



SCHOOL CONTEXT STATEMENT

Updated: August 2014

School number: 0910

School name: Fremont-Elizabeth City High School

1. General information

Part A

School Name : FREMONT-ELIZABETH CITY HIGH SCHOOL
 School Number : 0910
 Courier : Northern Adelaide Region
 Principal : Mr Rob Knight
 Postal Address : PO Box 196, Elizabeth SA 5112
 Location Address : Philip Highway, Elizabeth SA 5112
 Partnership : Elizabeth Partnership
 Distance from GPO : 30 kms
 Phone Number : 08 82557566
 Fax Number : 08 82871113
 Email : dl.0910.info@schools.sa.edu.au
 CPC attached : No
 Specialist Focus : Special Interest Music Centre and Engineering Pathways School

FTE Enrolment		2012	2013	2014
Secondary	Special, N.A.P. Ungraded etc.	22.0	22.0	23.0
	Year 8	145.0	162.0	125.0
	Year 9	164.0	165.0	165.0
	Year 10	168.0	163.0	164.0
	Year 11	165.0	150.0	149.0
	Year 12	119.0	93.0	113.0
	Year 12 plus	13.0	18.0	16.0
	FLO	90	100	120
	TOTAL	886.0	873.0	875.0

July total FTE Enrolment 755
 Male FTE 384
 Female FTE 371
 School Card Approvals (Persons) 455
 NESB Total (Persons) 122
 Aboriginal FTE Enrolment 91

Part B

Deputy Principals:

Ms Janice Leahy – Head of Music, School Promotions and The Arts Coordinator

Dr Paul Paris - Head of Middle School and ICT

Ms Annette Ryan – Deputy Principal Curriculum, Teaching & Learning, Human Resources and Senior School

Senior Leaders:

Mr Brian Jordan – Student Support

Mr Neville Hubbard – VET and Technology Studies

Staffing numbers: Total Male 25 Total Female 51. Within that ESL 1.25, Students with Disabilities 4.8, School Card 1.16, AET 0.7, ACEO 55hrs, Counsellors 2.0, Special Interest Music salaries 3.0, SSOs 441 hrs (base) and approximately 160 SSO hours. There is a Christian Pastoral Care Worker.

Enrolment trends: Enrolments are expected to be steady over the next few years.

Year of opening: The current school is the result of two amalgamations. The first of these was in 1988 and involved Playford High School and Elizabeth High School. The second was in 1995 and included Fremont High School to form Fremont-Elizabeth City High School.

Public transport access: The school is located a short walking distance from the Elizabeth Interchange.

2. Students (and their wellbeing)

General Characteristics

The percentage of school card students in 2014 is 70%. This means that the vast majority of our families have household incomes of \$37000p.a. or less. As such, the school is Category 2 Index of Disadvantage. The school has a significant indigenous population with over 90 students. The school has a growing number of students from culturally and linguistically diverse backgrounds. In the main these students are recent arrivals from countries such as Nepal, Bhutan, Rwanda, Afghanistan and Vietnam. The school hosts two Area Special Classes with a third planned for 2015. In 2014, there are 133 students who have a Negotiated Education Plan. Students apply for entry to the Special Interest Music programme for which they receive scholarships. In 2014 there are 60 students involved in the SIMC.

(Pastoral) Care Programmes

All Home Groups meet at the start of each day and for an additional lesson of 50 minutes each week. The focus and content of this lesson varies between year levels. Year 8 and 9 students study Round Table Assessment taught by their Home Group teacher. This consists of research skills, presentation skills and high order thinking skills and it is aligned to the Research Project. In the Senior School, the focus is on successful SACE completion and future pathways.

Support Offered

Students and their families have access to two student counsellors. The school has strong links with a range of support services and agencies in the local area. A Christian Pastoral Support Worker is also available for students. A Homework Club is run on Tuesdays and Thursdays to support students with their learning. This is well attended by students. Since 2012, the school has been successfully using the QuickSmart numeracy intervention programme for a small number of students over the past three years. Other numeracy intervention programmes are currently being investigated. In the Senior School, students have access to Apprenticeship Brokers who assist students to secure positive pathways beyond school. A Breakfast programme operates on Tuesday and Thursday mornings.

Student Management

A code of behaviour has been developed through consultation with students, staff and parents. It is supported by procedures in the school which recognise that students need different levels of intervention and support, and opportunities to learn to manage their own behaviour effectively. There is an expectation that students will develop an increasing level of self-management and personal decision making throughout their years at school. The school utilises Student Development Plans and a range of outside agencies in supporting students. Whilst unacceptable behaviours are not tolerated, students are given an opportunity and support to change their behaviour. There is zero tolerance to violence.

Student Government

The school is part of the NASSSA Youth Action Team. Within the school, a student consultation mechanism is in place to facilitate leadership and student input into decision making in the school. Year 12 students have their own committee which focusses on the organisation of the Formal.

Special Programmes

The school is also a **Special Interest Music Centre** and an **Engineering Pathways School**. A growing **STEM** Programme is in place.

3. Key School Policies

Moral Purpose

Fremont-Elizabeth City High School is committed to provide high quality learning and education where everyone shares responsibility to create a safe, caring and equitable environment.

Fremont-Elizabeth City High School promotes life-long learning, builds resilience and optimism and where all students are challenged to achieve personal excellence.

In partnership with our families and the broader community, every student will be given opportunities to develop and use skills, knowledge and competencies as emerging, productive, confident global citizens.

Policy Development

A range of policies are in place with a number of policies due for review. Most recently, the Leave Management Policy has been re-developed by PAC in consultation with staff, as well as Bullying and Harassment Policy. Currently, practice is being codified in Performance and Development Policy and Guidelines.

4. Curriculum

Subject Offerings

The school has the capacity to offer a wide range of subjects across all year levels. The school has a focus on providing curriculum to meet the needs of students pursuing the full range of tertiary post-school pathways as well as pathways to employment and/or training. A full description of subjects offered is contained in the Course Handbook. The school operates on a 7-line timetable structure. The timetable is student centred and is constructed based on student subject selections.

VET programmes offered at the school include Engineering Pathways, Automotive, Kitchen Operations, Food Processing, Business, and Sport and Recreation. Students have access to a wide variety of VET programmes offered through NASSSA.

Special Needs

Staff differentiate the curriculum to ensure that all students are appropriately challenged in their learning.

Special Curriculum Features

The school is one of four Special Interest Music Centres in South Australia. Students from the local area and beyond audition to study Music through to Year 12. The school has a range of school bands, ensembles and a choir.

The school has a state-of-the-art *Music Technology Soundhouse* where students use modern electronic tools, digital band pods, and latest computers to develop and mix recorded music, digitally.

STEM curriculum has been introduced at Years 8 and will be extended to Year 9 in 2015. It is expected that STEM curriculum will continue to grow.

Teaching Methodology

Teachers are encouraged to utilise a range of methodologies and are supported to develop their knowledge and skills in a broad range of pedagogies through performance and development processes which assist them to identify and pursue their own professional learning needs. Successful teacher methodology in the school is underpinned by a deep understanding of students and their needs (*Know students and how they learn*) as well as the capacity to build positive and productive relationships with all students and their families. There is a commitment in the school to embed 21st Century Fluencies and Project Based Learning over the next few years.

Assessment and Reporting

Teachers use a variety of assessment strategies to cater for diverse learning styles, provide feedback to students about how to improve achievement and to assess against the Standards of Australian Curriculum and SACE. We have high expectations of all students in their learning and in demonstrating the breadth of their knowledge, the depth of their understanding and the sophistication of their skills.

Written reports are provided to the families four times throughout the year.

5. Sporting Activities

Knock-out Sports

Students from the school are involved in knock-out sports with other schools throughout the year. The school has been part of the revival of inter-school sport in the zone, with a competition for 6 weeks of a term in school time.

Sports Day

Sports Day was reintroduced in 2012. It is a whole school event that includes athletics and novelty events. Students are grouped into four Houses and there is a healthy inter-house rivalry. The most successful athletes represent the school at the North and North East Carnival and the SASA Carnival.

6. Other Co-Curricular Activities

Advanced Technologies Project (ATP)

ATP, funded by the Defence Materials Organisation (DMO), combines secondary school studies that have a specific focus on high level maths and science with highly technical VET. At FECHS this gives students opportunities to attend tuition at Uni SA, complete the Defence Industry Pathway Program (DIPP) at Regency TAFE and participate in cross-curricular activities at school and courses at the Australian Maritime College in Tasmania. A number of projects in the school are aligned to it, including the Pedal Prix.

Pedal Prix

The Pedal Prix programme has evolved over a number of years. In 2014, 45 students from across year levels are involved. The students are organised into six teams with varied roles. They are a committed and dedicated group of students. The Pedal Prix culminates each year in the 24 hour spectacular at Murray Bridge.

Debating

Debating was introduced in the school in 2013. There are a number of students who are committed to the debating team. With the guidance of key staff, the students have enjoyed considerable success in the inter-school debating competition.

Ice Factor

Ice Factor is a programme for students who are at significant risk of disengaging with schooling. It is an Ice Hockey programme where our students learn to skate in a special four week programme and are then trained to play Ice Hockey each week in a two hour programme. The programme includes life skills, team building, and leadership training. There are a limited number of places on the team, and a selection process is used.

7. Staff (and their welfare)

Staff profile: There is a small turnover of permanent teachers. There a number of staff who are in the early stages of their careers who are supported by more experienced staff.

Leadership structure: In addition to the Executive Team, there are also a number of Curriculum Leaders in the school. Some Curriculum Leaders also have Year Level Management responsibilities. The Curriculum Leadership Team meets each fortnight and is a key decision making group. There are some opportunities for staff to apply for internal leadership positions to build their knowledge, skills, abilities and experience in leadership should they wish to pursue this pathway.

Staff support systems: In recognition of the importance of developing our skills and abilities as teachers and leaders throughout our careers, a considerable budget is devoted to professional learning. Staff are guided through the Performance and Development process to identify their own professional learning needs. This can include taking advantage of formal learning opportunities, such as the Hawker Brownlow Conference, as well as less formal opportunities such as being coached by a peer. Students are dismissed at 2.20pm each Wednesday to allow for staff Professional Learning. SSOs meet together twice per term.

Performance and Development: The current Performance and Development process has been in development since the beginning of 2013. Our practices are currently being codified into Policy by a Working Party. The focus of Performance and Development is for all staff to take an active role in the development of their own goals and targets, and the pursuit of these. The Australian Professional Standards are the foundation of our process.

Access to special staff: As a *Special Interest Music school*, music students have access to Instrumental Music Teachers. There are a significant number visiting the school in any given day.

8. School Facilities

Buildings and grounds:

Over the last few years there has been considerable investment in upgrading the physical environment to create contemporary learning spaces and a welcoming, attractive and comfortable school. This has included:

- Redevelopment of the Resource Centre
- The establishment of a Senior Centre
- The re-design and refurbishment of six science labs
- The upgrading of two kitchens: one as a Commercial Kitchen and the other for Food Processing
- The development of the Trade Training Centre (Automotive and Engineering)
- Re-development of the Front Office
- Landscaping of the whole school

Cooling: The school is air-conditioned with refrigerated air conditioning. Most classrooms have individual units which both heat and cool.

ICT facilities: The school runs a modern Windows Network with a comprehensive Wireless coverage around all areas of the school. It has a Citrix network which puts the school on a Cloud for external access. The Staffroom, Library, Music Centre, and Boardroom are setup with Multimedia Display and Sound for large group presentations. A number of classrooms have either a Projector or an Interactive Whiteboard with audio output, and more are being installed each year, with the aim of having one or the other installed in every classroom. All Curriculum Areas have a trolley of laptops to complement Computer Suites in the school. The school has digital imaging equipment, CAD/CAM software, professional scanner, printers and plotter to cope with the improved output from CAD/CAM and Graphics courses. The network provides internet/intranet access to all rooms. All classroom Administration occurs online in realtime using DayMap. The school aims for teachers to use ICT to make learning exciting through use of online Learning Environments, Electronic Learning Warehouses, eBooks, and Video Steams into classrooms.

Student facilities: The students have access to a school Canteen which has tables and chairs creating a cafeteria style eatery. Senior school students are able to use the Senior Centre during their study lessons. Many areas of the school have shelter and seating.

Access for students and staff with disabilities: The school has an internal lift in the two-storey main building. All other buildings are ground floor only and have ramps for easier access.

9. School Operations

Decision making structures: Staff meet each fortnight to share information and for discussion. Curriculum Leaders attend Curriculum meetings every fortnight. As all Leaders attend this meeting, it is a major forum for discussion and decision making. Faculties meet on Wednesdays. Part of the role of these meetings is as a point of consultation for Curriculum Leaders in decision making processes. The PAC is active in advising the Principal in personnel matters.

Regular publications: The Newsletter is published twice each term and is posted home. The school has a Handbook for staff and a Course Handbook for course counselling and subject selection. The Course Handbook is available on the school's web page, the school network and in print form. The school has an official FaceBook page.

School financial position: School fees are charged at the minimum.

Special funding: There are a number of grants for specific projects.

10. Local Community

General characteristics: The local community is multi-cultural and this is reflected in the school community. The area is one of affordable housing and combines Housing Trust homes as well as private ownership. The Elizabeth area is very well served by parks and large areas of sports playing fields. With the demise of the car manufacturing industry, there is a focus on the attraction and development of sustainable industries, the largest of which is defence.

Parent and community involvement: The Governing Council has a small but active group of parents who support the school.

Feeder schools: The school has over 25 feeder schools with a range of numbers of students from each. We have staff members who visit each of the main feeder schools on a regular basis. There is a comprehensive transition program in place to support students in their movement to high school. This involves a number of visits throughout the year, culminating in a full day visit in Term 4.

Northern Area State Secondary Schools Alliance: Fremont-Elizabeth City High School works collaboratively with 10 other high schools to form the Northern Area State Secondary Schools Alliance (NASSSA). NASSSA has as their mission the improvement of learning outcomes for all students.

Other local care and educational facilities: Regency TAFE (Elizabeth) is within a few kilometres, and other local support agencies are accessible.

Commercial/industrial and shopping facilities: The school is close to a large swimming facility in the Aquadome, the main Elizabeth Shopping Centre, a range of fast food outlets and the Playford Council premises. The Central Districts Oval is located opposite the school on Goodman Road.

Other local facilities: In addition to above other services including medical are located nearby the school. The school is positioned near the centre of the business district of Elizabeth.

Local Government body: Playford Council is the amalgamation of the former Elizabeth and Munno Para Councils.