

SCHOOL CONTEXT STATEMENT

Updated: September 2023

School Name: Naracoorte High School

School Number: 0786



School Profile

As a school community, we are committed to working in partnership with families and community to develop the skills and opportunities that will support our young people to independently know what to learn, how to learn it and who to learn it from. We are committed to providing learning experiences that foster learner agency and support our young people to thrive. Since 2022, Naracoorte High has been a part of a Research Project titled “New Metrics for Success” with the University of Melbourne, a partnership which centres on the assessment and recognition of complex competencies through a focus on Learner Agency.

Naracoorte High School celebrates a history and tradition dating back over 100 years. Whilst we honour our traditions of the past, we are always looking forward to ensure vibrant learning experiences for our young people.

Ambitions for Learning

At Naracoorte High School we inspire proud resilient citizens that are empowered through a safe and supportive learning environment. We value community, individual growth and innovative thinking.

WORKING IN
PARTNERSHIP WITH



Melbourne
Assessment

General Information

Principal	: Ms Lynette Corletto		
Senior Leaders	: Mrs Tammy Cane, Mr Kieron Hicks and Mrs Felicity Slotegraaf		
Postal Address	: PO Box 771, Naracoorte 5271	Courier:	Naracoorte
Location Address	: 24 Stewart Terrace, Naracoorte 5271		
District	: Limestone Coast	Phone No.:	08 87621333
Distance from GPO	: 334 kms		
CPC attached	: No	E-mail	dl.0786.admin@schools.sa.edu.au

FTE Enrolment:

	2020	2021	2022	2023
Year 7	NA	NA	95.0	99.0
Year 8	96.0	89.0	81.0	84.0
Year 9	82.0	90.0	85.0	72.0
Year 10	64.0	67.0	70.0	66.0
Year 11	55.0	60.0	62.0	66.0
Year 12	51.0	59.0	55.0	39.8
Year 12+				
TOTAL FTE	348	365	448	426
School Card Approvals (Persons)	73	74	92	97
NESB Total (Persons)	20	33	43	58
Aboriginal FTE Enrolment	12	11	10	14

Special Site Arrangements:

Our site is a member of the Blue Lake 1 Partnership. Member sites include:

Preschool

Balharry Memorial Kindergarten
Michelle DeGaris Memorial Kindergarten
Naracoorte North Kindergarten

Naracoorte South Primary School
Padthaway Primary School

Area Schools

Lucindale Area School

Primary

Frances Primary School
Naracoorte Primary School

Secondary

Naracoorte High School

Staffing:

Teachers - 34.5 FTE, SSO - 300 hrs, GSE - 53 hours, 3 Coordinators, 3 Senior Leaders provide leadership for distinct portfolios including Curriculum & Pedagogy, Inclusive Teaching & Learning, and Strategic Operations.

Teaching staff generally teach in two or more curriculum areas.

Ancillary staff work in Administration, Student Services, Learning Support, the Resource Hub Library, and Grounds, Maintenance & Agriculture.

Enrolment trends

Enrolments have increased to over 400 students through the transition of Year 7s into high school.

Public transport access:

The school is serviced by eleven school buses including a 'user pays' Town bus.

Students (and their welfare)

General characteristics:

School Card Holders comprise 20.7% of the School population. The majority of students are from English speaking backgrounds with a growing community of new arrivals with (9.04%) are designated as EALD students. 3.01 % of our student population is Indigenous.

Support around each Child

Naracoorte High School is structured so each child is surrounded by multiple levels of support as they navigate the Secondary learning space.

Homegroup Teacher

Students are allocated to Homegroups organised by Year Level, with a designated learning space and Homegroup teacher. Homegroup teachers form the key contact for the student and their families, developing effective relationships which guide and support our students throughout their secondary education. The Homegroup teacher delivers the Year Level specific program during scheduled homegroup periods. The homegroup teacher works with the teaching team of their class to support students' holistic education by:

- Establishing and maintaining positive relationships.
- Creating and maintaining a supportive and safe learning environment.
- Knowing their students and how they learn.

Coordinators

Coordinators work with the teaching team around each class to support students via the implementation of consistent routines, expectations and processes, as well as providing oversight for year level specific programs. In addition to assisting the teaching team to guide and support students, they provide a key contact for young people and their families.

House Leaders

When commencing their schooling at NHS, students are aligned to one of three Houses: Flynn (White), Carter (Red) or Murdoch (Blue). Whilst these Houses are used for Sports Day and event purposes, they are also aligned to the three Senior Leaders (Assistant Principals) of the School. These Leaders have oversight of the students within their house, and work with teaching teams of these students to support their identified functional barriers and enact learning plans.

Student Services

Sitting alongside this is the team working within the Student Services office, which comprises the school Youth Worker, wellbeing ancillary staff and support workers. The Student Services office is the point of call for all student concerns, which can then be triaged to the appropriate staff member, team or support service. The above system provides multiple methods of support for students and families.

Wellbeing

We recognise optimal ability to learn and positive wellbeing go hand in hand. Young people will become strong, creative and resilient learners if their wellbeing needs are met. The importance of wellbeing is well evidenced. Students learn best in environments where their social, emotional and physical wellbeing is supported.

Naracoorte High uses the secure online platform iyarn to support and track student wellbeing. This platform allows students to perform a twice weekly check-in on areas concerning their wellbeing. This information is shared with their homegroup teacher and year level organiser, who can then provide support as required. Student Wellbeing is also supported by the Site Leadership Team, as well as a range of targeted social skills programs delivered by our

Student Support Officers. The school has a wellbeing for learning team, who is available to assist students to manage a range of social and emotional concerns.

Naracoorte High School has a full time Youth Worker, Aboriginal Community Engagement Officer and Pastoral Care Worker who students can access support from.

The Youth Worker has the ability to support all students from Years 7-12 with strategies to address concerning behaviours, attendance and social and emotional needs.

Learning support strategies and assistance with student advocacy issues can also be accessed on an individual case basis.

The Youth Worker also has the ability to refer on to outside support agencies, such as Headspace and MIND, for specific one on one counselling. This happens within a private space, usually on a fortnightly rotation, either face to face or via telehealth video link-up.

Wellbeing programs are varied and student-need driven. We access relevant whole school or year level specific wellbeing programs based on student cohort and availability. Some of these have included Headspace in Schools, Healthy Minds, Smiles All Round and Life Matters.

Students can access the Youth Worker, Aboriginal Community Engagement Officer and Pastoral Care Worker by prior organised appointment or mutually agreeable time between staff, subject teacher and student

Student Management:

All behaviour is communication. Often people respond in ways they have learnt. All adults within our school community have the responsibility to model appropriate behaviours and work together to support young people to develop skills and successfully navigate learning within a social context. Maintaining a positive school climate is not simply a matter of policing a set of rules. Rather it is developing a sense of mutual respect within all relationships; between students, staff and parents /care givers. Having children and young people develop positive attitudes to relationships and learning is fundamental to a successful educational program.

Rights and Responsibilities

All members of our school community are taught to take responsibility for themselves and their actions. They are expected to uphold the rights and responsibilities outlined below

LEARNING - We have the right to engage in learning without interference. It is my responsibility to focus on learning and allow others to learn.

RESPECTFUL RELATIONSHIPS - We have the right to belong to a supportive and inclusive community. It is my responsibility to participate positively in my community and treat others in a kind and fair manner.

SAFETY - We have the right to be and feel safe within the physical, emotional and mental spaces that form our community. It is my responsibility to be safe and manage problems without abuse or violence.

Process

Restorative Practices underpin a relational approach to learning for all students.

1. Universal school and classroom strategies draw upon Positive Behaviour for Learning classroom practices to establish a safe, respectful and productive learning environment.

Teachers Explicitly teach:

- a. routines and expectations
 - b. academic and social behaviours
 - c. regulation and interoception.
2. Targeted Strategies support follow up and reinforce our Behaviour Code and class expectations.
 3. Intensive and Specialised strategies are developed to provide appropriate adjustments in line with individual learner needs. The emphasis is on understanding the purpose of a young persons' behaviour and any underlying factors to support each student's learning and development. A Team Around the Child must be in place.

Student Government:

Our 2023 School Captains have re-imagined the composition of the Student Governing Council, to ensure student views have been reflected in the structure and purpose. The Council consists of year level representatives, determined through an application and interview process, and meet regularly throughout the term.

Key School Policies

Contextual Influences:

Naracoorte High School has well kept facilities situated in magnificent grounds. There is strong parent and community support for the School.

The learning environment is supportive, friendly and caring.

Naracoorte High School is isolated in terms of access to curriculum support available in large country and city communities.

Naracoorte and the surrounding district is fortunate to have low unemployment due predominantly to the extensive vineyards and a large meatworks. Many students are able to gain employment in these enterprises and in associated trades and businesses in Years 10, 11 and 12.

There is strong local business support for our structured work place program for Year 10 students (some on an individual basis). Many students complete VET subjects and School Based Apprenticeships.

Naracoorte was predominantly mono-cultural society. There has been a significant influx of people from other cultures, particularly New Zealand, China, Philippines, Afghanistan and Asia.

Current Priorities

Developing Powerful Learners:

All staff are developing and sharing high yield practices that engage, challenge and intellectually stretch learners.

Whole School agreed improvement strategies for both Numeracy and Literacy are incorporated into all teaching programs and practices.

High Quality Teaching:

All staff are engaged in a professional development process that is informed by quality and readily accessible data and promotes a culture of accountability and ongoing improvement in student achievement.

Training and Development for all staff links with the Site Improvement Plan and School priorities.

Strengthening Community Partnerships:

Implement a Community Communication Strategy that promotes a culture of quality service and enables greater parental and wider community engagement with the School

Curriculum

Middle School (Years 7 - 9)

Our Middle School is structured to meet the unique needs of young adolescents. We have an emphasis on fostering an environment conducive to learning, through school structures that give students the opportunity to build strong relationships and connections with a core group of teachers.

In this supportive learning environment, the teaching team aims to ensure that:

- Positive and caring teacher-student relationships are developed that acknowledge students as individuals.
- The curriculum is developed in all eight areas to meet Australian Curriculum Standards and its supporting documents.
- Literacy and Numeracy underpin each of the Middle School learning areas.
- Students develop the skills and knowledge which prepare them for success at Senior School level, with a focus on developing Agency in Learning through the Future Ready Learners Program.

Year 7 students are taught by their homegroup teacher for at least one subject, as well as the weekly dedicated homegroup sessions where students take part in the Future Ready Learners Program. This ensures that strong working relationships are developed, and students have a consistent contact with whom to share their concerns, as well as their successes. Students study most subjects as a homegroup and therefore develop effective relationships and support networks with their peers. We endeavour, where possible, to ensure that Year 8 homegroup teachers teach their homegroup for at least one subject.

The Middle School Coordinator works in partnership with other members of the school Leadership Team to support student learning and wellbeing.

Senior School (Years 10 - 12)

Our Senior School is structured to enable students to exercise their Agency, increasingly being given opportunities to make choices and take actions to fully participate in their own learning.

- Students investigate and consider their future aspirations through the Pathways program in Year 10, facilitated by their homegroup teacher.
- Multiple pathways are provided for students to achieve their chosen pathway including Modified subjects and Flexible Industry Pathways.
- Students in Year 12 align themselves with a member of staff who act as their mentor, to guide them through the challenges of Year 12, and transition into after school life.
- A Senior School learning floor (Upper D Building), dedicated to providing students functional and flexible ways to access their learning and facilitate their own study.

The Senior School Coordinator works in partnership with other members of the school Leadership Team to support student learning and wellbeing.

Subject offerings:

The curriculum offerings are aligned with the eight Areas of Learning. A comprehensive range of SACE Stage 1 and 2 subjects is offered, including VET options and Community Learning.

Open Access:

Open Access subjects are offered to supplement the curriculum and to tailor pathways for individual students.

Additional Learning Needs:

Students with Additional Learning Needs are supported in their Education at Naracoorte High School. Our Inclusive Education Leader heads the team of support staff working with our young people in this area. Thorough handover of Intervention information from Primary Schools during the Transition process enables the creation of clear goals to be developed for Student Learning Plans. The school has a process of creating a Team Around the Child (TAC), who meet to assess and redefine learning goals as the year progresses. Our team of Student Support Officers are trained in a range of intervention programs, to support students in class, small groups and individually. Current interventions include social skills groups, drumbeat, maqlit literacy intervention and intensive literacy and numeracy classes

Special Curriculum features:

Naracoorte High School offers an extensive Outdoor Education Programme for Years 10-12. All Year 10 students complete a Stage 1 – 20 credit SACE Personal Learning Plan/Integrated Learning Personal Pathways course.

A comprehensive Agriculture program operates, integrated with a four-hectare vineyard commercially producing grapes under contract to a local winery.

Teaching methodology:

A range of methodologies with a particular emphasis on Student Voice and Task Transformation are used supported by modern facilities and technology.

Students have access to a device to support their learning, supplied by the school. This ensures that students have access to teaching materials and online resources for all subjects, either at home or at school. Teachers' classroom practices are changing to accommodate different approaches to learning that take advantage of this access. Various technologies are utilised to enrich face-to-face instruction and personalise learning for students. All rooms are equipped with screens, and students are able to access the online networks both within the classroom and on the grounds of the School.

Teachers are encouraged to revise and refine their pedagogical understanding and practice on an ongoing basis through a range of professional development opportunities, both within the School setting and in broader educational settings. A significant proportion of professional development is focused on emerging areas of research and initiatives in relation to the school focus and ensuring that students have access to networks of professionals in the field to support them in their learning.

Student assessment procedures and reporting:

Naracoorte High School recognises the importance of clearly informing parents about their child's progress and achievements at school. Communication also occurs in a number of ways throughout the year including Parent Student Teacher Conferences and written Reports in Terms 1 and 3, with A-E grades against the relevant Australian Curriculum Year Level Standard, as well as an effort level. Also provided are Stoplights to indicate progress each term, meetings, emails and telephone conversations between teachers and parents, subject selection counselling and written correspondence.

Teachers also create online class groups using the software program, Microsoft Teams, where assignments are posted and can be electronically submitted and returned.

Parents are welcome to make an appointment to see teachers at any time by contacting the relevant teacher via email. Reports are available on the Parent Portal of Sentral at www.sentral.narajs.sa.edu.au/portal/login

Joint programmes:

Many Senior School subjects offer TAFE and Industry recognition.

Sporting Activities

Naracoorte High School has a very strong sporting background, offering a vast range of sports as part of Physical Education lessons and extra curricular activities. Competitive competitions include: NHS Sports Day, Interschool Athletics, Swimming, Cross Country, Adelaide Athletics and a range of Knockout Sports. The School has strong links with the community, which has enabled us to offer specialised sports such as: Squash, Archery, Small-Bore Rifle Shooting, Golf, Lawn Bowls and Surfing within the courses.

There are students regularly competing in their chosen fields at Regional, State, National and some International events.

Other Co-Curricular Activities

General:

Music and Drama productions are held throughout the year. Students participate in a wide range of activities such as Led Steers, Public Speaking, Debating, Art Exhibitions, Duke of Edinburgh Award, Rostrum and Lions Youth of the Year.

All students are encouraged to enter competitions in a range of subject areas.

As part of our Outdoor Education curriculum all students are expected to participate in Year level camps for Years 8-10. This can be continued in Senior School Outdoor Education for Year 11 and 12. Students participate in a range of activities including adventure caving, bushwalking, canoeing, kayaking, rock climbing, ropes course, expedition and base camping. These activities foster vital skills such as leadership, resilience, communication and teamwork.

Staff (and their welfare)

Staff profile:

Naracoorte High School has a highly competent and committed staff. Our teachers offer a range of complementary skills and abilities that ensure positive learning outcomes for students. Many staff have enjoyed the lifestyle of teaching in a regional location and have chosen to stay long term in our town. Non-teaching staff play an active and vital role in supporting programmes. Staff are encouraged to undertake leadership roles in the School based on their individual interests and career aspirations.

Staff support systems:

Professional development is actively encouraged within our School programme through our Performance Management teams. Opportunities are provided for training and development. Staff are encouraged to pursue their professional development needs that link with the School Improvement Plan. Travel and course fees are subsidised according to the School policy. Staff also meet in Professional Learning Teams on a fortnightly basis. Professional Learning Teams encourage staff to:

- Focus on their PDP in particular the Professional Practice Objectives
- Develop, identify and share effective strategies to improve practice and student learning achievement and growth as it pertains to the Site Improvement Plan
- Clarify expectations in regard to professional practice
- Discuss ways to contribute to achieving the goals and priorities of the School
- Support individual interests related to developing professional practice, knowledge and engagement
- Maintain records of professional learning activities and impact on practice and student learning.

Staff regularly meet in Professional Learning Teams to plan for and reflect on their professional learning and the impact on student learning. The Professional Learning Team meetings provide an opportunity to engage in professional dialogue and identify effective teaching and learning strategies. These meetings focus on supporting staff to collect evidence of contributions, achievements and measures of success as well as strengths and areas for further development.

Each staff member has a Line Manager to discuss management and performance issues.

The Employee Assistance Program (EAP) is available for more detailed assistance.

Incentives, Support and Award Conditions for Teaching Staff

Housing assistance:

Subsidised Government Housing is available for rent for teaching staff.

Medical and dental treatment expenses:

Travel assistance for medical services not available in Naracoorte and claims for expenses plus accommodation under the Non Metropolitan Award for teaching and SSO staff – for up to 7 years' service.

School Facilities

Buildings and grounds:

Set in attractive surroundings, featuring magnificent red gums. The grounds include an oval, hockey and soccer fields, three cricket nets, five tennis courts and access to community sports facilities in the near vicinity. This includes squash, golf, tennis, rifle shooting and lawn bowls.

Specialist facilities:

The School has a Science Centre, Drama and music facilities, Performing Arts/Sports Hall, Art Centre, Technology Centre and general classrooms. The Agriculture area is well established with excellent facilities including a vineyard. All students have access to an electronic device for the purpose of learning.

The Library Resource Centre is well equipped and computerised with a range of technology available including a bank of PC and laptop computers. The School has extensive Outdoor Education equipment housed in a newly developed storage shed. The School Hall is well equipped for sporting activities, performing arts and large functions.

Specialist facilities and equipment:

Agriculture: The farm area is 10 ha and accommodates animal husbandry, vegetable gardens, poultry and general feedlot areas. Our agricultural focus is heavily dependent on this area for the delivery of our courses. The school also has a vineyard which is managed by a commercial wine producer.

Tech Studies: Naracoorte High School has Tech Studies and Home Economics facilities with industry level equipment.

Science: The 2000 Naracoorte High Redevelopment equipped the School with a new Science block incorporating four labs, a preparation area and staff room. The Science labs were commensurately equipped for Animal Science, Ag. Studies, Physics, Chemistry, Biology and General Science.

Student facilities:

The School has an efficient Canteen Manager who cares for staff and students.

Year 12 students have their own Common Room.

There are a number of shade areas within the school for students.

Students also have access to a range of support programs to provide assistance in their learning. These include Maths sessions at lunchtime and before and after school tuition sessions.

Library staff offer activities during break times in the Library areas including board games, borrowing sports equipment, computer use for homework or assignments, card games, jig-saw puzzles, colour therapy and a wide range of magazines, books and daily newspapers.

Staff facilities:

All staff have their own work areas located near their teaching rooms. Computing equipment is available in most offices. There is a well-equipped staffroom. All teaching staff are provided with a laptop.

Access for students and staff with disabilities:

Although we have two large double storey buildings, all ground floor and specialist areas are accessible to disabled persons. The School has also installed a lift to enable access to the top floor of our Senior School.

Access to bus transport:

The School is serviced by eleven school buses including a 'user pay' Town bus. The School owns three mini-buses which are extensively used for camps and excursions.

School Operations

Decision making structures:

At Naracoorte High School we are committed to a decision making model that is aligned with our Guiding Principles and characterised by:

- Open and transparent consultation in appropriate forums
- Principles of equity, justice and accountability
- Democracy and fairness
- An environment that is non-judgemental, collaborative and professional
- Inclusivity of relevant key stakeholders
- Clearly articulated processes and communication pathways
- Efficiency and appropriate time lines
- Opportunity for review.

Key decision-making groups include: Staff, Curriculum, Leadership, Principal's Advisory Committee (PAC) and Governing Council with input from Student Governing Council contributing to the decision-making process.

Regular publications:

A comprehensive Information Booklet is provided to all new students to the School and available to all currently enrolled students. Curriculum Handbooks and School Magazine are published and distributed each year. A Staff Handbook is published annually. Newsletters are published every three weeks. Staff and student bulletins via Sentral are used for daily communication.

Communication:

Student homegroup teachers are the first port of call for families to communicate concerns about their child's holistic learning needs, with subject teachers able to answer any questions about subject specific learning matters. At the beginning of the year, parents receive contact details via email and the Sentral Parent Portal.

Other communication:

We maintain regular and effective communication with Parents/Caregivers through subject reports, newsletters, Facebook, Instagram, Skoolbag App, Twitter, personal letters, emails and via Sentral. School activities and student achievements are regularly reported in the local and regional newspapers and to the wider community. All parents have access to Sentral via a parent portal to receive information in relation to student attendance, timetables, teacher correspondence, reports and ongoing monitoring of student progress.

Local Community

General characteristics:

Naracoorte offers many attractions and a history of settlement dating back to the 1840s. In the past local economy was based largely on the wool, prime lamb, small seed, and beef industries as well as a wide range of horticultural enterprises. However, Naracoorte is now also the centre of an extensive wine and tourism industry. The Service Clubs and Council have built a 5km Naracoorte Creek Walking Trail, and the World Heritage listed Naracoorte Caves and the Wonambi Interpretive Centre are major attractions. The Naracoorte Lucindale District has a population of 8,686 and is set in an area of tall gum trees and lush green vegetation.

Parent and community involvement:

The Governing Council consists of elected representatives of parents, staff and students who meet each month. Council has established sub-committees which provide guidance in Finance, Uniform, Bus/Road Safety, Canteen, Agriculture, Vineyard, Buildings/Grounds, Information Technology, and Curriculum.

Feeder schools:

The five feeder Primary Schools: Naracoorte Primary, Naracoorte South Primary, Padthaway, Frances and the Naracoorte Sunrise Christian School who are actively involved in our Year 7 to Year 8 Transition Programme.

Other local care and educational facilities:

There are two Kindergartens, two Childcare Centres and Family Day Care in the town. After School Hours Care (Happy Haven) is located on site at Naracoorte Primary School. UNI SA, TAFE SA, and Flinders University have a campus in Mount Gambier.

Commercial/industrial and shopping facilities:

There are excellent shopping facilities including two supermarkets which open 7 days a week and late each weeknight. The local vineyards, meatworks, and MiniJumbuk (a wool enterprise) employ a large number of local people.

Other local facilities:

The Town has a hospital and a range of medical services including visiting specialists.

A scheduled bus service stopping at Naracoorte operates between Adelaide and Mount Gambier.

Most Church denominations are represented in the Town.

An increasing number of arts and cultural activities are held in the Naracoorte Town Hall and the Naracoorte Art Gallery.

Naracoorte has an excellent golf course and offers a wide range of sporting and recreational facilities covering most summer and winter sports. Naracoorte has one of the largest swimming lakes you'll ever see – the man-made Swimming Lake offers free entry. There are many parks and playgrounds in the Naracoorte area including Market Square, a modern playground with a picnic area, undercover BBQ area, tables and chairs and skate park.

There is a range of coffee shops, restaurants and hotels.

It is only a short drive to the Wrattontully, Coonawarra and Padthaway wine districts, the World Heritage Listed Naracoorte Caves and Bool Lagoon.

Availability of staff housing

There is a range of Government Employee Housing and private rental accommodation in the town.

Local Government body

The Naracoorte Lucindale Council has its headquarters in Naracoorte. A range of complementary publications describing the local area are available from the Visitor Information Centre, phone 8762 1399.

Further Comments

The School has an active staff social club which organises informal functions for staff and families.