

# SCHOOL CONTEXT STATEMENT

*Updated: January 2017*

**School Name:** Naracoorte High School

**School Number:** 0786



## School Profile

Naracoorte High School celebrates a history and tradition dating back over 100 years. We pride ourselves on our record of academic success, our sporting involvement, our student wellbeing and our connection with the community. The School comprises two campuses, the main campus situated on Stewart Terrace as well as an Independent Learning Centre situated in the main street of Naracoorte.

Our mission at Naracoorte High School is to promote and deliver an education of excellence in which initiative; creativity, leadership and resiliency are not only valued but also celebrated. A priority for Naracoorte High School is to foster best practice in the areas of teaching and learning. **“All students, All of the Time, Without Exception”** is the core business at the heart of our School.

As a School community, we are committed to ongoing improvement and achievement. We are always seeking to improve the learning experiences of our students, both academically, as well as in the many exciting and unique extra curricula activities we provide.

Our School actively promotes a culture of excellence in all areas. Students are expected to display commitment and respect in all of their dealings and to take personal responsibility for their behaviour.

We promote cooperative working relationships between all members of our community and in doing so have developed many programs that have gained State wide recognition. Whilst we honour the many traditions of the past we are always looking forward to ensure a vibrant 21<sup>st</sup> century learning experience for all students.

## General Information

Principal : Mr Kym Grant  
Deputy Principal : Ms Jeanette Terry  
Postal Address : PO Box 771, Naracoorte 5271  
Location Address : Stewart Terrace, Naracoorte 5271  
District : Limestone Coast  
Distance from GPO : 334 kms  
CPC attached : No

Courier: Naracoorte

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### FTE Enrolment:

	2014	2015	2016	2017
Year 8	78.0	78.0	79.0	
Year 9	97.8	77.5	77.9	
Year 10	73.8	97.0	65.9	
Year 11	79.3	76.7	93.8	
Year 12	73.2	69.1	65.0	
Year 12+				
<b>TOTAL FTE</b>	<b>402.1</b>	<b>398.3</b>	<b>381.6</b>	<b>388</b>
School Card Approvals (Persons)	89.8	84.7	80.2	83.2
NESB Total (Persons)	12.8	15.0	20.0	39.0
Aboriginal FTE Enrolment	20.6	18.0	17.8	17.0

### Special Site Arrangements:

Our site is a member of the ***Tatiara Wrattontully Partnership***: Member sites include:

#### ***Preschool***

Balharrie Memorial Kindergarten  
Carol Murray Children's Centre  
Keith War Memorial Community Centre Kindergarten  
Michelle DeGaris Memorial Kindergarten  
Naracoorte North Kindergarten

#### ***Primary***

Bordertown Primary School  
Frances Primary School  
Mundulla Primary School  
Naracoorte Primary School  
Naracoorte South Primary School  
Padthaway Primary School

#### ***Area Schools***

Keith Area School  
Lucindale Area School

#### ***Secondary***

Naracoorte High School  
Bordertown High School

**Staffing:**

Teachers - 33.7 FTE, SSO - 240 hrs, GSE - 38 hours, 6 Coordinators, one Assistant Principal who manages the Independent Learning Centre and a Student Counsellor.

The School also accesses the service of a Christian Pastoral Support Worker (CPSW), who works with Naracoorte High School's Student Support Team which includes the Counsellor, ACEO, Sub School Coordinators and Youth Worker.

Teaching staff generally teach in two or more curriculum areas.

SSOs work in Administration, Information Technology, Special Education, Library, Science, Grounds Maintenance, Agriculture, Home Economics and Technical Studies.

**Enrolment trends:**

Enrolments have been stable for the past three years with approximately 400 students including Flexible Learning Option (FLO) enrolments who are predominantly undertaking their education at the School's Independent Learning Centre. Current enrolments are 380 owing to a significant number of students moving interstate in the month of February.

**Public transport access:**

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

## **Students (and their welfare)**

**General characteristics:**

Our School operates as Vertical Home Groups Year 8-11 with separate Year 12 Home Groups. School Card Holders comprise 21.4% of the School population. The majority of students are from English speaking backgrounds although an increasing number (10.5%) are designated as EALD students. 4.3 % of our student population is Indigenous.

**Support offered:**

A Student Counsellor, Youth Worker, Christian Pastoral Support Worker, Senior School and Middle School Coordinators are all available to students and parents to discuss issues ranging from subject and career counselling to crisis counselling. Other services include: access to Special Education support, visiting careers/Tertiary Information Officers, visiting Health Nurses and Consultants. In addition:

- The Student Services Team provides planned, proactive and coordinated support for the emotional, physical and spiritual wellbeing of students and families at Naracoorte High School.
- A combined focus on protective strategies, developing resilience and respectful, positive relationships is developed through a variety of programmes.
- Proactive support provided by two Teachers for each Home Group.
- Year level based case management approach to students, with interventions and outcomes documented and reviewed.
- Case management of students is supported by regular Student Review Team meetings with Regional support staff as required.

## **Student Management:**

Student Behaviour Management operates on the belief that all students have a right to learn and all teachers have a right to teach. School should be a safe, caring and orderly environment, and individuals must accept responsibility for their own behaviour. Student Behaviour Management involves the collaboration of staff, students and parents to create a success-oriented learning environment in which all students feel safe and valued. The School has witnessed significant declines in inappropriate behaviour over the past two years. A Withdrawal Room operates during lesson time. Students are also expected to attend a re-entry meeting with their teacher and in some cases their parents. During this time a contract is developed identifying how their behaviour needs to change, and discussions are entered into with the teacher before returning to class. A community service system operates at lunchtimes and after School.

## **Student Government:**

Naracoorte High School highly values the input of its students in shaping the learning experiences of our School.

Students are allocated to one of three Houses. Home Groups are vertically grouped based on Houses i.e. each Home Group comprises Year 8 -11 students of the same House. Each House is served by two Captains and one Vice-Captain who will lead regular House Meetings, plan and lead House Assemblies once a term and organise participation in Inter House Competitions including Sports Day.

House Captains are selected by a representative group from the House based on interview and application.

House Captains automatically become members of the Student Governing Council (SGC) Executive. House Captains together with their elected Councils will have the responsibility to select their School Captains who will oversee of the Student Governing Council Executive. The position of School Captain is only open to Year 12 students.

School Captains are supported by the Principal and a staff member who meet with them weekly or as required to set the Executive agenda. House Captains also meet with the Principal as required.

Each House elects eight representatives for their House Council – two from Years 8, 9, 10 and 11.

House Councils meet fortnightly and provide information to the Student Governing Council Executive, which meet on alternate weeks or as required.

All student leaders undertake regular leadership training sessions over the course of the year.

## **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 Years 10 and 11 students (some on an individual basis). Many students complete VET subjects and School Based Apprenticeships.

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

### **Core Business:**

The core business for Naracoorte High School is teaching and learning in a supportive environment.

Teaching programs in Years 8 to 10 provide learning for all students in 7 of the 8 areas of study. Indonesian is offered to all Year 8 students. Students may continue to pursue their interest in a language through the Open Access College.

A comprehensive range of SACE subjects is offered, with students encouraged to use the flexibility possible to achieve their SACE, including Community Learning and other flexible learning programs.

An Independent Learning Centre was introduced in 2007 to support students who have left School to complete their SACE. This is a separate off site campus with approximately 40 enrolments.

VET is offered in a wide range of areas, some of which are incorporated/embedded in SACE. Access to other courses are available through regional arrangement.

Community Service and Community Volunteering programs enable students to 'give back' to the School and wider community as well as earning House points.

Specific learning needs of students are catered for in the general classroom program with modifications where necessary to enable students to be successful. Additional support is offered through:

- Students are encouraged to participate in a range of extra-curricular extension activities. Free entry is provided to a number of National competitions.
- SSO support for students on NEPs or with low levels of literacy.
- Maintaining SACE options by combining classes and using distance education, mainly through the Open Access College and accessing VET courses offered from other sites/RTO.
- Individual programmes are negotiated including work placements for some Year 9 and 10 students.

## **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.



# Naracoorte High School

## Site Improvement Plan 2017



### Priority

### Targets

### Strategies

#### Developing Powerful Learners

All staff are developing and sharing high yield practices that engage, challenge and intellectually stretch learners with a focus on task transformation /Student Voice.

Agreed improvement strategies for both Numeracy and Literacy are incorporated into all teaching programs

10% improvement in the number of students exceeding PAT M & PAT Rc DECD Standard of Educational Achievement(SEA) in years 8-10

There is a 10% decline in the number of students not meeting SEA in years 8-10

There is a 5% improvement in the number of A and B grades at years 8 - 10

There is a 10% reduction in student suspensions and withdrawals as a result of improved engagement

10% improvement in student learning dispositions yrs. 8-10

10% improvement in the Student Voice audit from 2016

10% improvement in the number of students in higher NAPLAN bands in both Literacy and Numeracy

Maintain 100% SACE completion rate for eligible students

5% improvement in the number of A & B grades at Stage 1 & 2

10% Improvement in the number of year 11 students achieving in mathematics for the year

5% improvement in the Literacy requirement of the SACE

Subject specific literacy tools and practices are used by all teachers across all learning areas to ensure student engagement with assessment tasks

T&D in using PAT data diagnostically to inform teacher practice

Review SBM practices with an emphasis on Restorative Practices

All teaching will focus on common agreed pedagogical strategies and practices with an emphasis on Student Voice

Ongoing T&D in Agreed pedagogies/Task Transformation / Student Voice

Assessment tasks (summative/formative) and practices are transformed as appropriate to promote problem solving, intellectual stretch and differentiation

Senior and Middle School intervention strategies are further refined including "stop light", student mentoring to ensure identified students at risk are supported in real time

The flexibilities of the SACE and subject delivery are further explored and utilised to meet individual needs

#### 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 and teacher growth.

100% of staff are effectively utilising peer and student feedback to inform their practice

100% of staff are engaged in regular self reviews of their student achievement data, which is documented and informs their professional growth and development

All Faculty Areas analyse student achievement data and plan for improvement through ongoing Self Reviews

All staff are engaged in moderation processes within school as well as across the partnership to ensure consistency of expectations and assessment

Feedback is effectively used as a tool for improving pedagogy

Professional Learning Teams are further reviewed to support a culture of ongoing improvement, collaboration and professional growth and align with the Site Improvement Plan

#### Strengthening Community Partnerships

A culture of quality service enabling greater parental and wider community engagement with the school

All staff, parents and students are engaging in the available aspects of Sentral

Opportunities to further utilise community links to enhance student learning and facilitate the implementation of a community volunteering program are explored and implemented including STEM

10% increase in the number of parents who are satisfied with the school and the service it provides

The functionalities of Sentral are explored and refined to further improve communication with parents and the wider community

A Communication and Marketing strategy s developed

A communications protocol outlining teacher expectations in relation to information provided to parents and students is developed and implemented

School Code of Conduct and values are reviewed and refined

Ongoing parent feedback is reguary solicited to further schools improvement agenda

*All Students, All of the Time, Without Exception*



# Naracoorte High School

## Strategic Plan 2016-2018



The Naracoorte High School Strategic Plan provides a map for the school for the next three years. The plan is dynamic. It reflects emerging priorities in the School and the Department of Education and Child Development (DECD) as well as our community. The plan has a focus on improvement and accountability. We are driven by success using quality teaching and leadership through whole site commitments and evidence based approaches ensuring all learners have opportunities to achieve excellence. We place students at the centre of all of our work.

### Our areas of action for 2016 - 2018

#### School Vision

To foster positive dispositions in learning for all students, empowering them to create a successful future for themselves and their community.

To be recognised as the leading Secondary School in the region becoming a community focused centre of educational excellence.

#### Learning and Wellbeing

Foster a collective and vibrant understanding of what quality 21st century learning and teaching looks like which assists students to follow their chosen pathways and satisfy their individual learning needs.

To foster every learner's growth and engagement in Numeracy and Literacy through refining teaching practices that engage, personalise and extend each student's learning.

Foster a pathways approach to student learning that prepares them well to participate resiliently in the world of work and the community.

Develop a process of professional learning that fosters a culture of reflective, innovative practitioners who see their place in and can engage with the broader school context.

Support learning processes to facilitate the development of best practice models of flexible learning throughout the school.

Accentuate extension and acceleration opportunities for all students requiring a challenging learning program.

Foster innovation in the school and support staff that are exploring the boundaries of our school offerings and delivery.

#### Community

Promote partnerships to improve student engagement, learning and our profile within the community.

Establish practices and processes that enable parents in collaboration with staff to shape the educational needs of their children.

#### Operational

Outstanding customer service is a feature of our school.

Accurate, accessible and defined achievement data and information is readily accessible by all staff and parents and is used by the school to facilitate further improvement in individual student achievement and staff development.

Clear and effective policies and procedures are a feature of our school and are regularly reviewed to guide further improvement.

### Our Priorities for 2017

#### High Quality Teaching

##### Our key focus:

All staff are developing and sharing high yield practices that engage, challenge and intellectually stretch learners with a focus on task transformation and Student Voice.

#### Developing powerful learners

##### Our key focus:

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

#### Strengthening community partnerships

##### Our key focus:

culture of quality service enabling greater parental and wider community engagement with the school.



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# Curriculum

## 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.

## Special needs:

Special Education support is provided for students with learning needs. This includes:

- Individual Education Programs (IEP) and specific student learning needs are identified through transition information.
- Support is available to identified students in a specific learning environment, with appropriately trained teaching staff and SSOs.
- Support is available to identified students in classroom and practical learning environments, with appropriately trained teaching staff and SSOs.
- Specific learning needs and necessary modifications are communicated to all relevant staff in hard copy and a database of relevant information is maintained.
- Curriculum modifications are usually in relation to task design and assessment requirements.
- The Student Counsellor and number of teaching and SSO staff assist with Negotiated Education Program (NEP) students.
- Support services are extended to teaching in other contexts (such as VET).
- Modified English and Mathematics classes occur at all Year levels, 8 – 12.

Individual subject teachers have a responsibility to ensure identified students are supported in their classrooms through the provision of engaging and challenging course content. Students with special needs are identified utilising Stoplight and Achievement data. These students are then monitored through ongoing reviews and if no progress is evident a referral to our SWAT (Student Wellbeing and Achievement Team) is made to ascertain the most appropriate support required. In some instances this has resulted in the development of targeted programs which have included:

### Wellbeing programs for our most vulnerable students:

Garden Project  
Primary School LAP Program  
Colour Therapy  
Boxing and Fitness  
Cooking

### Curriculum Subjects offered flexibly:

Maths Pathways (online)  
English  
PLP  
History

## Special Curriculum features:

The School offers an extensive Outdoor Education Programme for Years 8-12. All Year 10 students complete a SACE PLP unit.

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 laptop technology 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 foci, and ensuring that students have access to networks of professionals in the field to support them in their learning.

### Student assessment procedures and reporting:

- Learning and Assessment plans provided to parents via Sentral.
- Assessment tasks and support materials on Sentral and via email.
- Individual assessment results lodged on Sentral.
- Formal reporting – Four written reports per year at each year level.
- Descriptive reporting including – Two per year at Years 8 – 12, Four per year at Year 12.
- **Subject report inclusions** – Subject grade, topics studied, descriptive comment (Terms 1 and 3), behaviour and attitude indicators, lesson attendance data.
- **Home Group report inclusions** – Descriptive comment, behaviour and attitude indicators, extra-curricular activities, School attendance data.
- Reports posted to parents (both sets if necessary).
- Other reporting bodies include VET, Open Access, School of Languages, Instrumental Music and SACE. These reports are also provided to parents, either directly or via the School.
- Parent teacher student conferences held in Term 2 and 4. All teachers from all Year levels are available for parents to discuss their children's progress.
- Ongoing regular feedback provided to parents via email, phone calls, meetings etc.
- Progress reports (Stoplights) undertaken by Year Level Managers at regular intervals to identify students at risk.
- Achievement data analysed by Sub School and Faculty Coordinators every term.

### 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. Each Faculty is supported by teachers with a range of complementary skills and abilities that ensure positive learning outcomes for students. Many staff have enjoyed the lifestyle of the Town and their teaching at the School and have chosen to stay long term. 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.

### Leadership structure:

The School has a Management Team of Principal, Deputy Principal, and seven Coordinators who meet weekly.

### 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. 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 meet in Professional Learning Teams on a fortnightly basis to plan for and reflect on their professional learning and the impact on student learning. This is facilitated by the nominated leader.

The Professional Learning Team meetings also 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 School Counsellor is available for initial consultations with staff. The Employee Assistance Program (EAP) is available for more detailed assistance.

# Incentives, support and award conditions for Staff

## Housing assistance:

Subsidised Government Housing is available for rent.

## 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 facilities, Music suites, Performing Arts/Sports Hall, Art Centre, Technology centre and general classrooms. The Agriculture area is well established with excellent facilities including a vineyard. Computers are integrated across the curriculum and supported by a computing centre containing 83 PC machines and trolleys of laptop computers in specific learning centres, 220 in all. All students have access to a computer. Students in Years 10-12 are supplied with a laptop.

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 applied for and received a Trade Schools grant and has subsequently re-equipped both Tech Studies and Home Economics 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.

**STEM Facility:** A \$2,500,000 grant has been allocated to the School. This facility is currently a work in progress.

### 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 Tablet.

**Access for students and staff with disabilities:**

Although we have two large double story 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
- Inclusive of relevant key stakeholders
- Clearly articulated processes and communication pathways
- Efficiency and appropriate time lines
- Opportunity for review

Key decision making groups include: Staff Meetings, 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 fortnight. Staff and student bulletins via Sentral are used for daily communication.

**Other communication:**

We maintain regular and effective communication with Parents/Caregivers through subject reports, fortnightly 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. The local economy had been based largely on the wool, prime lamb, small seed, and beef industries as well as a wide range of horticultural enterprises. Naracoorte is now the centre of an extensive wine and tourism industry. Naracoorte hosts the 'Taste the Limestone Coast' food and wine festival annually. The Service Clubs and Council have built a



5km Naracoorte Creek Walking Trail. The World Heritage listed Naracoorte Caves and the Wonambi Interpretive Centre are major attractions. The Naracoorte Lucindale District has a population of 8,390 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 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 (Sherpa Kids) is located on site at Naracoorte Primary School. The South East TAFE has a local campus offering a range of courses. UNI 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 Mini Jumbuk (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 pools 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 Wrattenbully, 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 Tourist Information Centre, phone 87601100.

## **Further Comments**

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