

SCHOOL CONTEXT STATEMENT

Updated: 18/09/08

School number: 0776

School name: Glossop High School

1. General information

Part A

Schoolname	: GLOSSOP HIGH SCHOOL	Courier	: Riverland R27/7
School No.	: 0776		
Principal	: Mr Bevin Brooks		
Postal Address	: Old Sturt Highway, Glossop 5344		Senior Campus Kay Avenue Berri
5343			
Location Address	: Old Sturt Highway, Glossop 5344		Senior Campus Kay Avenue Berri
5343			
District	: Riverland		
Distance from GPO	: 226 kms	Phone No.	: 08 85832004
CPC attached	: NO	Fax No.	: 08 85832014

FTE Enrolment	2005	2006	2007	2008
Year 8	144	154	143	129
Year 9	154	138	142	149
Year 10	125	159	135	129
Year 11	137	112	144	125
Year 12	90	109	91	97
Total	650	672	655	630
Male FTE	327	319	311	291
Female FTE	323	353	344	339

Note: 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.

Part B

- Deputy Principals
Mrs. Jan Sutherland (Middle Campus)
Mr. N. McPherson (Senior Campus)
- **Staffing Numbers**

Staff Profile

Position	Male	Female	Total
School Service Officers	7	11	18
Teachers	17	17	34
Key Teachers	0	1	1
Coordinator	6	7	13
Assistant Principal	1	0	1
Deputy Principal	1	1	2
Principal	1	0	1

- **OHSC**
Not provided.
- **Enrolment trends**
Due to economic down turn (drought) we expect our enrolment to settle between 630 and 650.
- **Special arrangements**
As indicated above the school is now located on two campuses.
The Middle School Campus on the original site at Glossop is comprised of around 440 Year 8-10 students who are subdivided into four Subschoools. A current review may reduce this to two Subschoools. The Redevelopment Project (previously mentioned) has provided four distinct subschool teaching areas – each consists of a laboratory and three general classrooms. One of these laboratories has been converted into a third computing room. This will further support the "small learning community" ethos that is central to our middle-schooling program.
The Senior Campus of about 260 Year 11-12+ students, which is located immediately adjacent to the Murray Institute of TAFE (Berri Campus), some 10kms from the original site has begun to develop a close and productive liaison with that Institute and it is hoped that this will be extended much more in years to come. A feature of this initiative is the introduction of a range of VET courses which it is intended to extend as widely as possible across all curriculum areas. For several years, the school has developed an emphasis on Environmental Education with a special connection to the Murray River and its adjoining wetlands. This work has been recognised within and beyond the state – and internationally.
- **Year of opening: 1941**

- **Public transport access**

There is no public transport system in the region. However, all students who live more than 5kms from the school are entitled to access school buses to get to and from school. Many others, who live within this radius are also able to travel on these buses.

2. Students (and their welfare)

- **General characteristics**

The school has a multicultural population with approximately 15 nationalities represented. There are 111 students of NESB and 36 of Aboriginal descent.

- **(Pastoral) Care programs**

These are conducted for all Year 8-10 students who meet with their class teacher each day. All teaching staff have a home group which has kept numbers to about 15 per group. Regular contact with home is a high priority.

- **Support offered**

Includes career and course counselling, general student counselling and peer support. The latter program operates for the first semester of each year - volunteer Year 10 students (who are provided with formal training) work with each Year 8 class group to help them to settle into high school.

The peer support programme gives the Year 10 students 1 SACE stage 1 unit.

- **Student management**

The school's Student Behaviour Management procedures closely match DECS policy. The policy is based upon the theory and practice of Bill Rogers and the school provides T & D for all new staff on these methods.

A withdrawal Room operates – staffed by teachers on a voluntary basis.

- **Student government**

This is strong and active. The middle school campus is served by an SRC (Student Representative Council) and the Senior Campus by elected Prefect body (Year 12) and by the SRC (Year 11).

3. Key School Policies

SEEK TRUTH WITHOUT FEAR

Our Vision:

We want our students to come to this school and be what they can.

Our Mission:

We aim to provide the best possible care and educational service.

Our Principles:

- ❖ Our work is underpinned by the following principles:
- ❖ We continue to improve as a dynamic and responsive learning community.
- ❖ Equity and access.
- ❖ Accountability.
- ❖ Community partnerships continue to be valued and developed .

Our Values:

- ❖ Respect.
- ❖ Truth and Honesty.
- ❖ Individuality and Self-worth.
- ❖ Responsibility.

Student Services:

- ❖ Continue to provide a high quality counselling service.
- ❖ Christain Pastoral Support Worker.
- ❖ Case management approach to resolving student issues.
- ❖ Focus on improving outcomes for targetted groups including - special education, aboriginal education and disengaged students

We try to achieve our objectives through policies and practices designed to ensure that we have a caring and harassment - free environment for all students and staff. We place a strong emphasis on a student centred approach to Teaching and Learning, and offer a broad and balanced curriculum to meet the needs of all students. A range of opportunities is provided to enable students and parents to be genuinely involved in decision making and school development planning.

Middle Schooling

- ❖ Continued implementation of the SACSA framework .
- ❖ Student Engagement.
- ❖ Continued focus on teacher learning.
- ❖ Continued implementation of the Futures Connect strategy.

Senior Secondary Education

- ❖ Implementation of the Riverland Trade School Of The Future hub at senior campus.
- ❖ Preparation and implementation of FutureSACE.
- ❖ Continued focus on teacher learning.
- ❖ Continued focus on developing flexible learning options for students.
- ❖ Continued focus on academic excellence.

ICT

- ❖ Continue to develop facilities and resources.
- ❖ Continued focus on teacher learning.
- ❖ Create learning networks for students and teachers.

School Promotion

- ❖ Welcome people to the school.
- ❖ Involve community with our school.
- ❖ Inform our community about school achievements.
- ❖ Consult with our community.

4. Curriculum

• **Subject offerings**

The school offers a comprehensive curriculum package which includes a range of subjects under each of the Learning Areas – Mathematics, English, Science, Design and Technology, Studies of Society and Environment, The ARTS, Health and Physical Education and L.O.T.E. (Japanese, Greek, Ngarrindjeri and Spanish).

Provision for Special Needs – a qualified ESL teacher is on staff and is available to assist students. The school has formed a Learning Support Group for students identified as having specific learning difficulties. We have an Aboriginal Educational Teacher, an Aboriginal Education Worker and 2 school Service Officers who, work with ESL and NEP students. We have an 'unofficial' special education class.

• **Special curriculum features**

In 2004 Glossop became a Phase III Learning to Learn school. Our main foci include Authentic Assessment and Integrated Learning (Middle School). In 2005 our trial group is 16 Year 9/10 boys who have a history of non-engagement in their learning. We are currently investigating the introduction of the EPP (Engineering Pathways Programme).

• **Teaching methodology**

The school has a major focus on the development of a student centred approach to all teaching and student behaviour management. In 1994 a Pilot Junior Secondary Subschool was successfully trialled and from 1995, the school has been internally reorganised into one Senior Sub School and four Junior Sub Schools, in order to develop more cohesive and smaller learning communities.

At the beginning of Term 4, 1998, Senior School students moved to the new Senior Campus (located adjacent to the TAFE College in Berri). Some teachers exclusively in the Senior Subschool and others in Years 8-10. In the Middle School, Subschool staff teams are important groups. They work closely together and meet regularly. From the beginning of 2002, a more congruent daily structure has allowed some teachers to work in both campuses – on a voluntary basis. From the beginning of 2005, the Middle School will operate with **two** subschools.

- **Assessment procedures and reporting**
School policy requires continuous assessment in all subject areas, using authentic assessment processes. A comprehensive reporting system is in operation. It includes the use of diary notes, written (computer based) reports at the end of each term. Parent/Teacher interview evenings are conducted twice per year.
- **Joint programmes**
A School - TAFE co-operative program provides access to an IVEC certificate for a group of year 12 students, and further Vocational Education 'Pathway' courses.

5. Sporting Activities

Glossop has a longstanding record of success in Sports and other activities, including camps and excursions, public speaking and debating. A school exchange with Mt Gambier High School has been a highlight of the school calendar for the past 60 years and all involved look forward eagerly to it every year.

6. Other Co-Curricular Activities

- **General**
The Annual Continental which occurs in Term 1 of each year, involves many staff, students, ex students, parents and members of the local community. It culminates in a Gala Night which raises about \$30,000 for the school.

7. Staff (and their welfare)

- **Staff profile**
The staff group is reasonably stable with 17 of the total of 49 having been at the school for at least fifteen years. There is a growing group of recently appointed teachers who balance this experience very well.
- **Leadership structure**
The leadership structure reflects the dual campus nature of the school and consists of Principal (of both campuses) Deputy Principal (Senior Campus), Deputy Principal (Middle School Campus), Assistant Principal (Middle School Campus), and 11 Coordinators – 5 in the Senior Campus and 6 in the Middle School.
- **Staff support systems**
All staff are involved in the school Performance Management programme in which regular meetings are held on a 1-1 basis. There are eleven AST's who offer expert advice on teaching methodologies.
- **Staff utilisation policies**
TIER 1 salary is augmented by TIER 2 in order to staff a Learning Support class for students identified as having special learning difficulties. [Several have NEP's]. SSO's are used to support these students, and also to assist Aboriginal students.

- **Access to special staff**

A group of 3 Instrumental Music Teachers is currently based in the district and these teachers provide special assistance to those students who qualify for and request it.

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

The following additional entitlements are available to some or all of the staff appointed to the school.

- ❖ Complexity placement points
- ❖ Isolation placement points
- ❖ Housing assistance
- ❖ Cooling for school buildings – refer to School Facilities section below.
- ❖ Country Incentive Scheme (operates from first year of appointment).
- ❖ Additional increment allowance
- ❖ Medical and dental treatment expenses
- ❖ Relocation assistance
- ❖ Mobile Phones for administration staff

9. **School Facilities**

- **Buildings and grounds**

The school buildings have been upgraded by the dual campus redevelopment project. The facilities are first class. Grounds developments are the responsibility of the school community and are being constantly improved. In 2001, the new canteen at the Middle School Campus was officially opened.

- **Specialist facilities**

The school has a Gymnasium on its Middle School Campus. A key facet of the move of the Senior Campus to Berri is its co-location with TAFE - and the introduction of a tripartite Joint Use Library formed by combination of School, TAFE and Berri Community Libraries. Both campuses of the 'new' school are to be equipped with the latest Information Technology options, including Administration and Curriculum Networks and access to the Internet (in all classrooms). A multi-purpose court at the senior campus was constructed in 2004.

- **Student facilities**

There is a new Canteen on each campus.

- **Staff facilities**

The Redevelopment project has provided excellent staff work areas as well as whole school access to I.T. (*see above*).

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

Disability access is also being provided by the project.

- **Access to bus transport**

The school has a two minibuses and there are five (yellow) Departmental School buses based at the school each day. All are available for excursions etc.

10. School Operations

- **Decision making structures**

These include PAC, Subschool Leaders, Senior Staff, 4 Developmental Committees, General Staff and Governing Council, which also operates five Subcommittees (Grounds, Finance, Uniform, Promotions/Fundraising and Canteen). Decision-making is at all times consultative.

- **Regular publications**

The School newsletter is issued to all families each fortnight.

The newsletter is also available through e-mail and our website www.schools.ash.org.au/glossop. Comprehensive curriculum information booklets are circulated each year as are the Glossop High School Information booklet (for parents), a Staff Handbook, and the School Magazine.

- **Other communication**

The school enjoys good relations with local media (both print and television) and regularly receives publicity through these channels.

- **School financial position**

The school is not a 'rich' school. As a matter of policy, each year's revenue is expended on providing the best possible educational opportunities for that year's students.

11. Local Community

- **General characteristics**

Glossop is a large co-educational secondary school which is situated on the Sturt Highway some 225kms from Adelaide. The township of Glossop is midway between Berri and Barmera and the school services these towns and their surrounding districts where there are eight Government and three non-Government feeder primary schools. The region is comprised mainly of closely settled vine and fruit blocks. Virtually all of the students travel to school by bus.

- **Parent and community involvement**

The Glossop High School community greatly values and strongly supports its school. This traditional support has been developed over the past 50+ years and is typified by the outstanding level of participation in and financial support given to the Annual Continental. In this exciting gala day some thousands of students, parents, ex-students, staff and friends of Glossop continue each year to raise about \$40,000 for the school (\$42,000 in 2006). Quite apart from the financial benefits achieved, this is a wonderful example of school community spirit which is valued by all concerned. There is also a high level of parent interest in the organisation and development of the school. Parents serve willingly on Governing Council, Finance Committee, Grounds Committee, Promotion committee, Uniform Committee and Canteen committee

- **Feeder schools**
There are eleven feeder Primary Schools - eight Government, two parish Catholic and one Christian Primary School.
- **Commercial/industrial and shopping facilities**
A wide range of facilities is available in Berri (pop 7,000⁺) and Barmera (pop 4,000) which are each 7kms from the original (now middle school campus) site. Further (similar) facilities are available in other Riverland towns which are of a similar size and are available between 20-45kms away.
- Availability of staff housing
Housing is available through OGEH.
- Local Government body
The local Government body is the Berri-Barmera Council - phone No 8582 1922.

12. Further Comments

Glossop High School enjoys a proud record in its community. It is strongly supported and much valued by many of the local residents - a large majority of whom are ex students of the school. Many other ex students have moved further afield and established themselves in the wider world of commerce, industry or sports. The school is located in The Riverland - where high quality recreational facilities, a range of cultural and arts groups, and the availability of the Murray River (for water sports) being factors which contribute to the region's reputation as a very attractive place to live and teach. The fact that 17 of the current staff have chosen to remain at the school for more than fifteen years is an indicator of the enjoyment and satisfaction they have derived from living and teaching in this region. They (and many others who have thoroughly enjoyed their time at Glossop before moving on) would highly recommend it as a great place to work.

SCHOOL HISTORY

Glossop High School opened in 1941 and over the ensuing 67 years has become a valued part of its local community. A partial redevelopment occurred in 1974 and the school has completed the final stages of a major upgrade project that was initially approved by Government in 1993 and began in 1997. A new Senior Campus was completed mid 1998 and Years 11 and 12 students moved into these fine facilities from the beginning of Term 4 of that year. (See special arrangements for more information about the dual campus nature of the school). Work on Stage 2 – to renovate the Middle School facilities - began mid 1999 and was completed mid 2000.