



SCHOOL CONTEXT STATEMENT

Updated: 05/19

School number: 1195

School name: Stuart High School

School Profile:

Stuart High School caters for students in years 8-10, including years 8-12 in their Special Education Class, and is a member of the Whyalla Secondary Alliance (this also includes Whyalla High School and Edward John Eyre High School).

In 2022 the Whyalla Secondary Alliance schools will come together as the new Whyalla Secondary School (7-12); a brand new school on a brand new site.

School Mission: We will work together in a safe, caring and enjoyable environment to achieve educational outcomes for all students.

School Values: Pride, Perseverance, Pathways and Possibilities

1. General information

- School Principal name: Ms Sue Burtenshaw
- Deputy Principal's name: Mr Tony White
- Year of opening: 1972
- Postal Address: PO Box 621, Whyalla, SA 5600
- Location Address: Bastyan Crescent, Whyalla Stuart, SA 5608
- DFE Region: Port Augusta 2
- Geographical location: 394 kms from Adelaide
- Telephone number: 08 8649 0400
- Fax Number: 08 8649 3598
- School website address: <https://www.stuarths.sa.edu.au>
- School e-mail address: dl.1195.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

	2015	2016	2017	2018	2019
Year 8	37	41	44	43	51
Year 9	53	27	48	51	46
Year 10	72	42	40	56	43
Other	16	18	19	22	25
Total	178	128	151	172	165
ATSI	44	24	38	36	41
School Card	92	61	81	87	69

- Staffing numbers (as at February census):

	Female	Male	Total
Principal	1		1
Deputy Principal	1		1
Student Wellbeing Leader	1		1
Coordinator – B2 Literacy	-	1	1
Teaching staff (permanent)	5	6	11
Teachng staff (contract)	0	3	3
ASETO (ATSI)	0		0
SSO - class based	5	2	7
SSO - admin	4		4
SSO - library (full time)	1		1
Grounds Person		1	1
Director Alliance	1		1
TOTAL			32

ICAN Case Management through Eyre Futures.

Pastoral Care Worker employed under the Chaplaincy program administered by the Schools Ministry Group. The PCW works the equivalent of 1.5 days per week. This role supports the wellbeing of staff, students and families.

Child Wellbeing Practioners are shared with other DFE sites and families are offered early intervention support via a referral process.

Public transport access: The school is serviced by Des's Transport bus service which includes a special school bus route in the morning and afternoon. Students living at Iron Knob seeking education in Whyalla have access to a bus and Stuart High School is included in the route.

The school has a strong partnership with The Smith Family which is co-located on site.

2. Students (and their welfare)

- General Characteristics:

Students are drawn from a wide range of economic and cultural backgrounds. 69 students are eligible for school card and 41 students are ATSI.

- Student Welbeing Programs:

Students are allocated a care group on enrolment. The care group teacher teaches a structured pastoral care program that operates across the school. Care group teachers for each year level operate as a team. Where possible, care group teachers and their students remain together for the three years over year 8-10. Transition programs (years 7/8 and 10/11) and work and career education are provided.

- Student Support Offered

The Student Wellbeing Team provides individual counselling and group mentoring related to mental and emotional health, as well as liaise with support agencies. Interoception was introduced in 2017 to effectively support students to manage their emotional state and re-focus on their learning. In 2019 there is an SSO employed to work in the wellbeing/interoception space to provide support and run programs for students. Headspace commenced an onsite clinic in term 2 2019.

- Student Positive Behaviour

The Student Behaviour Management Policy is under review. Stuart High School uses Restorative Justice principles, where students are counselled and encouraged to take responsibility for their own actions in line with the school's values of Perseverance, Pride, Pathways and Possibilities

- Student Voice

The Wellbeing Leader is responsible for Student Voice. Students develop school challenges, undertake fundraising for community causes and do surveys to ascertain the wellbeing culture of the school. Student Voice leaders regularly attend and report to the members of the Governing Council.

3. Key School Policies

- Site Improvement Plan – Goals, Targets and Challenge of Practice

1. Literacy - Increase student achievement in writing

- For the cohort enrolled in year 8 in 2019, 18 students will achieve SEA or a C grade or higher in a common moderated year 8 writing task.
- For the cohort enrolled in year 8 in 2019, 22 students will achieve SEA or a C grade or higher in a common moderated year 9 writing task and NAPLAN year 9 writing assessment.
- For the cohort enrolled in year 8 in 2019, 25 students will achieve SEA or a C grade or higher in a common moderated year 10 writing task.

If we prioritise the teaching of writing across all subjects, we will increase the student achievement in writing. Specifically if we agree to teach the genres relevant to our curriculum, with a focus on sentence construction and building vocabulary, we will develop

students' increased ability to use a balanced knowledge related to the topic and purpose for writing.

2. Literacy – Increase student achievement in reading

- For the cohort enrolled in year 8 in 2019, 18 students will achieve SEA or a C grade or higher in common year 8 reading (comprehension) tasks.
- For the cohort enrolled in year 8 in 2019, 22 students will achieve SEA or a C grade or higher in a common moderated year 9 reading task and NAPLAN year 9 reading assessment.
- For the cohort enrolled in year 8 in 2019, 25 students will achieve SEA or a C grade or higher in common year 10 reading / grammar based tasks.

If we prioritise the teaching so reading across all subjects occurs, we will increase student achievement in understanding/interpreting more complex language, eg author's use of figurative language/identifying an argument/implied meaning
Understanding/identifying correct sentence construction, parts of speech correctly and punctuation, building vocabulary (particularly adverbs and adjectives)

3. Numeracy – Increase student achievement in numeracy

- For the cohort enrolled in year 8 in 2019, 18 students will achieve SEA or a C grade or higher in a common moderated year 8 numeracy task.
- For the cohort enrolled in year 8 in 2019, 22 students will achieve SEA or a C grade or higher in a common moderated year 9 numeracy task and NAPLAN year 9 numeracy assessment.
- For the cohort enrolled in year 8 in 2019, 25 students will achieve SEA or a C grade or higher in common moderated year 10 numeracy tasks.

If we prioritise the teaching of specific skills in numeracy we will increase students' achievement in predicting, inferencing, using decimalisation in a complex way, problem solving (multiplication and division, ratios etc), understanding simple geometry and how to manipulate. Solving simple decimal problems minus technology.
All students should be able to develop the skills of automaticity.

4. Curriculum

- Subject offerings:

School finishes at 2.25 pm on a Monday to allow for staff professional development. On the other days school finishes at 3.15 pm which allows for the required 1600 minutes of instruction time.

All students study Mathematics, English and Science for a full year, History and Social Science (HASS) and Health/Physical Education for a semester each. Students in each year level choose another four semester units from a range of subjects including Music, Art, Drama, Technology and Food & Nutrition. In Year 10 there is a compulsory semester of Work Education. Year 10s also undertake the Personal Learning Plan (the PLP). Students will complete this in year 10 and will also gain credit towards their Future SACE.

Stuart High School promotes and supports a range of Enterprise Projects that are embedded across the curriculum. All faculties have some special features that are designed to maximise student participation and engagement.

Notable projects include:

- A modern Aquaculture and Horticulture facility.
- Outdoor Education

Joint programmes:

- *SAASTA (Alliance)*
- *Clontarf (term 2, 2019, with Whyalla Stuart Primary Campus)*
- *GFG Pilot Program*

5. Sporting Activities

The school is committed to interschool sports as a means of allowing students to pursue their interests and skills in this area. Students have experienced considerable success in a range of sports.

6. Other Co-Curricular Activities

Students are encouraged to participate in a range of co-curricular activities which include camps, excursions, public speaking activities, clubs, fundraising and community service activities. We also encourage and support students to pursue individual strengths, interests and endeavours.

Students have access to a range of competitions and state-wide talent development programs that evolve year to year.

Other activities are offered during lunchtime, often organised by students themselves with the support of staff. The library is open at lunch for student use.

7. Staff (and their welfare)

- Staff support systems

Professional Development aligned to the Site Improvement Plan.

- Performance Management

New DFE Performance Development Policy implemented.

8. Incentives, Support and Award Conditions for Staff

- Complexity and isolation placement points

Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

- Incentives

This site draws the full benefit of the Country Incentive Scheme (2002) and is classified as a Category 2 School.

- Housing assistance

Teachers residing in country locations more than 40kms from their 'home' are eligible for 'Government housing'. The rental at Whyalla is subsidised by 15% against the market rates.

Teachers moving to the country have the right to access government housing through Real Estate Management (REM). If there is no housing available, REM will find private rental, enter into a lease agreement and the teacher will receive the subsidy

- Locality allowances

9. School Facilities

- Buildings and grounds

Landscaping of front of school, Bemrose and Quad.

- Specialist facilities and equipment

The school has a gymnasium and specialist Technology, Aboriginal Education, Science, Art, Music, Home Economics, Aquaculture/Horticulture areas and Clontarf room.

- Student facilities

Student Wellbeing Area/Smith Family/Headspace

- Access for students and staff with disabilities

Facilities for the disabled including a wheelchair lift are provided.

10. School Operations

- Regular publications

Newsletter, Facebook posts.

- Other communication

Website under construction

11. Local Community

- General characteristics

Situated on the western shore of the upper Spencer Gulf, Whyalla is approximately 394km northwest of Adelaide by road, and less than an hour by air. The area was originally inhabited by the Barngala people but has since been home to many Aboriginal people from around Australia. Whyalla is a place where respect of traditional Cultures is strong.

The Whyalla community supports education through work experience programs and school-based apprenticeship opportunities.

- TAFE and UniSA Campuses.
- Facilities include a Health and Leisure Centre, Middleback Arts Centre and a thriving theatrical, art and craft community. A very wide range of sports are available. Other facilities include a hospital and a public library.
- Whyalla is well-known for its excellent fishing and boating.
- The major employer in town is GFG Alliance. The other employers include the Health Department, Education and Police Departments, SANTOS, mining companies and small businesses.

Further information about Whyalla can be obtained from the Whyalla City Council website at <http://www.whyalla.sa.gov.au/page.aspx>