

EDWARD JOHN EYRE HIGH SCHOOL

SCHOOL CONTEXT STATEMENT



CREATED: 2018



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Updated: December 2018

School number: 1030

School name: Edward John Eyre High School

School profile text:

For over half a century, Edward John Eyre High school has been at the centre of the local community as the only public senior secondary school.

Edward John Eyre High School is a comprehensive co-educational public school for years 11-12, with over 500 students. Committed to creating educational programs that build on each individual's talents, interests and aspirations. I believe it is this unique quality that distinguishes us from other schools.

We pride ourselves in delivering high quality teaching and learning where teachers design engaging, challenging tasks that stretch students intellectually and develop them into highly adept thinkers. Our students are encouraged to grow together and become lifelong learners. We do this through;

- An extensive and inclusive curriculum that provides a broad range of subject choices in support of student post school pathways from University and other tertiary education to trade and other employment pathways.
- Respecting our school's diversity by providing a range of educational opportunities to students and families that are inclusive of the wide variety of cultural backgrounds.
- Providing a 'high expectations' learning environment in support of strong academic success.
- Engaging in SACE flexibilities to support the engagement and achievement in support of students who lack motivation or have disengaged in their schooling.
- Providing a variety of extra curricula learning opportunities that develops the physical, intellectual, emotional and social self. An emphasis on student voice and leadership supports in the development of student-teacher relationships.
- A unique combination of dynamic young and experienced long serving staff that are committed to student learning and achievement.
- A culture of respect, responsibility and resilience that supports our students for them to participate positively in safe learning environments in the school and wider community.

In addition, Edward John Eyre High School is the lead school for the Eyre and Western Trade Training Centre which has supported us in developing a wide variety of Vocational programs and links with Industry.

Our Industry Pathways Programs (IPP's) are unique and enable students to engage in tailored full time programs that align to their identified careers whether that be to direct employment or future study at University. Our Career Hub provides students, parents and the broader community access to specialist career and pathway staff, guest speakers and a variety of resources in support of students and parents in identifying potential post school options and the pathway to achieve these.



The positive relationships we have with our families are integral to our work as a school. We value these strong partnerships, as they are key to ensuring our students maximise their personal achievements and are able to pursue the pathway of their choice. Our online Sentral Learner Management system supports this by providing 24/7 access to the curriculum and the online portal allows parents to be actively involved in their child's learning journey.

As a school community we remain passionate and committed to the continual improvement of our school in order to maximise the opportunities for all our students and families.

I welcome families to experience our wonderful school community by exploring our website or contacting us directly.

Tim Kloeden
Principal

1. GENERAL INFORMATION

School Principal : Tim Kloeden
 Deputy Principal : Tash Rayson
 Assistant Principals : Vicky Mudge, Kristy Patterson, Sean Sheedy
 Year of opening : 1968
 Postal address : PO Box 2245, Whyalla Norrie 5608 (courier R21/2)
 Location address : Grundel Street, Whyalla Norrie 5608
 Partnership : Whyalla
 Distance from GPO : 382kms
 Telephone Number : 08 8645 7677
 Fax number : 08 8645 0677
 School website address : www.ejehs.sa.edu.au
 School email address : dl.1030.info@schools.sa.edu.au

February full time equivalent (FTE) student enrolments

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Year 11	242	198.8	241		197		215.8	199	228.4
Year 12	168	182.08	173.2		177		155	212.6	200.4
Year 12 plus	19	12.2	12.2		43		74.2	69	76

July full time equivalent (FTE) student enrolments

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Male FTE	211	189	217				215.8	248.8	239.6
Female FTE	199	210	214				223.43	227.8	252.2
School Card Approvals (Persons)	108	100	100	80	80	80	129	126	119
NESB Total (Persons)	3.6	15	37	12	12		14	22	21
Aboriginal FTE	35	25	48	37	45		60	57	64

Student enrolment trends

It is likely that enrolments will continue to be in the 380-400 range.

Staffing numbers (as at February 2018 census)

The current teacher staffing is 29. This is allocated as;

- 1 Principal
- 1 Deputy principal
- 5 Assistant principals/senior leaders (including 1 across the Whyalla secondary alliance)
- 5 Coordinators
- 17 Teachers (full time and part time)

The current base school services officer (SSO) allocation is approximately 250 hours per week. The global budget supports additional SSO and government service employee (GSE) time for special programs. In addition the site attracts additional SSO support hours for disabilities.

An Aboriginal secondary education transition officer (ASETO) is employed for 35 hours per week.



Public transport access

The school is serviced by a local bus service which includes a special school bus route in the morning and afternoon. Iron Knob students seeking education in Whyalla have access to bus transport with Edward John Eyre High School included in this route. Iron Knob is a small ex mining town located 54 kms north of Whyalla.

Special site arrangements

The school is the only public senior secondary high school in Whyalla. There are two 8-10 feeder sites; Stuart High School and Whyalla High School. The 3 schools have formed a strong alliance for sharing courses and hosting faculty meetings. Edward John Eyre High School is 1 of the lead schools for the Eyre & Western Trade School for the Future.

2. STUDENTS (AND THEIR WELFARE)

General characteristics

The student cohort is in general, a reflection of the demographics of Whyalla. There are a number of students who come from families of blue collar workers. Other students come from families who work in the service industry to support this regional town. Approximately 20% of the student cohort is from low income families.

Approximately 10% of our student population has been verified with a learning disability and require support and quality teaching strategies to access the school curriculum. This support is provided in a range of different ways. The school's ASETO supports on average 10% of the indigenous students enrolled at the school each year.

Transition and pathways

At Edward John Eyre High School students are supported with their wellbeing in a number of ways. Each student has a mentor teacher to monitor and support them with both learning and wellbeing, providing intervention and parent engagement where necessary. Within the mentoring program there are programmed activities and learning that support and educate students about their wellbeing and protective strategies through the delivery of the child protection curriculum.

Students are able to discuss wellbeing concerns with their mentor teacher or another trusted adult on staff. For further individualised support they are able to speak to the student counsellor or a member of the wellbeing team.

An appointment can be made to speak to a member of the wellbeing team through the student services centre (SSC) or by speaking to the school counsellor or a wellbeing officer. At Edward John Eyre High School, we use a recognise and refer process to ensure that each students needs are met in a timely manner and outside agency involvement supports their own personal development, equipping students with the skills to be successful and resilient lifelong learners.

Student representative council (SRC)

Students are encouraged to have a voice at Edward John Eyre High School in a range of forums and processes. We have a functioning SRC that consists of elected house captains in year 11 and 12. The purpose of the SRC is to build relationships and school pride through a shared responsibility in decision making processes with a focus on teaching and learning. It facilitates student participation within schools and the community. The SRC is committed to responding to student concerns and needs by supporting students to speak up about improving student facilities, reporting to students and tackling student issues such as racism, bullying, sexism and other discrimination.

School culture

Edward John Eyre High School has also introduced a house system which rewards participation and involvement in school activities. It has been developed to involve students in designing activities to increase school culture and to make it an enjoyable and inclusive school environment. Through the house system students engage with a variety of forums to encourage student voice.

Student services team

The student services team draws together the leaders that work in the area of wellbeing for learning and specific student cohorts.

Membership of the student services team consists of:

- Assistant principal student services (leader)
- Flexible learning
- Student wellbeing coordinator
- Wellbeing for learning officer
- Assistant Principal transition
- Senior leader

Student Intervention Team (SIT)

The student intervention team is responsible for leading an intervention process to support student progress in attendance, behaviour and achievement. The team utilises data to inform the process and a range of intervention strategies and staff to provide the support for students.

Membership of the SIT team consists of the four house leaders.

Student pathways team and the career hub

The Edward John Eyre High School career hub has been established to support secondary students develop the skills and knowledge required to identify and plan for their post school pathway. The aim is to provide an engaging environment to support students and parents with career development, identification of post school pathways and employment preparation. The student pathways team is located in the career hub and are responsible for:

- SACE and ATAR pathways (promotion, subject counselling and pathways intervention)
- promotion around careers, post school pathways and employment opportunities
- providing an environment for EJEHS staff and external key stakeholders to present sessions on career development, post school pathways and employment opportunities
- career conversations for year 10 and 11 students and leaver conversations with year 12 students
- staff to support students to prepare for and access work placements required as part of a SACE or VET subject/course.

The student pathways team consists of:

- Principal
- Senior school leader
- Flexible coordinator
- VET coordinator
- Deputy principal curriculum /SACE coordinator
- Student pathways coordinator

And may include:

- Alliance leaders (Whyalla High School and Stuart High School representatives)
- Career hub SSO's
- Other staff as required

Career Pathways Program (CPP)

Mentoring is a career exploration and development support program for all students from Edward John Eyre High School. The mentoring program has been introduced to provide individualised and targeted support for each student. Students are able to gain SACE accreditation for their participation in the mentoring program. At year 12 level mentoring can be used to support a student's ATAR score.

Aboriginal Education

Edward John Eyre High School caters for the needs of Aboriginal and Torres Strait Islander students with a range of strategies. We have an ASETO based at the school who is able to support students with their learning and wellbeing needs. This staff member is responsible for tracking the progress of students and liaising with both staff and parents to ensure successful learning outcomes. The schools Leader in Aboriginal Education provides leadership and support to facilitate this ongoing support of students.

At Edward John Eyre High School we have an Aboriginal Education team that monitors and tracks the progress of students. The team is made up of House leaders, ASETO, Aboriginal Education Leader, SAASTA manager, the Student Wellbeing Leader and the Senior Leader Flexible Learning Coordinator.

Special Education

Students who meet the disability support program (DSP) 2007 eligibility criteria and have been verified as a student with a disability are required to have a One Plan.

Students may have a disability in one or more of the following areas;

- Intellectual
- Global developmental delay
- Speech and/or language
- Vision
- Hearing
- Physical
- Autistic/Asperger disorder

The One Plan sets out the background information, strengths, needs and learning goals of the student and should involve the parents or caregivers negotiating the plan. The purpose of the One Plan is to support access, participation and achievement in the curriculum for students with disabilities. The parent or caregiver, appropriate support services and the school work together to develop appropriate curriculum through the One Plan process, based on the SACE framework and the needs of the learner.

A level of support is allocated to each student which provides funding to the school to be used to support the strategies and goals of the One Plan. The level of support can be Intensive (I), Direct (D), Additional (A), Consultancy (C) or Review (R). I, D and A levels of support equate to a dollar amount each year for the school to utilise to support the student in accordance with the OCOP. C and R levels do not provide any funding support.

3. KEY SCHOOL POLICIES

Decision Making Policy

The EJEHS Decision Making policy is aligned to the governance structure as outlined by the Department for Education (the department). This clarifies how each key stakeholder is involved in school decision making for school policies, procedures and key processes. This is in alignment with the department's strategic documents and governance procedures.

Respectful Behaviour Policy

In alignment with the SA Government School Behaviour Management and Discipline policy, EJEHS has a clear, constructive and supportive behaviour intervention process. This includes 3 levels of behaviour intervention, designed to help students make informed choices to benefit their learning.

Assessment Deadlines Key Process

As a SACE curriculum school, we value and promote assessment integrity. All assessment deadlines are set at the start of a course and shared with students, parents and caregivers. Assessment deadlines are set in advance and work must be submitted by the specified time. For extenuating circumstances, a student can apply for an extension request, following the procedure set out.

School Uniform Policy

As a school, we have a set uniform policy as developed by our governing council. This is something we value and believe helps all learners feel a sense of equality and belonging. The school uniform shop is available to support with queries.

Teaching and Learning Policy

This key document outlines our approach to promoting quality teaching practices at EJEHS. This includes study skill sessions, mentoring support for all students, trial exams and ongoing achievement intervention.

For more policies, and to see a copy of the abovementioned policies, please see the school website.

4. CURRICULUM

Subject Offerings

As a senior school, Edward John Eyre High School offers a wide range of SACE pathway options, including onsite delivery of subjects as well as locally accessed Vocational Education and Training (VET) courses at stage 1 and stage 2 levels. This creates opportunities for students to study in personally relevant fields and achieve successful transition into the next stage of their career.

The school is located in close proximity to the TAFE SA and University of South Australia (UniSA) Whyalla campuses. Close links are fostered with both institutions, to enhance and value add to our educational programs.

Vocational Education and Training

Edward John Eyre High School works in partnership with TAFE SA to deliver over 18 courses at Certificate II and Certificate III qualifications as part of its commitment to Vocational Education. Vocational Education and Training enables students to acquire skills and knowledge for work through a nationally recognised industry developed training package or accredited course. Undertaking VET may benefit students' exploration of a variety of career pathways, it is not just reserved for a pathway within the trades (e.g. plumbing, automotive and construction). Students can complete VET qualifications in a diverse range of industries, including business administration, veterinary nursing, aged care or sport and recreation.

VET is designed to expand opportunities and pathways for senior secondary students, and improve educational outcomes in line with Edward John Eyre High Schools and the State Government objective to increase the number of students achieving their South Australian Certificate of Education (SACE).

All courses are provided through 2 main delivery models:

- Online and self-directed - Students access the qualification on a regular weekly basis as they would for an Open Access SACE accredited subject.
- Week blocks - Students access the qualification on set weeks.

In addition students can have up to 3 contact points per week:

- Study session - EJEHS students only
- TAFE SA facilitated
- EJEHS support teacher session - External students and EJEHS students. This structure provides an intensive face to face delivery model by TAFE SA lecturers whilst providing additional support outside of these week blocks by EJEHS staff.

Flexible Learning

Flexible learning offers an inclusive and non-discriminating full time flexible learning program for students who have disengaged from the more structured learning classroom but who still want to complete their SACE. Flexible learning offers a variety of stage 1 and 2 subjects and certificate courses. Flexible learning caters for a diverse range of students, who are referred when staff have identified that a flexible learning program would be appropriate.

Flexible learning staff understand that it is important to provide education that suits individual learning styles. Learning is focused around the individual needs of the students and progress is carefully documented and monitored.

All subjects are SACE accredited and students receive support and assistance to engage with the subjects. Utilising a timetable with a mix of theoretical and practical subjects, students are supported to complete their SACE. Students can also engage in other learning including courses run through the TAFE and other registered training organisations that allow them to complete Certificate I, II or III.

Specialist Programs at Edward John Eyre High School

Specialist programs are designed to provide educational opportunities and advancement for students who have identified specific areas of interest for their pathway. Working with our partners across industry, tertiary education institutions (TAFE SA and UniSA) and the wider community there are a number of specialist programs available across the year 8-12 Alliance. All specialist programs delivered at 10-12 year level are designed to allow students to be eligible for SACE credits. Programs running at year 9 level have been mapped to the Australian Curriculum.

Specialist program options:

- South Australian Aboriginal Sports Training Academy (SAASTA) year 10-12
- Whyalla Alliance Sports Program (WASP) year 9-12
- Vocational Education and Training (VET) year 10-12
- Industry Pathways Program (IPP) year 11-12 with trial programs in year 10
 - Automotive, Construction, Electrotechnology and Engineering (ACEE)
 - Allied Health Education Aged care and Disability (AHEAD)
 - Cooking, Hospitality and Tourism (CHAT)

South Australian Aboriginal Sports Training Academy (SAASTA)

The South Australian Aboriginal Sports Training Academy is a unique sporting and educational program that provides Aboriginal & Torres Strait Islander high school students with the skills, opportunities and confidence to achieve in the areas of sport, education, employment, cultural awareness and healthy living.

Whyalla Alliance Sports Program (WASP)

This program provides an opportunity for students to further develop their skills and knowledge in a sporting context. The aim is for students to be engaging at the highest level, whilst providing a balanced high quality education to support their sporting and educational needs. Students develop skills for a career in a wide range of sporting industries.

Vocational Education and Training (VET)

Edward John Eyre High School works in partnership with TAFE SA to deliver a wide range of courses at Certificate II and Certificate III level qualifications, as part of its commitment to Vocational Education.

VET enables students to acquire skills and knowledge for work through a nationally recognised industry developed training package or accredited course.

Industry Pathways Program (IPP)

In partnership with UniSA, TAFE SA and local businesses, the 3 IPP's have been designed for students to acquire industry standard skills at the completion of their schooling when entering into a University, TAFE or an employment pathway. Students follow a set program for their secondary schooling that is endorsed by all stakeholders and students undertake VET study in a career pathway of interest as mapped in the theme of the chosen IPP. All IPP's are designed to allow students to be eligible for SACE completion and an ATAR ranking (University entry).

Local Delivery

Edward John Eyre High School is committed to excellence in pedagogy. A wide range of our courses and programs are delivered across the Eyre Peninsula under the Local Delivery Schools Agreement. This includes a 'flipped learning' pedagogy, where students can engage in our subjects through digital learning. This includes a wide range of video and interactive resources, which are supported through a virtual classroom environment.

Assessment and Reporting

We use an online Learner Management System (Sentral) to provide continuous reporting for subjects. Students, parents and caregivers can access grades online through our Sentral online portal. In addition to this, achievement interviews are run once per term to provide the opportunity to discuss academic performance and plan strategies for improvement.

5. SPORTING ACTIVITIES

Knockout sports carnivals are aimed to provide a test for students who are competing in their sport at a higher level. Edward John Eyre High School participates in a range of knockout sports that students can nominate to participate in throughout the year. The sports that are offered include cricket, football, basketball, netball, hockey and soccer. The knockout sports events are delivered during school time (generally a 1 day event unless teams win and have nominated to progress or the event is held a great distance from Whyalla). Sport is a very important part of the culture at Edward John Eyre High School and participation is strongly encouraged with sporting ability not being the main criteria for selection in a chosen sport.

6. OTHER CO-CURRICULAR ACTIVITIES

General

Students regularly enter the variety of competitions and development programs usually offered e.g. National competitions in various curriculum areas. Music students are able to participate in the stage band. Students perform in a variety of events throughout the year.

Stage band

Music students can to participate in stage band, involving rehearsals after hours and during music lessons. This involves performing at a variety of Whyalla schools and community events throughout the year. Students also participate in a stage band tour to Adelaide, where they perform to a variety of audiences and co perform with one or more metropolitan schools stage bands.

Instrumental music lessons

Student can receive a weekly 30 minute music lesson from the instrumental music program to develop their musicianship skills, including practical and theoretical concepts based on the musical instrument they have studied in previous years through stage band or school based music lessons.



STEM expo & events

Students may participate in variety of STEM activities including running a STEM Expo EJEHS visited by primary schools, Girls in STEM at the University of SA and competitions.

Career pathway expo

The Career Pathway Expo is held annually for year 10-12 students, their parents and caregivers. This event allows students, parents and caregivers to interact with all EJEHS teaching staff, career advisors and industries to assist with pathway planning and support. School staff are on hand to answer any questions regarding subjects, SACE/ATAR pathways, specialised programs and apprenticeships/traineeships.

Adelaide University trip

Students attend a University camp in Adelaide. Students participate in the University open day at Adelaide University and UniSA, as well as a private tour and sessions at Flinders University. Adelaide University and Flinders University provide funding to help support the students attend the camp.

7. STAFF (AND THEIR WELFARE)

Staff profile

The staff profile of the school has begun to change with a greater turnover of teachers each year. Ancillary staff is reasonably stable with a number being long term residents of Whyalla. The age and experience of the staff is quite mixed.

Staff support systems

Staff are supported both through faculties and performance support structures including a recently improved performance and development policy.

Performance management

A performance management program operates in line with the department's performance management policy staff utilisation policies:

Staff generally work within 1 or 2 curriculum areas according to their areas of expertise. All staff have an opportunity to teach stage 2 subjects within their broad area of expertise. In line with the school's priority in vocational education a number of staff are trained as workplace assessors and may be required to teach vocational programs.

Access to special staff

There are a number of instrumental Music teachers in the town, some of whom are based at this school. A range of support service staff are based at the Whyalla Regional Office.

Other

The school offers excellent facilities and ample office space for all staff. Staff find the close proximity (10 minutes from anywhere in Whyalla) an attraction. The staff association provides both formal and informal opportunities to socialise.

8. INCENTIVES, SUPPORT AND AWARD CONDITIONS FOR STAFF

Housing assistance: Yes, subsidised – rentals through Government Employee Housing (GEH)

Cash in lieu of removal allowance: Yes after completing 7 years of country service

Additional increment allowance: Yes

Relocation assistance: Yes

9. SCHOOL FACILITIES

Facilities

The school has a range of facilities including general classrooms, administration building, Student Services, Science labs, Multimedia/IT rooms, Visual Arts, Music, Career Hub, Tech Studies/Trade Training Centre, Gymnasium, Auditorium, Cafeteria, Canteen, Home Ec kitchens, 2 large ovals, western quadrangle sporting facilities and seating area, 3 designated car parking areas and 2 vehicle compounds.

Disabled facilities:

A designated disabled car parking space is available in the staff car park. Throughout the school there are clear and continuous accessible paths with no steps and barriers. A key operated lift in the foyer, used to access the upper level. A disabled toilet is located in the lower eastern wing and was recently refurbished.

Specialist facilities:

The school has specialist technology, Art, radio room, Music, STEM and Home Economic areas.

The school received a grant from ICAN to upgrade and develop a radio room within the school where students broadcast a live radio show that is broadcast throughout the school at break times. This is an excellent strategy to engage students to show they can work towards a case study for the grant.

For Physical Education the school has access to the Whyalla Recreation and Leisure Centre. The site has recently upgraded its western quadrangle area with shading for student seating and 2 large enclosed outdoor sports courts. This area is an excellent space for students to sit at break times and provides numerous sporting activities for students to utilise in classes or at recess and lunch.

Hiring of facilities can be organised through the Business Manager. The following areas have recently been renovated: Career Hub, Front Office, Art, Resource Room, Breezeway, Western quad sporting facilities and seating area, classrooms and extensive landscaping to the front of the school.

EFTPOS facilities are available via the front office, student services and canteen.

Heating and cooling

All classrooms have reverse air conditioning, many of which have been recently upgraded along with the staffroom, all office areas and the downstairs breezeway.

Student facilities

A cafeteria for student use with seating for up to 80 people is located adjacent to the auditorium. There is a student services centre which handles all student records, uniforms, information and enquiries.

Students can also borrow laptops and equipment from our recently upgraded resource room.

Staff facilities

There is considerable office space available for all staff. All staff have access to the school's computer network and are provided with a laptop which includes internet access. An EDSAS (Education Department Schools Administrative System) workstation is also available in the staffroom.

Access to transport

Edward John Eyre High School has access to 2 x 25 seater buses and a 12 seater mini van on site. These vehicles are used to transport students for camps and excursions, staff training and development and cross site transport to assist students access alternative subjects at other sites.

The school also has and 3 sedan vehicles. These vehicles are used by case managers for student home visits and staff training and development.

10. SCHOOL OPERATIONS

Daily organisation

School starts at 9.00am and concludes at 3.10pm, except on Mondays when students are dismissed at 2.50pm, allowing staff time to meet for a weekly staff meeting. Yard duty supervision begins at 8.30am each day.

Our school runs on a 7½ line timetable, consisting of 2 x 100 (to 110) minute lesson blocks for each line. Line 7 has 3 lesson blocks, with 1 lesson allocated as home study or study (onsite) on students' timetables. VET classes are generally scheduled on line 7 for flexibility.

Areas such as Music, Drama, Industry Pathways Selection Program, Whyalla Alliance Sports Program, South Australian Aboriginal Sports Training Academy, Flexible Learning and VET courses utilise staff expertise, resources and programs across the 3 Whyalla high school sites. Timetables structures are negotiated and aligned across sites by the Principals, to enable student and staff to move between sites with minimal disruptions.

Staff absences are monitored through the planned leave of absence procedure and unplanned absences by contacting the Data Manager by 7.00am daily (or earlier if possible). Staff coverage and relief notes are organised and distributed by the Data Manager and overseen by the Assistant Principal Operations. Information is placed on Sentral for all staff by 8.30am daily.

Communication and promotions

Daily notices provide information to staff, students and families through our website, facebook page and Sentral communication system. The school also utilises email, printed letters and text messages to communicate with families. School newsletters are sent home to parents and caregivers twice per term and emailed out to families. A pathways handbook with course information is available on the school's website.

Minutes of meetings are recorded on Sentral. Staff receive a weekly email containing school related updates via nuts and bolts, prior to weekly staff meetings. Staff are provided with a staff handbook at the beginning of each year, containing an outline of key information, protocols, structures, documents, locations and support available.

The school is dedicated to promoting a consistently branded image, requiring all staff to use approved templates on all documents, including email signatures, letterheads, PowerPoint presentations and documents. A dedicated Promotions SSO is employed to support events and procedures.

Work, Health and Safety (WHS)

Our school is WHS compliant and supported by a WHS SSO, committee and executive to ensure that the department requirements are met. Requirements including updating the emergency management plan, annual safety audits, staff and volunteer inductions, policy and procedure updates, reporting accidents via a system called IRMS, safety data sheets and safe operating procedures, liaising with organisations such as SafeWork SA, the department and external agencies.

The WHS committee consists of staff representatives from all aspects of the school including SSO's, teaching staff and leadership, meeting once to twice per term to address WHS aspects including the annual psychological health survey and implements a psychological action plan to support all staff.

ICT

Students and staff can access a variety of resources including the borrowing of laptops once indemnity forms, ICT facilities and Office 365 agreements are signed and returned. Borrowers are liable for any damage or repairs to equipment and this may impact on future borrowings. Students can borrow laptops prior to their lessons, before school and at the end of recess and lunch. A Bring Your Own Device procedure (BYOD) is currently being established for introduction in 2019.

Students and staff can access Sentral as well as curriculum resources and information, inside and outside of school hours.

Data

A variety of data is collected, compiled and presented in a range of formats to support whole school directions, curriculum areas, intervention and focus areas, in line with strategic planning, improvement and accountability. These reports are used at various levels including school, community, partnership, department, state and nationally.

Regular publications

Daily notices provide information for staff, students and families through our website, Facebook page and Sentral communication system. Minutes of meetings are maintained on Sentral and emailed out to staff along with other publications. Displays are located in staff areas and classrooms. Staff members are given a copy of the staff handbook at the beginning of the year and updates are added regularly. Students receive a student handbook at the beginning of the year and information is displayed on TV screens around the school. A newsletter is produced each term and sent home with student reports.

11. LOCAL COMMUNITY

General characteristics

Whyalla is an industrial city with a current population of approximately 23,000 people. It is located on the west coast in the Upper Spencer Gulf. While there are pockets of poverty and unemployment in Whyalla the city has recently enjoyed a mining boom and average income levels and employment levels have risen significantly.

Whyalla is also both a regional centre and an education city (with campuses of TAFE and the University of South Australia).

The major employer in the town is GFG Alliance. Other major employers include SA Health, education, SAPOL, SANTOS and various engineering and contracting firms.

Parent and community involvement

Parents are represented on governing council and its various committees including canteen, finance and facilities. These committees are fundamentally involved in school governance and management. Their participation in achievement interviews, presentation night and other celebratory events such as 'Feast for all the Senses'.

Feeder schools

Whyalla High School and Stuart High School are the 2 public feeder schools with students transitioning from year 10 to year 11.

Other local care and educational facilities

Whyalla has 3 child care centres, several kindergartens, 9 primary schools (public/Catholic/Christian) and 1 private secondary college.

Other local facilities

There are excellent community, medical, sporting and cultural facilities and very active local clubs and associations. There is also a newly built public library which is run by the Whyalla City Council.

Availability of staff housing

Government and private housing is available to purchase or rent.

Accessibility

Premier Stateliner provides a bus service throughout South Australia. In flight distance, Whyalla is approximately 230kms from Adelaide. Regional Express airlines (REX) and QantasLink both provide air travel to and from Adelaide.

Local government body

The Corporation of the City of Whyalla is the local government body. Information about Whyalla can be obtained from the council information service on (08) 8640 3444.