



SCHOOL CONTEXT STATEMENT

Updated: March 2019

School number: 0805 / 7795

School name: Findon High School / Severe and Multiple Disability Unit (The Palms)

1. General Information

Part A

- School Principal: Phil Fitzsimons
- Year of opening: 1955
- Postal Address: Drummond Ave, Findon, 5023
- Location Address: Drummond Ave, Findon, 5023
- DfE Partnership: Inner West
- Geographical location – ie road distance from GPO (km): 8 km
- Telephone Number: 8445 7944
- Fax Number: 8345 5401

School Profile

Findon High has been proudly serving the young people of the western suburbs since its opening in 1955.

The school is a student centred learning school with a strong focus on providing individualised pathways for every student. It now has an enrolment varying annually of approximately 250 students.

In recent times the school has become a thriving example of multi-culturalism at its best. It offers a full range of subject choices for the needs of all students, whether their goals be academic or vocational, and all students have the opportunity to engage in projects to support the wider community.

It boasts former students who have contributed significantly to our community in the areas, to name just a few, of the arts, the media, sport, academia and law.

Part B

- School website address: www.findonhs.sa.edu.au
- School e-mail address: dl.0805_info@schools.sa.edu.au
- Staffing numbers (as at February census): 27 teaching staff, 1 GSE, 15 SSOs, 10 hrs p/week ACEO
- Student enrolment trends: Numbers have been declining over the past ten years. A stronger focus on working closely and proactively with our Partnership primary schools began in 2015/2016. This approach links in with an intensive promotion and advertising campaign to stimulate enrolment growth in 2019.

February FTE student enrolment

	Feb FTE	ATSI enrolment	School card percentage
2015	328	16	49%
2016	263	19	49%
2017	232	20	55%
2018	251	13	58%
2019	248	14	28%

- Findon High School has small class sizes in all subjects.
- Public transport access: <https://www.adelaidemetro.com.au>

Special site arrangements

The Findon Severe and Multiple Disability Unit (The Palms) shares the school facilities. The unit is based on the principles of Conductive Education.

2. Students (and their welfare)

Findon High School caters for a diversity of students.

Findon High School, a category 3 school, offers pathways to cater for all students: academic and vocational education as well as special education.

- Student Centred Learning is the core pedagogical approach taken at Findon High School. Students have a strong voice in the creation of elective choice, task and assessment design.
- SACE results have improved significantly since 2013 with a 97.62% SACE completion achieved in 2018, which is above the state average of 97.42%. Students aspire to a mix of ATAR post school pathways. In 2018 four students achieved merits in HASS, Essential Mathematics and Research Project, and an additional three students achieved A+ without merit.

- The Australian Curriculum provides the framework for the Middle School. In the Senior School students undertake subjects and electives across the graduate phase, diversifying their educational pathway based on personal aspirations and capabilities.
- The vocational program offers individual pathways with links to further study at TAFE or pathways direct into industry.
- Pastoral Care at Findon High School includes weekly Life Long Learning lessons delivered to all students, specific programs, whole school agreed upon initiatives and strategies, links with outside services, special event days, support groups, a regulation space and delivery of one-on-one support as identified.
- Lifelong Learning themes in 2019 are:
 - Strengths and Emotions
 - Positive Engagement
 - Relationships and Optimism
 - Exercise and Vitality
 - Meaning and Purpose
- The mandated Shine and Keeping Safe Child Protection Curriculum is also delivered in year levels and covers the following areas:
 - The Right to be Safe
 - Relationships
 - Recognising and Reporting Abuse
 - Protective Strategies
 - Sexual Health
- The whole school community are a part of the sharing, planning and evaluation processes for these lessons.
- There are no year levels as per the traditional approach to schooling. The 3 core components of learning progression are foundation, intermediate and graduate. Students are grouped by their capabilities and aspirations, not by their age level.
- By the end of 2019 all students at Findon High School will have a Learning Plan that outlines their individual learning pathway. This plan is written by the student, in collaboration with their parent/caregiver and the school as part of the learning conversation process.
- In 2018 Findon High School introduced the Rock and Water program both within the Building Connections lessons and for targeted groups. This physical-based games-based program teaches students positive behaviour, self-awareness and self-reflection.

- Growth Mindset is a school-wide priority used to encourage staff and students to try new strategies to assist them to succeed at tasks, but also understanding and strengthens their brain to allow personal self-improvement in the future.
- Restorative Practices is a strategy widely used to help repair relationships affected by bullying and encourage forgiveness between students and staff.
- Wellbeing staff promote and facilitate school-based support groups that promote positive behaviours and support students. These action groups are integral in planning whole school events.
- Findon High School provides students with a Regulation Space (Room 28). This room is designed to support students in distress or needing staff support to be monitored and safely access the support they need in consultation with families.
- Wellbeing staff are available to speak with students and families providing advice about external agencies to support student and family wellbeing.

3. Student Services Team

- The school has a Findon Culture Team (Student Service) responsible for student wellbeing, engagement and the Life Long Learning Program (Pastoral Care) comprising:
 - ~ Deputy Principal
 - ~ House Leaders
 - ~ Coordinator, Intervention and Support
 - EALD, ATSI and other students who are eligible for a One Plan
 - ~ Coordinator/Counsellor, Wellbeing and Engagement
 - ~ Pastoral Care Worker
- All Year 12 students have a mentor teacher
- The Findon Culture Team works with the Support Services Teams within DfE and meet once a term, as a Student Review Team, to ensure all students are being supported

4. Student Behaviour Management

The school's Pathways to Positive Relationships Policy is aligned to DfE policies and processes. The school has clear and documented zero tolerance of bullying, including cyber-bullying and harassment.

An Empathy and Safety Program is conducted across all year levels in Life Long Learning.

5. Uniform

The school maintains a uniform policy with the support of the school community.

6. Student Leadership

The school has developed a format for student voice with the introduction of Prefects in 2018 and the Student Representative Council comprising House Captains across the Middle and Senior School.

7. Special Programs

Findon High School has an Ice Factor (Ice Hockey) program and is part of a STEM (Science, Technology, Engineering, and Maths) project with WASSN (Western Area Secondary Schools Network). We have commenced an International Student Program. We have an ICT focus and a BYOD (Bring Your Own Device) Program where all students are required to have a personal laptop for all lessons.

Attendance and performance of students and the school curriculum is monitored using DAYMAP learner management system.

The Rivers Journey targets our Foundation (Year 8) students as well as the Flinders Chase, which also targets our Foundation (Year 9) students with the aim to raise young people's aspirations to higher education. The first stage is undertaken at school where students map their strengths, weaknesses and interests in education and engage with Student Access Staff from Flinders University. In phase two students visit the Bedford Park campus, and get a taste of what university may offer them.

8. Key School Policies

The school is compliant in addressing DfE priorities within its Site Improvement Plan. The school's Site Improvement Plan articulates key school policies and priorities including:

- A BYOD (Bring Your Own Device) Program where all students are required to have a personal laptop for all lessons.
- Student wellbeing and engagement
- Performance planning
- Inclusion, including the Palms, EALD, Aboriginal Education and Special Education
- Curriculum with a focus on quality teaching, improvement informed by data assessment and reporting, STEM and VET, Literacy and Numeracy, differentiation, intervention and improving grade band levels.

9. Curriculum

Subject Offerings

Foundation (Year 8 & 9)

- English, Maths, Science, HASS, Greek, Health, Home Economics, Physical Education, Design and Technology, Art, Music, Digital Learning, Mind & Body and Make Create Spend.

Intermediate & Graduate (Years 10-12)

- Senior School students have access to a diverse curriculum including all traditional academic subjects and a range of vocational options. All Intermediate students (Year 10) complete their Personal Learning Plan. All Graduate students (Year 12) are involved in the completion of the Research Project.
- The website articulates all curriculum options. Lesson plans and resources are gradually being transferred across to DAYMAP (Learner Management System).

10. Additional Needs

- Findon High School students with identified special learning needs have a One Plan and are provided with classroom support and other 1:1 or group programs eg Multi-Lit or Numeracy Intervention.
- Students in the Palms access an individually appropriate curriculum as articulated in their assessment portfolios and One Plan.
- There is special focus on transition from primary school to Findon High School for all students with special needs managed by the Intervention and Support Coordinator.
- FLO offers disengaged Findon High School students opportunities to be successful using alternative pathways through the Independent Learning Centre located on site.
- Self Regulation room and Numeracy Intervention.

11. Special Curriculum Features

- Horticulture Program
- Ice Factor Program (SACE unit)
- Lifelong Learning sessions held every Monday
- Part of the WASSN STEM Project
- Clubs are staged every Friday afternoon

12. Sporting Activities

- The school has a comprehensive Sports Program, including a traditional Sports Day and a Splash Carnival for Graduate and Intermediate students.
- All students are encouraged to participate in zone and knockout sport
- Staff and students compete against each other in a G & D Shield competition four times a year

13. Co-Curricular Activities

- Camps in Foundation, Intermediate and Graduate levels
- Ski Trip annually
- Literacy and Numeracy Olympics
- Science Week
- Multicultural Day
- She Leads (Leadership program for young women)

- Zone Sport

14. Staff

- There are 27 teaching staff, with an even mix of youth and experience. There are an additional 15 support staff.
- The school's Combined Leadership Team and decision making group comprises the Principal, Deputy Principal, Student Centred Leader, VET & Industry Pathways Leader, six Coordinators, Wellbeing Leader and Business/Facilities Manager.
- Committees and teams include both teaching and non-teaching staff; Senior School, Professional Learning Teams, WHS, PAC and Change Management Group.
- Professional Development sessions take place every Monday at 2.30pm (Early Dismissal).
- All staff participate in performance planning meetings (1 per term). Classroom observations are expected components of this process.
- Staff meetings are conducted on a fortnightly basis.

15. School Facilities

- The school has been allocated \$10 million in 2018 as part of the Building Better Schools project funded by the State Government.
- A Master Plan has been developed with a view to upgrade our existing facilities. The Plan will focus on developing an Advanced Manufacturing Centre, Performing Arts Centre and the refurbishment of a dedicated Year 7 space.
- The school has Music, Home Economics and Tech Studies areas, a large Resource Centre, two outdoor learning areas and a sit down, air-conditioned cafeteria. A large, wooden floored gym contains a full sized basketball court and there are outdoor tennis, basketball, netball and handball courts and a specialist, mirrored, sprung floored dance studio.
- Horticulture Program, Garden.
- The school is fully fitted with ramps, a lift and disability/unisex toilets.
- The school has a 23-seater bus for school camps and excursions.

16. School Operations

Regular publications

- School website – www.findonhs.sa.edu.au
- School Newsletter – fortnightly on the school website. Parents are provided with an alert via Skoolbag informing them of the update.
- Information Folder – to parents and students new to the school.
- Curriculum Information Handbook.
- Site Improvement Plan – Refer to school website (published annually)
- Staff Handbook – provided to new staff

Other communication

- Parent/Teacher Information evenings in Term 1, 2 and 3.
- Visits to local feeder primary schools as part of a coffee morning occur in term 1-3
- Course and Elective Counselling Days in Term 3.
- Year 7 Information Evening in Term 4.

School financial position

The school operates on a Single Funding Model funded by the State Government.

Parent contributions fund the learning areas and student materials. The school charges \$470.00 for materials and services.

17. Local Community

The local community is diverse, as is reflected in the student body. We have a high proportion of school card students.

- There are a large number of feeder primary schools, in particular Seaton Park Primary, Woodville Primary, Allenby Gardens Primary, Kilkenny Primary, Challa Gardens Primary, Brompton Primary, Kidman Park Primary, Lockleys North Primary and Woodville Gardens Primary.
- There are two nearby shopping centres as well as West Lakes Shopping Centre (10 min drive) and Port Adelaide (15 min drive).
- School parent-teacher interviews and school performance evenings are well supported.
- There is a proactive Governing Council that meets twice per term.