



SCHOOL CONTEXT STATEMENT

Updated: August 20 2010

School number: 0905

School name: BLACKWOOD HIGH SCHOOL

1. General information

- School Principal name: Ms Jude Hines
- Deputy Principal's name: Ms Sonya Johnke
- Year of opening: 1961
- Postal Address: 4 Seymour Street, Eden Hills 5050
- Location Address: 4 Seymour Street, Eden Hills 5050
- DECS Region: Southern Adelaide
- Geographical location – ie road distance from GPO (km): 11 km
- Telephone number: 08 8278 0900
- Fax Number: 08 8278 0999
- School website address: www.bhs.sa.edu.au
- School e-mail address: blackwood@bhs.sa.edu.au
- February FTE student enrolment:

	2006	2007	2008	2009	2010
Year 8				185	163
Year 9				193	194
Year 10				191	170
Year 11				179	182.4
Year 12				178	134.4
Year 12plus				8.4	4
TOTAL				934.4	847.8

School Card Approvals (Persons) 102

NESB Total (Persons) 81

Aboriginal FTE Enrolment 8



- Student enrolment trends: Stable
- Staffing numbers (as at February census): 58.77

Principal	1
Deputy Principal	1
Assistant Principals	3
Coordinators	11
Teachers	39.47
Counsellors	2
Librarians	2
ESL	0.42
Special Education	0.81
FIR	2.07
SSO Entitlement	352.5 hpw

- Public transport access:

A wide network of Adelaide Metro buses service the school. The buses stop within the school grounds and students are supervised at the bus stops by teaching staff. School buses have routes to and from Blackwood Station and Interchange, Marion via Flinders Medical Centre and Shepherds Hill Road, Belair (both Main Road and Kalyra Avenue), Hawthorndene, Flagstaff Hill, Reynella and Aberfoyle Park (via Black Road and then Murrays Hill Road or Main Road), and Coromandel Valley. There is a train service at Coromandel Station on the Belair Line.

- Special site arrangements:
Blackwood High School is the secondary member of the Mitcham Hills College, which also comprises of Belair, Bellevue Heights, Blackwood, Coromandel Valley, Eden Hills and Hawthorndene Primary Schools. The International Baccalaureate Middle Years Program is a key link between all these schools. Sharing of ideas, leadership, student government activities, teaching programs form a focus of the College.

2. Students (and their welfare)

Blackwood High School provides a diverse and inclusive international curriculum reflecting the needs of the local and wider communities and encouraging all students to achieve their personal best in a safe, caring environment.

- General characteristics
The school has an internationally accredited curriculum with a strong academic, performing arts and sporting focus. This is generated by the high expectations of students, parents and staff. Many opportunities exist for students to be involved in a wide range of co-curriculum activities. Students take leadership roles within these co-curriculum activities.
- Student well-being programs
A Pastoral Care program exists for all students. Year 8 students meet in teaching groups with one of their subject teachers who delivers the program to them. Students in Years 9 to 12 meet in groups of about fifteen with a teacher who remains with them for the rest of their school career. The program for Year 8, 9 and 10 students includes topics such as harassment, friendship, study skills, learning how to learn, assertiveness and peer mediation. At Year 11 and 12, study skills, time management, course counselling, career education and job pathways are some of the topics covered.
The school has two chaplains who also help with social and pastoral care activities
- Student support offered
Students are supported by Pastoral Care teachers, student counsellors, chaplains, year level managers and members of the administration. The Student Services Centre supports students with routine matters. Case Management teams and Special Needs programs monitor students' progress and provide support for students' welfare.
- Student management
There is an expectation that all students have the right to learn and all teachers have the right to teach. A Student Wellbeing Team, led by an Assistant Principal, supports teachers in the management of student behaviour and in the development of student welfare programs. Case

Management Teams at each year level, consisting of an Assistant/Deputy Principal, Year Level Manager, the Student Counsellors and Special Needs/VET Coordinators, monitor the progress and behaviour of all students.

- Student government

The SRC is very active in the school, with representatives on most school committees. There are year level SRCs as well as one for the whole school. They are instrumental in raising money for selected charities and community projects and are responsible for developing a variety of initiatives for students. The SRC has the important role of conducting assemblies and end of year graduations and ceremonies.

- Special programmes

Student leadership occurs across the seven sites of the Mitcham Hills College via the combined SRC program whereby High School students lead the primary schools' SRC executive.

There is a house system at the school which recruits students in major leadership roles across the school in a variety of activities, particularly sport.

Year 8 students are extensively involved as Peer Support leaders in a range of transition activities for primary school students and parents.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

The following is a summary of the school's Three Year Strategic Directions.

Our Purpose

An internationally accredited school inspiring respect for people, community and tradition, positioning our students for achievement in the global community.

Our Values

Respect for the potential, dignity and worth of each individual.

Academic excellence as the basis for developing individual potential, and achievement.

Cultural diversity is welcomed, embraced, understood and respected.

Respect and concern for the environment.

Active citizenship for a better world.

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Our Aims

To inspire and engage students to be all that they can be, to set demanding goals for themselves and make a positive difference in our world.

To assist each student to develop as a well balanced, open-minded, caring and principled human being.

To educate students so that they understand the need for environmental sustainability and inspire them to take action.

To enrich the learning experiences of our students through partnerships with the wider community.

To encourage our students to take pride in themselves and their school.

We deliver

An international curriculum accredited and commended by the International Baccalaureate Organisation.

Quality pastoral care programs to address each student's intellectual, emotional, physical and social needs

A system to monitor each student's progress and design intervention to support improvement where required.

Programs to mentor our students to develop and achieve their goals, especially with regard to their transition to adult life.

A responsive partnership between families and the school to help all students to reach their potential.

Contemporary teaching and learning programs that embrace current technology and develop each student's ability to access vocational and communication opportunities in our connected world.

Supportive culture for participation in extra curricular activities.

International programs to help us develop intercultural understanding between young people.

Preparation for and access to vocational training.

Innovative learning programs.

Outstanding facilities for learning and extra curricular activities.

Recognition of achievement.

Strategic Directions

- 1: Engage students in a contemporary curriculum to prepare them for their 21st century world.
- 2: Personalise learning to ensure that our students' interests and needs are met.
- 3: Build our students' understanding of and commitment to practices that will sustain our world.
- 4: Build our students' understanding of and commitment to global citizenship.

- Recent key outcomes:

Student Opinion surveys have shown an increase in student perception of their enjoyment of school work, their belief in the quality of their instruction and that teachers are making learning more interesting. They also report higher levels of positive feelings about their relationships with teachers. The 2009 Year 9 cohort of students significantly increased their NAPLAN scores from their 2007 Year 7 results.

4. Curriculum

- Subject offerings: Middle School

The International Baccalaureate Middle Years Programme (IBMYP) is undertaken by all students in Years 8 to 10.

The IBMYP continues to be a structural and pedagogical focus within the school. It enables students to participate in a curriculum that supports cultural and intercultural awareness, communication skills and understanding. It has facilitated and focussed curriculum development that has provided opportunities for best practice in Middle Schooling and International Education.

There is an active program for short and long term stays and exchanges through DECS International Education Services, particularly with Asian countries. The IBMYP supports the development of holistic thematic education that is exemplified in links with other sites such as the Australian Science and Mathematics School. The school is the only school in the Southern Adelaide Region to offer the Special Interest Netball program in partnership with the South Australian Netball Association (SANA) and the Football (Australian Rules) Focus Program.

All Year 10 students complete a Personal Project as part of the IBMYP and gain 10 SACE credits for this. The focus of the project is chosen by the student and is an in-depth study into their chosen area of interest. This project has a direct link with the Stage 2 Research Project. They also complete the Personal Learning Plan of Stage 1 SACE, gaining a further 10 credits.

Middle Years Curriculum Pattern

	YEAR 8	YEAR 9	YEAR 10
Required Units of Study	English 2 semesters	English 2 semesters	English 2 semesters
	Maths 2 semesters	Maths 2 semesters	Maths 2 semesters
	Science 2 semesters	Science 2 semesters	Science 2 semesters
	Language (B) 2 semesters	Language (B) 2 semesters	In 2012 year 10 students will study one semester of Language B. In 2011 students may choose to continue with Language B.
	Humanities 2 semesters (Specialist Music may be chosen in one of the semesters)	Humanities 2 semesters (Specialist Music may be chosen in one of the semesters)	Humanities 2 semesters
	Health & Physical Education (or Netball A) 1 semester	Health & Physical Education (or Netball A) 1 semester	Health & Physical Education (or Netball A) 1 semester
	Arts 1 semester	Arts 1 semester	Arts 1 semester
	Technology 1 semester	Technology 1 semester	Technology 1 semester
	Choice Units	1 choice from The Arts Specialist PE or Netball B or Football	1 choice from: The Arts Specialist PE or Netball B or Football Technology

- Subject offerings: Senior School

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or to further training and study. The current SACE was introduced in 2009 and this new model is designed for students to gain the skills they need for their future, as citizens and employees.

The SACE has been strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. It now provides a greater clarity about the skills and knowledge which students need to succeed in their chosen pathway. It recognises new combinations of school, study off campus and work, which means there is enormous flexibility for students to achieve their goals.

The certificate is based on a two year program of study and achievement: Stage 1 is normally undertaken in Year 11 and Stage 2 in Year 12.

Stage 1 (Year 11) subjects by Learning Area & SACE Groupings

LEARNING AREA / Subject	LEARNING AREA / Subject
ARTS	PHYSICAL EDUCATION & HEALTH
<u>Craft</u>	<u>Health Education</u>
<u>Dance A</u>	<u>Netball A</u>
<u>Dance B</u>	<u>Netball B</u>
<u>Design 1</u>	<u>Physical Education A</u>
<u>Design 2</u>	<u>Physical Education B</u>
<u>Drama 1</u>	World Challenge - Outdoors
<u>Drama 2</u>	
<u>Music A</u>	<i>Home Economics</i>
<u>Music B</u>	<ul style="list-style-type: none"> • <u>Child Studies</u>
<u>Visual Arts: 2D</u>	<ul style="list-style-type: none"> • <u>Hospitality Studies 1</u>
<u>Visual Arts: 3D Sculpture</u>	<ul style="list-style-type: none"> • <u>Hospitality Studies 2</u>
Creative Arts (School Production)	
	SCIENCE
ENGLISH	<u>Biology 1</u>
English (2 Semesters from the following)	<u>Biology 2</u>
• <u>English Studies A and B</u>	<u>Chemistry A</u>
• <u>English Communications A and B</u>	<u>Chemistry B</u>
• <u>English in Pathways A and B</u>	<u>Physics A</u>
<u>ESL: English as a Second Language</u>	<u>Physics B</u>
A and B	<u>Psychology 1</u>
	<u>Psychology 2</u>
HUMANITIES	Scientific Studies
<u>Ancient Studies</u>	

	TECHNOLOGY
<u>Human & Environmental Geography</u>	<i>Home Economics</i>
<u>Legal Studies</u>	<ul style="list-style-type: none"> • <u>Textile Studies</u>
<u>Modern History</u>	
<u>Philosophy</u>	<i>Communication Products</i>
<u>Society and Culture</u>	<ul style="list-style-type: none"> • Multi Media - Animation
<u>Tourism</u>	<ul style="list-style-type: none"> • Digital Photography
World Challenge–Society and Culture	<ul style="list-style-type: none"> • Technical Drawing
MATHEMATICS	<i>Computing Technology</i>
Mathematics: (one of the following)	<ul style="list-style-type: none"> • <u>Information Technology Systems</u>
<ul style="list-style-type: none"> • <u>Mathematics A & B</u> 	
<ul style="list-style-type: none"> • <u>Specialist Mathematics C</u> 	<i>Design Technology</i>
<ul style="list-style-type: none"> • <u>Mathematical Applications A & B</u> 	
<ul style="list-style-type: none"> • Numeracy for Work & Community Life 	<ul style="list-style-type: none"> • <u>Furniture Construction</u> • <u>Metalwork</u>
LANGUAGES	
<u>French (continuers) A & B</u> (to be offered externally)	WORK EDUCATION
	Workplace Practices
<u>German (continuers) A & B</u>	<u>Business Studies</u>
<u>Spanish (beginners) A & B</u>	
<u>Japanese(continuers) A & B</u>	

Stage 2 (Year 12) subjects by Learning Areas & SACE groupings

LEARNING AREA / Subject		LEARNING AREA / Subject	
ARTS		MATHEMATICS	
Dance Studies		<u>Mathematical Methods</u>	
Dance		<u>Mathematical Studies</u>	
<u>Drama Twenty</u>		<u>Specialist Mathematics</u>	
<u>Drama Ten</u>		<u>Mathematical Applications</u>	
<i>Music</i>		PHYSICAL EDUCATION	
• Music Ensemble Performance		<u>Physical Education</u>	
• Music Solo Performance		Health Studies	
• Music Individual Study		Child Studies	
• Musicianship		Food & Hospitality	
• Music Technology			
		SCIENCE	
Visual Arts – Art		<u>Biology</u>	
Visual Arts - Design		<u>Chemistry</u>	
		<u>Nutrition</u>	
ENGLISH		<u>Physics</u>	
English Communication		<u>Psychology</u>	
English Studies		Scientific Studies	
English as a Second Language (ESL)			
		TECHNOLOGY	
HUMANITIES		Home Economics	
Classical Studies		• <u>Early Childhood Studies</u>	
Economics		• <u>Food & Hospitality Studies</u>	
<u>Legal Studies</u>			
<u>Modern History</u>		Computing Technology	
<u>Philosophy</u>			
		Information Processing & Publishing	
<u>Society and Culture</u>		• <u>Business Documents (1 unit)</u>	
<u>Tourism</u>		• <u>Desktop Publishing (1 unit)</u>	
LANGUAGES		Design & Technology	
<u>German</u>		• Furniture Construction	
<u>Japanese</u>		• Digital Photography	
Spanish (Beginners)		• Multi-Media	
		VOCATIONAL EDUCATION	
		Industry & Workplace Practices	
		Business Studies	

- **Open Access/Distance Education provision:**
The Open Access College is used by students wishing to study a subject, which is not offered by the school. Students may also gain access to the curriculum at nearby schools for this purpose.
- **Special needs:**
The school has a significant focus on Special Needs. One of the school's leadership positions is devoted to this area, as well as a teaching staff member and an SSO employed full time. Students with identified learning problems and specific learning difficulties are offered extra class support. Acceleration, enrichment and extension are offered to those students who are identified, by teachers, parents and/or peers, as being gifted and talented.
- **Special curriculum features:**
Blackwood High School has a Special Interest Netball Program. Up to twenty students are accepted each year for the Year 8 part of the program. The SA Netball Association (SANA) conducts the selection trials. The program provides an elite development in the sport as part of the school curriculum in Years 8-11. A Football Focus Program was introduced in 2010 also enabling elite development in this sport from Years 8 to 11.
The school conducts a highly successful international program with students studying at BHS for periods ranging up to five years. Students from Asia, Europe and South America enrol in the school.
Students in Stage 1 & 2 can be involved in a broad range of programs that support the transition from school to the workplace through TAFE and associated courses. SACE courses in Food Preparation, Hospitality and Tourism, currently include elements of TAFE entry level study. These pathways are continually being developed.
Structured Workplace Learning opportunities are provided through regional organisations, Quality LinCs (Urrbrae Skills Centre). A broad range of courses are offered to students to allow the SACE to be completed, while employer based training is begun in partnership with TAFE and other private providers. Students can enhance the school based programs or develop skills and knowledge in areas including Engineering, Office Administration, Marketing, Fashion and Visual Arts. These courses are usually offered on a semester basis. School Based Traineeships are currently offered and apprenticeships can also be arranged and supported by the school depending availability and the needs of the community.
At year 10, through the Personal Learning Plan, students are given the opportunity to participate in the school's Work Experience program, allowing them to delve further into their future career options and experience first-hand the world of work. In preparation, students are taken to the National Careers and Employment Expo and also listen to guest speakers who offer advice on preparing for life after school, safety at work and finding employment. The school has an increasingly extensive Vocational Learning Program, offering Workplace Practices at Stage 1 and 2 for students studying regional VET programs or in school based training. These courses provide

the flexibility and curriculum relevance necessary for success at the senior years.

An additional support to these students is the development Blackwood High School Studywiz and Moodle sites, both of which offer blended learning opportunities and flexible options for students who need to complete their studies outside of traditional school hours.

- **Teaching methodology:**

Teachers are encouraged to use a wide range of teaching methods to suit all students. In the Middle School, care group teachers teach their class for at least two subjects at year 8. Integration of topics at year 8 is encouraged. All students have access to the Internet and the school Intranet. The school has a 1:1 ratio of computers, including laptops, for students and staff. Classes use a digital learning platform and students, parents and teachers communicate via the Internet. All Year 8 students gain a Certificate 1 in ICT.
- **Student assessment procedures and reporting**

Every subject in all years has an assessment plan which is issued to parents within the first four weeks of each new semester. All staff in the Middle School use the IBMYP criterion referenced assessment, for which they are all extensively trained. A progress (short report progress grade only) and end of semester report is issued for each subject - making 4 reports for Years 8 - 11 and 3 for Year 12. Parent interview nights are held one to two weeks after the shorter progress reports (end of Terms 1 & 3). Computer generated reports, using MarkBook, are used.
- **Joint programmes:**

Blackwood High School is part of the Mitcham Hills College and cooperates with the primary schools to introduce the International Baccalaureate Middle Years Program.

Blackwood High School is a partner school of the Advanced Technologies Program, launched in 2010, with the lead school at Aberfoyle Park. This program is designed to provide students with high level mathematics skills in advanced Mathematics with an eye to entering Engineering and Advanced Technologies courses at University.

We are also a partner school for the Inner South Trade School for the Future, offering students access to Apprenticeship Brokers and programs designed to help them access school based training, Apprenticeships and Traineeships.

5. Sporting Activities

The school has a very strong sporting focus, fielding teams in a large variety of sports in a diverse number of competitions. These include state-wide (athletics, swimming, distance running, triathlon, surfing...), zone, knock-out and Saturday morning sport as well as many special events. A high proportion of students in this school are selected in state teams. Teachers are

encouraged to help coach and supervise sports teams alongside an active parent body.

6. Other Co-Curricular Activities

Each year the Performing Arts Faculty involves a large number of music, drama and dance students in a Major School Production, reaching an adult audience of 2000. The Music Department has many ensembles and an ambitious and successful program of public performances involving students, from Year 8 to Year 12, in many public performances each year.

Mooting, debating, mock trials, literacy competitions, Science and Maths competitions, Christian Group, Interact and an Ecological group are other examples of the many activities in which students participate.

Students have extensive involvement in student exchange program both into and out of the school. Special programs exist in the Japanese, Spanish and German Departments.

Year 10 students have the opportunity to attend a week-long Ski Trip in Term 3.

Leadership opportunities exist through the SRC, including the joint student governance project with the SRCs from the schools in the Mitcham Hills College

7. Staff (and their welfare)

- Staff profile

Most staff choose to remain at the school for as long as possible. However, given the size of the school and the profile of the staff, there is an ongoing comprehensive Induction program. Blackwood High School has a staff that is highly experienced in both curriculum and leadership.

- Leadership structure

A Principal, Deputy Principal, three Assistant Principals, a Business Manager, two Student Counsellors, eight Curriculum Coordinators, an IBMYP Coordinator, an Enterprise/VET Coordinator, a Special Needs Coordinator, and five Year Level managers lead the various functions of the school.

- Staff support systems

All staff are encouraged to participate in professional development activities during school and after school hours. A program of professional development has been planned to deliver at staff meetings. Developing cutting edge pedagogy exploring SACE and the International Baccalaureate Middle Years Program, Special Needs, methodology and restorative justice are some of the topics for discussion.

Inservicing on the use of MarkBook is ongoing for staff new to the school. Training and development is offered to those who want to further their knowledge in ICT. These sessions are conducted by the school's AST staff.

- **Performance Management**
Blackwood High School has the highest number of Advance Skills Teachers at levels 1 and 2 in the state. Staff are encouraged to work with each other to improve performance. 'Collaboration Time' is scheduled each week in the school's meeting structure. Staff are encouraged to nominate a mentor of their choice to monitor their performance and to assist them in the achievement of their goals. Curriculum coordinators are line managers for staff in their faculty.
- **Staff utilisation policies**
The school aims to deploy teachers in their field of expertise. 50% of the FIR is usually converted to SSO hours to support the employment of a network manager and student services staff. The tier 2 staffing is used to support students who have a negotiated curriculum plan. Two teachers are
- **Access to special staff**
The school has an entitlement of DECS instrumental lessons. These are supplemented by private instrumental lessons.
The school liaises with all DECS personnel involved with Aboriginal students, students with disabilities, FLO Case Managers and Youth Compact liaison staff.

8. Incentives, support and award conditions for Staff

The school does not attract any additional support or award conditions for staff.

9. School Facilities

- **Buildings and grounds**
The majority of teaching areas are of solid construction of a permanent nature, organised in a fairly compact arrangement on the school site. Accessibility for students with a disability is excellent. The school has a lift, shower and private toilet facilities for students with disabilities.
In the year 2001 the Blackwood Community Performance Arts Centre was completed, as was a busway that runs on the western boundary of the school. The community support in these two major projects has been outstanding.
All areas are air-conditioned. The staffroom is reserved for social activities and all staff have office/work space in other locations in the school. Staff have either stand alone or networked IT access in all staff work areas.
Buses for excursions can be booked from a local contractor if Adelaide Metro and rail services are not convenient.
Specialist facilities include 8 science laboratories, state of the art Performing Arts Centre, new Visual Arts Centre, a comprehensive

computing facility with full wireless connection and resource centre. The surrounding sports fields are set against an attractive backdrop of the Adelaide Hills.

The 3 million dollar, 4 room, Visual Arts Centre was opened in April 2004. The co-located Blackwood Community Recreation Centre is on the school site and was opened in February 2004. There are two indoor courts, one specifically for school use with school male and female change rooms and a separate office connected to the school network, to accommodate all P.E. Staff.

Technology – The school has been ‘cutting edge’ in providing technological support for teaching and learning programs. There is a ratio of 1:1 computers, with all students and staff having access to a well-maintained intranet and internet service.

- Student facilities

There is a canteen for all students and Year 12 students have a centre with a lounge specifically for their usage.

10. School Operations

- Decision making structures

Decision making is based on consultation, negotiation and participation with those affected by the decision. The decision making process, therefore, does not rest in the hands of a few, but is participatory and strives for consensus. It rests on the premise that effective communication is required for effective participation. Individuals can influence decision making through committees and working parties, faculties, year level teams, Management Committee, staff meetings, School Council and SRC. Generally the Management Committee, which is made up of the Administration Team, the Business Manager and Coordinators determines or approves decision-making processes for broad policy decisions. Once the consultation process has been exhausted and the views of all parties have been taken into account, in most cases, the Management Committee currently makes final decisions. The Principal is involved in all key school decision making and accepts responsibility for making decisions on behalf of DECS.

The Governing Council is very supportive. Its subcommittees include Finance, Canteen, Uniform and Facilities.

- Regular publications

The school newsletter is currently published once a month, promoting achievements and school/community activities and events. It is also posted on the website. Curriculum handbooks, staff handbooks and the Student Information Brochures are published annually. Copies of the Student Information Brochure are sent to feeder primary schools for distribution. They are also available from the school. The school’s web site www.bhs.sa.edu.au is another source of information about the school.

The Cambium (school magazine) is published each year with contributions by students and staff.

- Other communication
Every parent of a student in the Personalised Digital Learning classes is issued with a private email address, which enables them to communicate with their student's teachers. The School holds a number of parent information evenings throughout the year. The school has a policy of returning all calls and emails within 24 hours.

11. Local Community

- General characteristics
The local community is both supportive and impactful in all aspects of running and promoting the school. The Hills community has a mixture of country and city influences. Preservation of and planning for environmental awareness and responsibility is a focus. There is strong support for the school in the local community - Rotary have a high profile in providing support for a number of programs, including career education, support for Youth projects (Interact & Vocational mentoring) and an annual Art Exhibition. The Rotary Club and other Service clubs have contributed enormously towards the refurbishing of the Performing Arts Centre. The school facilities are regularly hired to local sport, Christian and cultural groups.
- Parent and community involvement
Blackwood High School has benefited from strong, active support from the parent body. There is high, well informed participation from the High School Council, Parent & Friends Association, various committees and working parties. Parents' and caregivers' voices are seen as critical in determining curriculum and facilities in the school.
- Feeder or destination schools
Most of the students who enrol at Blackwood come from the local feeder primary schools: Blackwood, Belair, Bellevue Heights, Coromandel Valley, Eden Hills and Hawthorndene and a significant number from Craighburn and Flagstaff Hill Primary Schools. Recent trends show a large number of students from outlying areas applying for Blackwood High School. Due to the shared boundaries between Blackwood High School and Blackwood Primary School there is a significant relationship between the two sites.
- Other local facilities
A dental clinic is shared on site between Blackwood High School and adjacent Blackwood Primary School.
- Local Government body
Blackwood High School is in the Mitcham local government area and enjoys significant, ongoing support from the Mitcham Council and the local Member of Parliament.

12. Further Comments

Blackwood High School has strong traditions of excellence in academic, sport and performing arts. There are high expectations that teachers will provide students with the best opportunities to do well with a low tolerance of mediocre effort. Students and parents are generally quite articulate and make their educational needs known. There is strong parent support for any activity involving their children.

Some changes in the profile of students has meant an increasing need for staff to be flexible in their teaching approaches and for courses to reflect the need for vocational options, in addition to the traditional academic programs.