



## SCHOOL CONTEXT STATEMENT

Updated: 2017

School number: 0823 and 7811  
School name: Hamilton Secondary College

### School Profile:

The core values of the College are Respect, Integrity and Excellence. These values underpin our policies and practices.

The College is a complex school. The foundation of the College is the 8-12 component, which also encompasses the provision of SACE education for adults seeking to complete or return to secondary education. The Hamilton Unit is also located on site, providing high quality education for secondary students with intellectual, and multiple and severe disabilities. The College is a Registered Training Organisation, with a comprehensive range of nationally recognised certificate courses ranging from Certificate I to III. Uniquely, the College offers Diploma and Advanced Diploma courses in Media and Screen Production (MAPS) for which it has notable success.

The College is a STEM focus school. One pillar of this is Space Education. The College has one of two dedicated space learning facilities in Australia, with the other being located in Victoria. The College therefore plays an important role in educating and inspiring young people to undertake learning in aeronautics, and this is an area of growth in the College. The College has a STEM Strategic Plan in place. Our vision is that our STEM program creates innovative STEM leaders of tomorrow who will confidently build a better future.

The College also has a commitment to international education. Our program has a number of strands which includes a well regarded Intensive Secondary English Course program, as well as opportunities for Study Abroad and Graduate students to study at the College. We host a number of international short term study tours each year from Japan, Korea and Thailand. The college supports an extensive network of homestay families.

## 1. General information

- School Principal: Mrs Peta Kourbelis
- Deputy Principal: Ms Annette Ryan
- Year of opening: 1991 (previous amalgamations of Mitchell Park Boys Tech, Glengowrie High School and Marion High School)
- Postal Address: 815 Marion Road, MITCHELL PARK 5043
- Location Address: 815 Marion Road, MITCHELL PARK 5043
- DECD Partnership: Marion Inland
- Geographical location: 11km South West of GPO (inner South Metropolitan)
- Telephone number: 08 8275 8300
- Fax Number: 08 8277 9380
- School website address: [www.hamcoll.sa.edu.au](http://www.hamcoll.sa.edu.au)
- School e-mail address: [dl.0823.info@schools.sa.edu.au](mailto:dl.0823.info@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: No

### Out of School Hours Care (OSHC) service

Novita utilise our facilities within the Hamilton Unit during school holidays for their vacation care program.

### Student enrolment trends

Enrolments at the College have been steady. There is capacity for growth in enrolments and it is anticipated that our unique STEM program will foster increased enrolments over the next five years.

### Staffing numbers (as at February census)

Teachers:	- Secondary	39.6
	- Disability Unit	4.8
Support Staff for 2017 - Secondary		595.5 hours per week
	- Disability Unit	191.75 hours per week

## Public transport access

The College is easily accessible by public transport. It is a five-minute walk from the Marion and Ascot Park train stops on the Seaford Line. Marion Road is a major transport corridor. Bus stop 22 for the M44 is directly opposite the College on the Western side of Marion Road and Stop 21 is at the entrance to the College on the Eastern side of Marion Road. The College is also easily accessible by bus from Daws Road. Stops on the Southern and Northern sides of Daws Road are five minutes walking distance.

The Marion Interchange is located at the Westfield Shopping Centre, Oaklands Park.

Travel to the City by train from the nearest stop to the College is approximately 20 minutes.

## Special site arrangements:

The College is a Registered Training Organisation, offering 19 VET courses from Certificate I through to Diploma and Advanced Diploma. As such, it is a hub for vocational education. The Hamilton Unit, catering for students with intellectual, and multiple and severe disabilities is a part of the school. The College is a STEM focus school. One pillar of this is Hamilton Space Centre. The Space Centre was officially launched in September 2017 and is one of two such facilities in Australia. The College has a close association with the Victorian Space Science Education Centre.

## 2. Students (and their welfare)

### General characteristics

Most Year 8-12 students in the College live locally. Enquiries regarding enrolment from adults wishing to complete or return to SACE studies come from a wide range of areas in Adelaide.

### Student well-being programs

Wellbeing programs are led and managed by two Coordinators. In addition, in 2018 an Assistant Principal with leadership and management responsibilities for the Student Services Team will be appointed. A range of intervention programs have been developed. These are ten week programs designed to assist students in developing interpersonal skills which are universally applicable across all areas of life. Students engage in a variety of courses, mentors and unique learning opportunities to develop confidence, resilience and problem solving.

### Student support offered

Students are supported in their learning and wellbeing by all staff in the College. In addition, there are staff within the school who have a particular focus on specific areas of student support. This includes two Wellbeing Coordinators, an ACEO and a Christian Pastoral Support Worker. From 2018, this team will be led and managed by an Assistant Principal. A school based psychologist is also available one day each week.

### Student management

Student management within the College is underpinned by a culture of high expectations. This includes an expectation that all members of the College will behave responsibly and respectfully at all times. All students are expected to behave in a way that contributes to the College being a safe, orderly and productive learning environment.

## Student government

Student Voice in the College was reconfigured in 2016 to enable all students to have opportunity for direct input into key directions and policies in the College. Student Focus groups are an integral and continually developing platform for this.

## 3. Key School Policies

### Site Improvement Plan and other key statements or policies

The Site Improvement Plan can be found on the website. The focus of the Site Improvement Plan is raising student achievement. Targets have been set for improving:

- NAPLAN results
- Attendance
- Grades in Years 8 to 12
- SACE completion
- ATARs

### Recent key outcomes

There has been improvement in SACE completion and results over the last three years. In addition, there has been growth in VET courses and an increasing number of students who complete their SACE with VET.

The international programme is growing. The College is a harmonious culturally diverse community.

## 4. Curriculum

### Subject offerings

Australian Curriculum underpins subject offerings in the middle school. In addition, students have considerable opportunities to pursue STEM as a discrete subject. Year 8 and 9 students undertake studies in Art/Design and Music in Years 8 and 9, and this is expanded to include Photography and Multi-Media in Year 10. These subjects continue in SACE. Japanese is the current LOTE subject available to students.

A broad curriculum is maintained in the Senior Years, offering students pathways to the full range of university courses, further education at TAFE or other providers, and into direct employment (often related to VET programs undertaken as part of SACE studies).

### Open Access/Distance Education provision

By negotiation based on individual special circumstances. There is usually a significant cost to parents/ caregivers.

### Special needs

The College has a growing number of students for whom English is not their first language and who are eligible for English as an Additional Language or Dialect Learning (EALD). Eligible students undertake EALD studies, continuing through SACE. A number of staff have undertaken professional learning to improve their knowledge, skills and expertise in working effectively with and supporting students from non-English speaking backgrounds in main stream classes.

### Special curriculum features

As a STEM focus school, all students have access to trans-disciplinary learning in an immersive program that brings together the four STEM disciplines using project and problem based learning pedagogies through Years 8, 9 and 10. The College offers students' pathways to university, specialising in STEM related courses by offering Specialist Mathematics, Mathematical Methods, Physics and Chemistry at Year 12. Each year, approximately 70% of our Year 12 graduates pursue university studies in STEM fields.

### Teaching methodology

Project based and problem based learning are pedagogical approaches that staff are developing knowledge, skills and abilities in. All students in Years 8-10 mainstream have a dedicated lap top provided by the College.

### Student assessment procedures and reporting

Written Progress Reports are provided to parents in Terms 1-3, with a final report provided for students in Years 8-11 at the end of Term 4. For students in the middle years, this final report indicates their achievement in relation to the relevant achievement standard in the Australian Curriculum. Parent/Teacher/Student Interviews are held early in Term 2 for students 8-12. Additional Year 12 Parent/Teacher/Student interviews are conducted early in Term 3.

The College uses Daymap as their Learner Management System. The College is working towards all teachers utilising this system for assessing and grading student work so that parents can monitor their child's achievement on an on-going basis throughout the year.

## Joint programmes

The College is a member school of the Inner South Curriculum Alliance. This provides access for our students to a broad range of VET programs.

## 5. Sporting Activities

After school inter-school sporting competitions are popular with students. Recently, students have achieved significant success in basketball, netball and badminton.

## 6. Other Co-Curricular Activities

The College has a developing co-curricular program. The Arts Showcase has been, and continues to be, a very popular and engaging annual event. A large number of students are involved in a diverse range of sports. In 2017, the students were surveyed to establish areas of interest for clubs and activities. This is an area of development within the College.

## 7. Staff (and their welfare)

### Leadership structure

- Principal
- Deputy Principal
- Five B3 Leaders
- Six B1 Leaders

### Staff support systems

To build teacher capacity, staff have structured professional development time in Professional Learning Communities which occur each week. The College has a system in place where staff are encouraged to access professional learning opportunities that are directly linked to their Performance and Development Plan and the Site Improvement Plan. The College invites experts to deliver whole of school and small group workshops. Leaders are also supported to access DECD workshops and training that focus on developing their knowledge and skills to support them in their performance and development roles and responsibilities.

### Performance Management

All Leaders in the College have Line Management responsibilities. All staff have a Performance and Development Plan with personal professional goals and targets that are aligned with the Site Improvement Plan priorities. In addition, staff identify their own professional learning needs that are related to improving their practice according to their goals and targets. Performance and Development Plans are developed in consultation with the Line Manager. The performance and development practices and processes within the College include formal and informal classroom observation, student feedback and review.

### Staff utilisation policies

Succession planning includes a focus on ensuring that more than one staff member has the knowledge and skills to teach subjects at Year 12 level. As staff develop these, there is then opportunity to teach at Year 12 level. This means that there is a rotation of teachers at Year 12, where practicable.

ACEO = 23 hours per week

AET = 0.56 Hours per week

Special Education Teachers = 1.27 Hour per week

ESL = 0.86 Hours per week

### Access to special staff

There are a variety of instrumental music teachers who support students in this area. Hourly paid instructors in a range of VET programs including MAPS and Animation are also employed. We access a range of services and agencies, including those within DECD, to support students.

## 8. School Facilities

### Buildings and grounds

The College commenced several projects of major works in 2016. This included the development of the Space Centre, completed and officially launched in September 2017. This is a unique facility; indeed, it is one of two in Australia.

The College was a recipient of the State Government \$2.5 million STEM Works grants. Plans for this exciting, state of the art facility were developed in 2016/2017, with works commencing in October 2017. The facility, widely regarded as a model for cutting edge design, will foster innovative pedagogical approaches to STEM. The STEM Centre is due to be completed mid-way through 2018.

To broaden our VET focus in hospitality, a classroom is being converted into a simulated café. Designed to complement our VET Kitchen Operations program, this facility will enable us to deliver Certificate courses in 'front of house' operations. Work is due to start in December 2017.

In addition to these major works, the College is also:

- Re-developing grounds – this includes the STEM outdoor learning area which will complement the new STEM centre to maximise the learning opportunities for students. It also includes beautification of the grounds (re-landscaping, new plantings, refreshing lawns etc)
- Beautifying the learning environment – this includes painting, new carpeting, replacing paving, upgrading classroom furniture, new signage and upgrading the Senior Centre Study. We have a sustainable energy grant to install new led lighting and upgrading solar panelling.

The College will also receive \$9 million under the Building Better Schools program. A process of consultation with the College community is underway, with plans being developed in 2018.

### Heating and cooling

All classrooms are air-conditioned (heating and cooling).

## Specialist facilities and equipment

### Student facilities

In addition to the buildings and grounds developments as above, the College has a Senior Study Centre. The Centre is available for Year 11 and Year 12 students to use during their study lessons. This is a designated area for their use only, and provides them with access to laptops and desktops, and a quiet environment in which to work.

The Canteen is operated by Metro Canteens. A range of high quality hot and cold food items and drinks are available for staff and students. A cafeteria space with tables and seating is located adjacent to the canteen for student use. International students have access to the International student lounge area and adult students have a separate lounge area and toilet facilities.

The Hamilton Unit is a purpose built facility which caters for students with intellectual, and multiple and severe disabilities. The building supports specialist bathroom facilities as well as a separate outdoor and garden area.

### Staff facilities

All staff work spaces are airconditioned. The staffroom is well equipped with fridges, microwaves, an oven, tea and coffee facilities and a drinks machine. Most staff choose to use the staffroom at recess and lunch times. The College provides staff members with laptops for professional use.

### Access for students and staff with disabilities

Ramps and lifts provide access for students and staff with physical disabilities.

### Access to bus transport

The College has five vehicles that are used by staff to transport students. This also includes two wheel chair accessible vehicles. Eligible students with disabilities also access the DECD transport service. Public transport or contracted buses are used for most excursions.

## 10. School Operations

### Decision making structures

There are a range of Committees that operate in the College. This includes the Executive Team, Curriculum Leaders, Tracking and Monitoring Team, PAC, Finance, Grounds, WHS, RTO Executive and Team International. Consultative processes are used for decision making. Governing Council meets twice each term and endorses policies and decisions as appropriate.

### Regular publications

Currently, the College newsletter is published twice each term. In 2017, this moved to an on-line platform. Daily notices are published to students and staff on Daymap, and students (and parents) are able to access these on-line. In 2017, the College is re-developing the website. This will provide parents and the wider community with ease of access to calendars, upcoming events, handbooks, policies, annual report etc.

### Other communication

The College has a social media platform which has a growing following.

## School financial position

<b>Resource Entitlement Statement (as at February Census 2017)</b> <ul style="list-style-type: none"> <li>• Staffing Allocation</li> <li>• School Operating Costs</li> </ul>	8,114,661.40
<b>Targeted Funding for Individual Students</b> <ul style="list-style-type: none"> <li>• Improved Behaviour Management &amp; Engagement (<i>Flexible Learning Options FLO</i>)</li> <li>• Improved outcomes for Students with Additional Language or Dialect</li> <li>• Improved Outcomes for Students with Disabilities</li> </ul>	1,556,498.11
<b>Targeted Funding for Groups of Students</b> <ul style="list-style-type: none"> <li>• Improved Outcomes for Aboriginal Students</li> <li>• Improved Outcomes for Numeracy &amp; Literacy</li> </ul>	232,696.04
<b>Other Discretionary Funding</b> <ul style="list-style-type: none"> <li>• Improved Outcomes for Students taking Alternative Pathways (<i>STEM Program</i>)</li> <li>• Miscellaneous (<i>staffing adjustments, student specific funding, sustainable schools program</i>)</li> </ul>	546,597.02
<b>Estimated Income from Parent Contributions</b> <ul style="list-style-type: none"> <li>• Materials &amp; Services Fees</li> </ul>	350,705.00
<b>Total:</b>	<b>\$ 10,801,157.57</b>

## 11. Local Community

### Parent and community involvement

The governance structure of the College includes an active Governing Council which consists of parents and community representatives in accordance with the Constitution.

## Feeder or destination schools

The main feeder schools are the Marion Inland Partnership primary schools which are Ascot Park, Forbes, Marion and Clovelly Park. The College also draws students from nearby primary schools including Edwardstown, Mitcham, Glenelg, Warradale, Plympton and Darlington. Students also enrol following completion of their program at the Adelaide Secondary School of English.

## Other local care and educational facilities

Flinders University and Tonsley TAFE are located a short distance from the College. Each of our Partnership Primary schools offer Out of School Hours Care programs for students and their families. There a number of Child Care providers in the local area.

## Commercial/industrial and shopping facilities

The College is located a short drive from Marion Shopping Centre which is the largest Westfield shopping centre in South Australia. It is also easily accessible by public transport. The Marion Homemaker centre and business hub is also located a short distance from the College.

## Other local facilities

Flinders Medical Centre is located a short drive from the College. The Marion Sports Centre is a major facility in the local community. The Olympic standard South Australian Aquatics centre which is close to the College. Marion Leisure and Fitness Centre which focusses on student gymnastics is situated next to the Marion Outdoor Pool. The Park Holme Library is easily accessible for students and their families. Marion Cultural Centre is also close to the College.

## Accessibility

The College is easily accessible by public transport. It is a five-minute walk from the Marion station and Ascot Park train stops on the Seaford Line. Marion Road is a major transport corridor. Bus stop 22 for the M44 is directly opposite the College on the Western side of Marion Road and Stop 21 is at the entrance to the College on the Eastern side of Marion Road. The College is also easily accessible by bus from Daws Road. Stops on the Southern and Northern sides of Daws Road are five minutes walking distance from the College.

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## Local Government body

Marion City Council