsteer and led goat program as part of the Royal Adelaide Show, District faculty hubs, Lions Youth of the Year Quest, Rotary National Science Program, District debating and public speaking competitions, and District Concert Band are all part of the curriculum.

## **5. Sporting Activities**

The school has swimming and athletics carnivals in Term 1. Teams are selected to represent the school in the Mid North Swimming and Athletics Carnivals, Mile End Athletics Carnival and SSSSA Swimming Carnival. The school participates in a number of knockout sports including football, netball, hockey, tennis, cricket, basketball, softball, soccer and touch. Due to having Year 7s on site we also offer a range of SAPSASA sports.

Clare High School was awarded the Howard Mutton Shield as the best sporting school in South Australia for 2004/5 and 2005/6 and it has been State champion in many sports including football, netball and cricket. Numerous students are selected to participate in National sporting competitions each year and a number of students have also participated at International level in the past few years. Clare High participates in the Gawler Gymkhana horse trials and conducts its own gymkhana for schools from all over the state.

## **6. Other Co-Curricular Activities**

- General:

Our students participate in state and national competitions in Science, Mathematics, Writing, Public Speaking and Debating. The SRC organise lunch time Roll Class competitions. The School's Christian Pastoral Support Worker also takes responsibility for providing regular lunchtime activities. In the past these have been highly successful events, including Rimmer Ball competition, Harmony Day and "Survivor". The school also participates in the Royal Adelaide Show LED Steer and LED Goat program and the Balaklava Eisteddfod Music Competition. Year level camps for all Year 7-9 students are held annually: Year 7 – Aquatics focus, Year 8 – Outdoor Ed and Personal Challenge focus, Year 9 – Self Reliant Camp, Year 10 – Ski Trip during the Term 2/3 holidays.

## **7. Staff (and their welfare)**

- Staff profile:

With changes to staffing policies, there has been a trend resulting in new staff members moving into Clare High School. The school uses the Local Selection process to select staff members who are able to demonstrate

their outstanding teaching skills and work ethic, and to select those who are prepared to make a greater contribution to the vision of the school and the community. The staff are expected to embrace their personal professional development and as such complete annual Role Statements and Performance Plans. Regular Performance Development sessions are conducted by Line Managers. Re-training programs are encouraged as we move into an educational world that differs from our training of many years ago. Teams are strongly encouraged and the school is structured to enhance teamwork. All staff are required to take on roles and responsibilities outside of their primary work areas to support the continued improvement and development of the school.

- Leadership structure:  
Principal, Deputy Principal, Assistant Principal, Coordinator B1 (13): English & LOTE, Science and Agriculture, HPE and Sport, Design and Digital Technology, The Arts, HASS and International Program, Maths/Numeracy and Literacy Results Plus, Student Counsellor and Wellbeing, ICT, Student Learning Support, Year 7/8 & Transition, Year 9/10 & Student Voice and Year 11/12 & SACE Pathways.
- Access to special staff:  
Instrumental Music teachers visit each week to instruct students and they share an office on site with our music teacher. Referral to Integrated Support Services for assistance with developing programs to support individual student learning.

## **8. Incentives, support and award conditions for Staff**

- Complexity placement points  
: 1.5
- Isolation placement points  
: Refer to the DECD website
- Travelling time  
: 2 hours from Adelaide
- Housing assistance  
: Government Housing available – ring 88423844
- Cooling for school buildings
  
- Cash in lieu of removal allowance  
: YES
- Relocation assistance  
: Yes

## 9. School Facilities

- Buildings and grounds:

The school is situated on a large area of land against a backdrop of hills, trees and grapevines. There are two large oval areas in the northern and eastern parts of the school. The agricultural grounds are to the west and include sheep grazing yards, cattle yards, fruit trees and vines. Situated in the agricultural blocks is an Automatic Weather Station which provides complex weather information to the Weather Bureau via a computer link. The school is co-located with the Clare Valley Children's Centre. \$7 million of facility upgrade has occurred over the past 6 years including: Trade Training Centre, Middle School, Science Laboratories, Performance Hall, Home Economics, Staffroom, Gymnasium, Interactive Whiteboards, Wireless Internet, Audiovisual, The Art Centre, General Classrooms and school grounds.

- At Present:  
\$3.5m STEM works program and \$5m Building Better Schools project.
- Staff facilities:  
All staff are allocated an office space with access to desk, filing cabinet, book shelf, phone, computer and photocopying.
- Access for students and staff with disabilities:  
Ramp access to all buildings, lift in main building.
- Access to bus transport:  
School buses are for all students who reside 5km or more from Clare. An intratown bus policy also exists to support local travel where room on an existing bus route exists. Private bus services to and from Adelaide three days a week (plus weekends).

## 10. School Operations

- School Day:  
All teaching staff are encouraged to be on duty from 8:30am to 4:00pm each day. There is morning meeting for all staff held Monday and Thursday 8.30am and 8.40am. The school day commences at 8.50am for all students and concludes at 3.25pm
- Student Support / Management:  
The school supports Middle Schooling (Year 7-10) and Senior School (Year 10-12). (Both the Deputy Principal and Assistant Principal together with year level coordinators, support the students wellbeing and academic progress). Each year level is managed by a Year Level Manager and a year level teaching group.



- Staff meetings:
 

Staff are expected to attend up to 2 meetings per week. Meetings are conducted from Monday through to Thursday usually from 3.45pm to 5.00pm.

Staff meetings include whole staff, curriculum, year level, subschool, training and development and line management. Four student free days to support staff Professional Development occur with a focus on Collaborative Moderation and Site Improvement Priorities.
- Decision making structures:
 

The school is committed to collaborative decision making and involving the relevant stakeholders in all decision making processes. Staff, students and parents are consulted using a variety of forums including staff meetings and surveys, Governing Council and Task Groups, Student Representative Committees. A Staff Proposal form is used to approve all school events and activities including non budget financial considerations.
- Regular publications:
 

Three newsletters per term are produced. The aim is to encourage communication. The style includes plenty of visual information and newspaper style of informed journalism to encourage readership. Parents rate the newsletter highly as a main form of communication between the Principal and the community. The newsletter is primarily distributed via email or Newsletter App (SZApp)
- Other communication:
 

Letters, flyers as needed, text messages, Daymap.
- School financial position:
 

Clare High is in a sound position but does need fundraising for special projects. 2018 events such as Movie Night, Rainbow Run, Raffle, School Disco, a gymkhana and Quiz Night. Staff and students have significant input into these events.

## 11. Local Community

- General characteristics:
 

The district is given to wine grape growing, cereals, wool, dairy, grazing and mixed farming. There are secondary industries in the district including manufacturing, which has the potential to support full time permanent work for our students in their future. The Clare Valley is a popular tourist destination celebrated for its quality wineries and events such as Gourmet Weekend, as well as for its numerous historic buildings. There are modern shopping facilities (steadily growing) close to the school. There are many sporting clubs in the area including football, golf, hockey, netball, softball, tennis, cricket, darts, eight-ball, table tennis, as well as squash, basketball and volleyball which are played at the local sports complex. A new swimming pool and hydrotherapy pool has been built at the Valleys Sporting Complex which also has a modern gym. Local football, cricket, softball and hockey

clubs regularly use the excellent school oval that has flood lights installed to support evening activity.

The community is very friendly and social and highly supportive of its youth. Crime is minor and community service is highly valued and regarded.

- Parent and community involvement:

The school is governed by a formal Governing Council comprising elected parents, staff and students and the school principal. The school canteen is supported by parent volunteers and parents are very supportive in commuting students to sporting events. The goal of a community school is encouraging cooperation between teachers, students and community members.

- Other local care and educational facilities:

Co-located with Clare Valley Children's Centre. Clare also has a TAFE and an OSHC. Another child care centre, The Gums, in the southern end of the town, and SCOSA has a house for day care of people with disabilities.

- Commercial/industrial and shopping facilities:

The town is serviced by 2 supermarkets open 7 days a week, as well as a wide range of specialty shops, including a Country Target. The school is located 2 kms from the town centre.

- Other local facilities:

A Sporting Complex which includes a swimming pool and hydrotherapy pool, gym, squash courts and indoor basketball court. Parks, playgrounds, town oval, tennis courts, netball courts, show grounds / horse trial grounds, motor cross club house and grounds, golf course, Riesling walking trail, many good restaurants and a Cinema in Blyth are available. The Show Grounds and Race Club provide annual events that are popular with locals and tourists.

- Availability of staff housing:

Government and non-government are available.

- Accessibility:

An easy two-hour drive from Adelaide, one hour and a half to the beach, Murray River, Barossa Valley and the lower Flinders Ranges.

- Local Government body:

Clare & Gilbert Valleys Council – We enjoy a cooperative arrangement with the Council on many events, committees and programs. The Council supports a Bizen (Japan) Sister City which hosts and supports visits between the two districts. Community members organise the annual visits. The community has a sister district agreement with County Clare in Ireland.

## 12. Further Comments

- The school has a respected academic focus as evidenced by rising academic grade point averages, SACE data, attendance and behaviour data, sporting involvement and success and cultural development in drama, art and music. There is an increase in the number of students who are enrolled in VET (Vocational Education Training) programs to ensure their success in completing SACE.

Continuous improvement is an expectation of the whole school community with all staff committing to the Site Priorities and Community Engagement expectations. The Principal's role within the community is well respected and contributes to the positive relationship between the school and the community. Clare High School is a "Learner-centered" school and committed to the development and improvement of learning outcomes and life opportunities for all young people.