

SCHOOL CONTEXT STATEMENT 2018



School number: 0814

School name: Le Fevre High School

I. General information

Part A

Schoolname	: LE FEVRE HIGH SCHOOL	Courier	: Western Adelaide
School No.	: 0814		
Principal	: Mr Rob Shepherd		
Postal Address	: 90 Hart Street, Semaphore South 5019		
Location Address	: 90 Hart Street, Semaphore South 5019		
Region	: Western Adelaide		
Distance from GPO	: 16 kms	Phone No.	: 08 84497004
CPC attached	: NO	Fax No.	: 08 84491220
District Special Class	: YES		



Government of South Australia

Department for Education and
Child Development

		2013	2014	2015	2017
February FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.				
	Reception				
	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				
	Year 6				
	Year 7				
Secondary	Special, N.A.P. Ungraded etc.	12	12	12	12
	Year 8	101	102	94	123
	Year 9	122	103	96	120
	Year 10	138	99	102	97
	Year 11	132	162	130	105
	Year 12	121	132	108	95
	Year 12 plus	7	4	5	5
	FLO	25	27	45	67
TOTAL		642	614	547	624
School Card Approvals (Persons)			244	267	213
NESB Total (Persons)			95	115	
Aboriginal FTE Enrolment			122	121	94

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.

Demographics as at 30 June 2015:

Demographic characteristic	Percentage
School Card	39%
ATSI	18%
NESB (at least 1 parent born in a predominantly NES country)	21%
Students with a disability	13%
ESL	18%

Part B

- Assistant Principal's names
Mr Craig Bailey, Mr Troy Barker, Mr Dylan Muzyka
- Senior Leader's names names
Ms Sarah Craddock, Ms Rachel McLaine
- School e-mail address
DL.0814_info@schools.sa.edu.au
- Staffing numbers
78 (including part time staff)
- Enrolment trends
Steady at present. From 2007 to 2013 there was a steady increase up from 450 students (As at January 2015 there are approximately 600 students enrolled) Year 8 enrolment for 2017 and 2018 are significantly higher than over recent years
- Special arrangements
 - **Digital Media Pathways Program**
 - **Federation of Schools partnerships for Senior Secondary Curriculum Offerings**
 - **High Achievers Class commenced in year 8 in 2009 now in years 8-10**
 - **IES approved (International Education Services) for full fee paying International students**
 - **Indonesian Sister School visiting programs**
 - **International Baccalaureate 'World School' Middle Years Program. Western Adelaide Trade School for the Future (Le Fevre High School lead school**
 - **International Community in Service and Challenge Program**
 - **Kurna Language program for Indigenous students and Community members**
 - **Le Fevre Peninsula Schools Partnership**
 - **Maritime and general Engineering Pathways Program**
 - **Maritime School of South Australia program**
 - **Provides International consultancies to Indonesian educators on a regular basis**
 - **Regional Special Class commenced 2009**
 - **SAASTA (South Australian Aboriginal Sports Training Academy)**
 - **STEM/Advanced Technology Industries programs**
 - **Specialist Soccer Academy**
 - **Specialist Interdisciplinary Kayaking program**

- Year of opening
1910 (Gazetted as a District High School on 26 January 1910)
- Public transport access
Easy access – Bus outside school on Hart Street, Ethelton Train Station is approximately 10-minute walk.

2. Students (and their welfare)

- General characteristics
Le Fevre High School has a long and proud tradition at Semaphore, dating back to 1910 when the Le Fevre Peninsula's District High School opened as an extension to the Le Fevre Peninsula's Primary School which opened in the 1870s... It is now a comprehensive, co-educational, internationally accredited school, with students from Year 8 to Year 13.
Students engage in the range of learning programs offered. There are opportunities for personal and social development, leadership skills and many extra curricula activities. This is provided in an environment that values inclusivity, flexibility and differentiation of the curriculum.
- (Pastoral) care programs
All students attending Le Fevre High School are involved in a Care Group.
Every member of staff has a care group (approx 12 – 14 students). Each care group teacher remains with the same group of students throughout secondary years where possible. There is 1 x 10 minute care sessions per day, and 1 x 100 minute session per week. We aim to develop strong relationships between students, parents and staff. The care group teacher undertakes all communication with parents.

All students and their parents / caregivers, in partnership with the care group teacher, are counselled in term 3 of each year regarding the next year's course of study.
- Support offered
Le Fevre High School is committed in providing a coordinated, comprehensive and integrated student service focusing on the learning achievement and well being of our students.
There is an integrated Focus on Learning program which includes homework programs and scheduled meetings between staff, parents and students to monitor and customise student study pathways and achievement.

The Student Wellbeing Team

- Identifies students – NEP, SHIP, STAR, EALD, ATSI
- Refers students to other agencies/programs
- Ensures that all support work for identified students is prioritised, coordinated and monitored
- Supports teachers to identify aspects of classroom management, methodology, course content which maximises the learning outcomes of identified students
- Ensures that all staff are informed and appropriate staff are collaborating in support work
- Involves case management

Student Wellbeing Team meets regularly to further develop student support structures and practices.

Membership of the LFHS Student Wellbeing Team includes:

Assistant Principals, Principal, Student Counsellors, Aboriginal Education Teacher, Aboriginal Education Worker, Transition and Vocational Education Coordinator, Special Education Coordinator and support staff, Flexible Programs support staff, Teacher Mentor/s, SACE Coordinator and the Course Counselling Coordinator.

A student voice/leadership program has been operating successfully. These students are trained as leaders and provide support to the Year 8 students, especially during the first semester. Students receive SACE credit for their involvement.

In addition a group of six Year 12 students are appointed by the school as School Ambassadors to represent the school at official functions and to accompany the Principal to various official programs.

The Aboriginal Education Team consisting of two AETs, two AECOs, Indigenous staff members, the Principal, Indigenous Film maker and tutors actively support and promote Aboriginal culture across the school. An indigenous new media centre supports the teaching of innovative programs including Kurna language programs and utilises cutting edge technology incorporating multimedia digital applications.

- Student management

The School has a comprehensive and consistent approach to managing student behaviour successfully. Year Level Coordinators, working collaboratively with care group teachers, support students, parents and staff at each year level. Together they are key personnel in monitoring the implementation of our behaviour policy.

A code of conduct has been developed and is negotiated with students upon their enrolment.

The basis of this policy is that students have the right to learn and teachers have the right to teach. Responsible behaviours and self discipline develop as a partnership in a successful and challenging learning environment based upon mutual trust and respect.

Our anti-harassment policy is both consistent and adhered to strictly. All students are inducted into the policy and given strategies to enable them to address issues successfully. The successful management of harassment is an important element of our school's behaviour code.

The school recognises student academic achievement through assemblies and Certificates of Merit each semester and we also recognise positive citizenship amongst our students each semester.

- Student governance

The school has a Student Voice group. It is valued in decision making processes and has specific membership on the Governing Council. The Student Voice has many opportunities to meet, plan and complete tasks set.

The Student Voice is usually elected in Term 4 and completes its tenure the following year at the end of Term 3. This maximises the opportunities for Year 12 students without interfering dramatically with their studies.

- Special programs

Vocational Education and Training Pathways have been integrated and are a sustainable feature of our Senior School. Students are provided with opportunities to achieve full certification and/or substantial progression towards a VET certificate, which is linked to a training package with the SACE.

The following VET pathways are offered:

Information Technology

Multimedia (Certificate II)

Maritime Engineering (Certificate I, II)

Family Well-Being (Certificate II)

Sport and Recreation in SAASTA Program (Cert II)

As well as these programs listed above, we have an increasing number of students undertaking part time VET Programs outside the school including School-Based Traineeships and Apprenticeships and certificates in a variety of industry areas conducted by registered training organisations.

3. Key School Policies

The strategic plan guides all planning and the use of resources and determines the Site Learning Plan. School policies including an overarching decision making policy

are reviewed regularly and involve consultation processes. Students and parents are regularly consulted and informed of relevant policies. Students are provided with a guide to key school policies and procedures when they enrol.

Vision

Le Fevre High School is an innovative, dynamic learning community, committed to quality teaching and learning and to success for all.

Le Fevre High School provides, world class learning opportunities in an environment that values achievement of personal bests, well-being and respect for all.

Our Purpose Statement:

Le Fevre High School's purpose incorporates key elements of the International Baccalaureate Organisation Mission statement (IBO):

to provide quality education in a contemporary and caring environment in which students are challenged to develop their knowledge, skills and values allowing them to be successful, active citizens in the local and global society.

Le Fevre High students will have a set of graduate qualities relating to:

Personal skills

Behaviour and attitudes

Learning capabilities

Well being

These qualities underpin the learning culture of the school

Our shared values are:

Care

Commitment

Co-operation

Respect

As we achieve together.

The 3 strategic directions/priorities of our school are:

- Relationships for quality learning
- Teaching and curriculum initiatives for quality learning
- Resources for quality learning

- We believe that effective relationships between parents, teachers and students are fundamental to student success
- Each student is an individual with different needs, talents and aspirations that require a safe, non-judgemental and caring environment in which to develop
- For student success it is essential that diversity is acknowledged, respected and celebrated
- The community values a learning environment where skills and talents are celebrated, where staff act firmly, fairly and consistently and there is communication and partnership between students, parents and teachers
- The school is accountable and is committed to accountability processes and to develop best practice principles

As a community of learners these values and principles will underpin how we operate and will determine the strategies we use to achieve our goals.

- Recent key outcomes

The school has focused on achieving successful outcomes for our students through curriculum reform, using the ACARA curriculum framework and the IBMYP planning processes, introduction of round table assessment procedures as part of the personal learning plan development, and the development of an ICT strategic plan.

High level of SACE completion for Indigenous students

Our attendance rate for 2016 was 87.9%. We continue to improve our school processes in monitoring non-attendance at school and have significantly decreased the number of unexplained absences through the use of live data available via DAYMAP.

Facilities upgrades to improve curriculum delivery including a new languages centre opening in 2017, STEM works upgrade to occur in 2017/2018, new resource centre, redeveloped performing arts centre, new gymnasium, new media arts centre, Trade Training Centre, redeveloped ICT facilities as part of the Western Adelaide Trade School for the Future lead school establishment at Le Fevre High School.

4. Curriculum

- Subject offerings

The LFHS curriculum covers thoroughly the 8 areas of study across the Years 8 to Year 10 using the IBMYP framework which has intrinsic value to middle schooling students as well as to the curriculum pattern and study habits expected of a senior student undertaking SACE studies. The language provided at the school through to Stage 2 is Indonesian. As a part of our commitment to the principle of international mindedness of the International Baccalaureate Middle Years program students in the years 8 to 10 compulsorily study a second language. For most students this is Indonesian for a smaller number it is Kaurna.

In the senior years we offer courses in Stage 1 and 2 of the SACE and there are many opportunities for Vocational Education and Training credit for SACE studies and for credit to be gained for extra-curricular activities.

The School's strategic alliances include the Maritime College of Australia (an Institute of the University of Tasmania), Defence Teaming Australia, Australian Submarine Corporation, ETSA, Regency TAFE, Business SA, University of SA, University of Adelaide, Flinders University, North West Business Enterprise Centre, Western Futures, SA Business Council, the Asia Education Foundation and Sister School Sekolah Pilar Indonesia and the City of Port Adelaide Enfield Council.

We have strong links with local and national business and industry involving a variety of vocational programs which include work placements, with providers including Adelaide Brighton Cement, Next Byte, Engineering Software Solutions, Email, Port Adelaide Training and Development Centre, The Australian Maritime and Fisheries Academy and the Australian Maritime College, Launceston, Australian Submarine Corporation and Port Adelaide Magpies Football Club.

Open Access

In special cases a student may study a subject through the Open Access College.

- Special needs

A range of learning programs are in place to support students with specific learning needs. These range from tutorials in literacy and numeracy, additional support in classrooms, vertically grouping SHIP students, a high achievers group, Aboriginal Education Teacher and Aboriginal Education Worker support and homework centre, EALD support for students from non-English speaking backgrounds. The Student Counsellor coordinates program support for students with special needs. In addition a district special class has operated on campus from 2009.

- Special curriculum features

Curriculum Innovations

- *International Baccalaureate Middle Years Program World School*
- IPPs: Maritime Engineering, STEM Focus and partnership with Uni SA (Science, Technology, Engineering and Mathematics)
- Creative Industries, Cert Sport and Recreation
- High Achievers programs
- Focus on learning program
- Robotics and New Media
- Indigenous Languages
- Vocational and Education Training expansion
- Career Pathway program

Special Features

- Aboriginal Education – Reconciliation Week
- Active 8
- Australian Business Council Network
- Camps and Excursions
- Dance Festivals
- Elite Sports; Ice Hockey, Soccer Academy, SAASTA
- End of year short courses
- Flexi Centre
- Harmony Day
- High Achievers classes 8-10
- Indonesian Sister School stay program
- Languages – Indonesian and Kaurna
- Mentoring Program
- Participation Games
- SAASTA program
- Safe Schools program
- School Arts Productions
- Ski Trip
- Specialist Soccer Academy
- Specialist Interdisciplinary Kayaking Program
- Student Leadership, Mind Matters
- Transition Programs – year 7 to 8 and year 11 to 12
- VET Pathways – Maritime Engineering, Multimedia, Information Technology, Family Well-Being, Sport and Recreation
- Year 12 Formal and Graduation
- Youth Opportunities Program
- Teaching methodology

The methodologies of teachers are as varied as are the needs of students to maximise their opportunities to be successful.

Staff members are encouraged to attend relevant professional development programs that will improve the quality of teaching and learning practices for students. We have begun a whole of staff partnership with Quality Learning Australia focussing on school improvement strategies and quality learning approaches for teaching and learning. In addition we use diagnostic tools from the DIAF to assist in our self review processes which have a strong focus on quality learning practices.

- Assessment procedures and reporting
- Four formal report times occur annually and staff, students and parents often meet between these times to discuss specific issues.

At the end of Terms 1 and 3 Parent Teacher Evenings are held.

Interim reports are issued mid Term 1.

All school reporting systems are digital and student achievement analysed.

- **Joint programs**

We have established a partnership with some of the schools in the region to provide for senior secondary curriculum. We have shared the delivery of Mathematics Specialist, Chemistry, Physics, Physical Education, Modern History and English Studies.

Our school is also working collaboratively with all secondary schools as a part of the WASSN (Western Adelaide Secondary Schools Network) to deliver quality programs in vocational education.

We work collaboratively with primary and secondary teachers in the Peninsula Schools Cluster (Alberton Primary, Le Fevre Peninsula Primary, Largs Bay Schools, North Haven Schools, and Ocean View College).

5. Sporting Activities

Le Fevre has a strong and long history of success in sport. Indeed, it has excelled in most sports during the past 20 years. The school participates in soccer, netball, cricket, basketball, tennis soccer and rugby. We are a special interest soccer school.

We participate in statewide knockout and Zone weekly competitions. We have lunchtime sporting practices and competitions.

6. Other Co-Curricular Activities

- **General**

A School Production is generally presented to the community bi-annually. This production brings together the combined talents of students studying The Arts. This is a wonderful showpiece of the talent and energy of our students.

Dance evenings are presented to the community throughout the year.

Debating, poetry and writing competitions are a part of the school programs.

Community involvement – Our Patch, Water Watch, World Challenge Program, Community in Service for all IBMYP students

Animation Academy with Port Adelaide Enfield Council

Students are encouraged to participate in experiences such as the Engineering Challenge, Maths Association Quizzes, Westpac Science and Mathematics competitions and Siemens Summer School.

7. Staff (and their welfare)

- Staff profile

It is a very stable staff. A number of the staff live locally and are very involved in the local Le Fevre Peninsula community.

- Leadership structure

Leadership is provided by the Principal, three Assistant Principals, Two Senior Leaders, , Coordinators covering the learning areas and school-wide projects. We have Year Level Coordinators to manage year levels. The Business Manager provides leadership to the School Support staff. Three teachers have Aboriginal Education teacher responsibilities and two ASETOs support our Aboriginal students.

- Staff support systems

Staff members work in year level teams and in learning areas. Each year level is led by a Coordinator. Each learning area is led by a Coordinator. The school has an active PAC and a social committee. There is an ongoing induction program for staff new to the school. The staff works in a cohesive and supportive way.

- Performance Planning

The performance planning model in place is developmental and is based upon the Australian Teacher Standards and a Critical Reflection Process. All staff members are involved in a formal performance planning program. The staff team is supported directly by a member of the Leadership team. The Site Learning Plan is a critical resource in the development of staff goals and priorities. The progression to Step 9 introduced in 2010 has provided another dimension for performance development and planning.

- Access to special staff

Christian Pastoral Support Worker

Apprenticeship Brokers

- Other

Instrumental music teachers

Behaviour support staff

8. Incentives, support and award conditions for Staff

N/A

9. School Facilities

- Buildings and grounds

The school ensures the maintenance of its existing facilities to a high standard therefore clean and well-maintained school grounds and buildings are a feature of this school.

Some recent upgrades include:

- Languages Centre and upgrade to Arts area and Basketball zone \$1.3 m, STEM works 2017-2018 \$2.5 million, The Performing Arts Centre \$1.3 million and the school gymnasium \$1.12 million, Resource Centre \$250 000, Trade School for the Future \$1 million and Trade training Centre \$1.4 million, Languages building and upgrading of Arts areas and sporting facilities \$1.3 mill, STEM Works \$2.5 m
- Car parking relocated to the back of the school to allow for an increase in the school yard – including hand courts
- Seating and shaded areas around canteen and in the yard
- New Media Skill Centre \$210,000
- Establishment of the Trade School for the Future facilities on campus
- Establishment of the special class

The School has exclusive access to the Nazer Reserve during the school day and it is surrounded by excellent sporting facilities in soccer, hockey, netball, baseball and tennis.

- Cooling

Le Fevre High School is an airconditioned school.

- Specialist facilities

Performing Arts Centre 2005

School gymnasium 2006

New Media Skill Centre 2007

Resource Centre redevelopment in 2007

Trade School for the Future facilities 2008-9

BER refurbishment to interior of school 2009

Trade Training Centre 2011-12

Languages Centre 2016

STEM Centre 2017-2018

There is a student to computer ratio of 1:1, for students in year 9-12 with 5 suites and a number of computer pods and lap top trolleys around the school and an extensive curriculum network. All computers are connected to the network. A wireless network has been in operation throughout the campus from 2011.

The school has extensive and up to date Technical Studies, Home Economics, Science laboratories, and Physical Education and Automotive facilities.

- Student facilities

Stage 1 and Stage 2 Study Areas are accessible to students involved in the SACE.

The library has a self-contained reading area for students to use.

Students access the Flexi Centre. There are a range of options and strategies that allows students to participate in a number of programs both within the school and other educational venues. The multi-purpose space allows a diverse range of learning activities to occur in small group or individual settings.

A Student Services area, including sick room, manages all issues that are student related

- Staff facilities

All staff members have their own workspace usually located within their curriculum area. These are all on-line with Intranet access. In addition all staff have a lap top provided

There is a large staff area, which has reverse cycle air conditioning.

Information Technology is available to staff in the staff room, with access to EDSAS. Teachers are encouraged to have e-mail addresses currently available through the curriculum computers. The Internet is available through the curriculum computers

- Access for students and staff with disabilities

Disabled access is available via a lift and ramps while toilet facilities are available

- Access to bus transport

Public transport access: Easy access – bus outside school on Hart Street, Ethelton Train Station is approximately a 10 minute walk.

10. School Operations

- Decision making structures

Effective decision making is important to school development and is based on consultation, negotiation and participation by those affected by a decision.

Those affected have a right to participate in decision making processes at an appropriate level. The level of participation may include being consulted, providing feedback, giving input into decision, being kept informed, making a decision, implementation and review. Those affected have a right to be informed of decisions. The Principal is ultimately accountable for all decisions made within the school.

- Decision making process:

Those affected are consulted and give feedback, ideas etc., to person managing the decision making process. Participation in decisions are as appropriate by stakeholders in relation to the particular matter under consideration. Consensus is our goal in arriving at a decision.

Role statements for individuals and groups describe and determine:

- different levels of decisions to be made
- the person(s) managing specific processes
- Those affected who need the opportunity to participate in the process.
- Any non-negotiable issues which impact on a decision are made clear by the definition of consensus:
- Those affected are comfortable with the decision.
- Those affected can live with the decision
- Where consensus cannot be reached, the decision is taken by the person responsible for managing the process. When this occurs, the person is accountable to the Principal for ensuring processes outlined above are followed.
- A staff grievance procedure is in place to support this policy.

Reference Groups

The Governing Council has joint governance of the school with the Principal.

The Student Voice provides advice and feedback to the staff and Principal about issues affecting students. They also participate in identifying future school planning priorities and have members on Governing Council and sub committees.

The PAC is a Personal deployment committee and can be consulted by staff about personnel issues.

Committees which support the decision making include Leadership Team, Curriculum and Coordination Team, Staff meeting, Learning Areas, Year Levels, Timetable Team, Student Support Team and working groups as required.

- Regular publications

The school newsletter is published regularly (two per Term).

A staff handbook is produced annually.

A student parent handbook is published annually

Daily notices are distributed electronically via DAYMAP and indicate events and provides information to staff and students.

A Curriculum handbook is produced annually for all year levels and is available also via our web page.

We have a web page which is updated regularly with current news items, information, policies and innovations to our programs.

- Other communication

Parent-Teacher evening on the first Wednesday of Terms 2 and 4 for discussing reports handed out at the end of the previous term.

BBQ – informal gatherings with parents, students and care group teachers.

Care teachers, subject teachers and Year level co-ordinators often telephone parents.

Letters are sent home to formally inform parents of action undertaken at school or to update parents on relevant information.

Web page news items regularly updated (usually once or twice a week)

- School financial position

The school has an annual budget process that supports the Site Learning Plan and in recent years has considerably strengthened its financial position.

- Special funding

The Regional Secondary manger is funded through joint arrangements between TSftF, Regional Office and partner schools, the Maritime Coordinator is funded through a special State grant, and the SASSTA coordinator is funded by a special arrangement with SAASTA.

11. Local Community

- General characteristics

The Le Fevre Peninsula is made up of broad and varied socio-economic base. The community has a strong local identity similar to that of a large country city. Over 50% of the state's manufacturing industries are located with in the Port Adelaide/Enfield Council area. In recent years the defence industry has established strategic construction capacity in the Port Adelaide precinct. The cultural diversity of the area is growing. Semaphore is going through very positive growth and development as a seaside suburb.

- Parent and community involvement

The Governing Council is the main avenue for parental involvement. The council meets twice a term and parents are critically involved in financial and curriculum development within the school.

- Primary schools

There are a number of local primary schools. Public primary schools: Le Fevre Peninsula, Largs Bay, Largs North, Pennington, West Lakes Shore, Westport and Alberton, and independent schools: Dominican, Our Lady of the Visitation and Portside Christian schools.

- Other local care and educational facilities

There is a childcare centre at the corner of Swan Terrace and Bower Road – approximately 500 metres from the school

Douglas Mawson Institute of TAFE at Port Adelaide is approximately 2 minutes by car along Hart Street towards Port Adelaide.

- Commercial/industrial and shopping facilities

The school is surrounded by commercial/industrial and shopping facilities. We are directly involved with a number of business and industry projects within the Port Adelaide area and have included vocational education programs as a key aspect of the SACE.

West Lakes and the Port Adelaide shopping centres are 5 mins by car and Semaphore Road is 2 mins away.

- Local Government body

The City of Port Adelaide-Enfield is the local council. Phone 8405 6600. It has a number of publications available at no cost about the local area from its Visitor Information Centre, 66 Commercial Road, Port Adelaide, phone 8447 4788.

The Council has the right to nominate one representative on the School Council.

12. Further comments

Our greatest resources at Le Fevre High School are our students, staff and broader community. It is this community that works purposefully towards independent and responsible futures for our students in a safe, caring school environment.