SCHOOL CONTEXT STATEMENT

School number: 0905

School name: BLACKWOOD HIGH SCHOOL

School Profile:

Blackwood High School’s mission is to educate students to be inspired to achieve, to respect others, to learn about the importance of community and traditions, and to be responsible and active as local and global citizens. The school has three agreed core values of care, achievement and respect articulated through the School motto of ‘Inspiring Achievement and Respect’. We believe that young people learn best when they feel valued, listened to, challenged and, most importantly when they feel cared for and safe. We use restorative practices to support students in their interactions with each other. We value self-reflection as a tool for personal growth and development. Links to the community to broaden student opportunities are actively sought. This includes relationships with business, industry and the tertiary sector.

The school delivers a comprehensive curriculum through the International Baccalaureate Middle Years Program and the SACE. We deliver 21st century learning by connecting our students to the global community. Across the school we use ICT to support learning, including school-wide wireless access and a school portal.

Students can apply for our Specialist netball and football programs. The performing arts, visual arts and sports program support involvement in co-curricular activities and are open to students across the school.
1. **General information**

- School Principal name: Ms Marion Coady
- Deputy Principal’s name: Mr David Garrett
- Year of opening: 1961
- Postal Address: PO Box 1075, Blackwood SA 5051
- Location Address: 4 Seymour Street, Eden Hills SA 5050
- DECD Region: Southern Adelaide
- Geographical location: 11km
- 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:

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<td>Year 9</td>
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<td>Year 10</td>
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<td>Year 11</td>
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<td>TOTAL</td>
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<td>847.8</td>
<td>794.4</td>
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School Card holders: 95
NESB Total (Persons): 112
Aboriginal FTE Enrolment: 9
Student enrolment trends: Stable
• Staffing numbers (as at February census):

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal</td>
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</tr>
<tr>
<td>Assistant Principals</td>
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<td>Senior Leaders</td>
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<td>Coordinators</td>
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<td>Librarians</td>
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<td>ESL</td>
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<tr>
<td>Support Staff</td>
<td>533.5</td>
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</table>

• 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 a member of the Mitcham Hills College, which also comprises of Belair, Blackwood, Coromandel Valley and Eden Hills Primary Schools. The International Baccalaureate Middle Years Program is a key curriculum link between all five schools including Blackwood High School. Sharing of ideas, leadership, student leadership activities, and teaching and learning programs are the focus of the College.

2. Students (and their welfare)

Blackwood High School provided a diverse and inclusive international curriculum reflecting the needs of the local and wider communities and encouraging all students to achieve their personal best is 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-curricular activities. Students take leadership roles within these co-curriculum activities.
• Student well-being programs

A structured 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 with a teacher who remains with them for the rest of their schooling. The program for Year 8, 9 and 10 students includes topics such as harassment, friendship, peer relationships, study skills, learning how to learn, assertiveness and peer mediation. The Personal Learning Program (PLP) is delivered as part of the Year 10 Pastoral Care Program. At Year 11 and 12, study skills, time management, course counselling, career education and career pathways beyond school are some of the topics covered.

The school has a Christian Pastoral Care Worker who assists with social and pastoral care activities

• Student support offered

Students are supported by Pastoral Care teachers, Student Counsellors, Christian Pastoral Care Worker, Year Level Leaders and members of the Executive. The Student Services Centre supports students with routine matters. Case Management teams and Learning 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 a Senior Leader, supports teachers in the management of student behaviour and in the development of student wellbeing programs. Case Management Teams at each year level, consisting of a Assistant/Deputy Principal, Year Level Leader, the Student Counsellors and Personalised Learning/VET Leaders, monitor the progress of all students.

• Student government

The Student Representative Council (SRC) is very active in the school, providing student voice 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

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. The houses of Madigan, Ashby, Mills and Russell enable students to participate and contribute to a house’s achievements. Year 9 students 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:

**Our Purpose**
An internationally accredited school whose purpose is to inspire respect for people, community and traditions and to position our students for achievement in the global community.

**Our Values**
The school has three agreed values and includes care, achievement and respect articulated through Blackwood High School ‘Inspiring achievement and respect’.

These values mean that we:
- Respect the potential, dignity and worth of each individual.
- Strive for academic excellence as the basis for developing individual potential and achievement.
- Acknowledge and value cultural diversity which welcomed, embraced, understood and respected.
- Promote active citizenship for a better world.

**Our Aims**
We aim 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.
- Assist each student to develop as a well balanced, open-minded, caring and principled human being.
- Educate students so that they understand the need for environmental sustainability and inspire them to take action.
- Enrich the learning experiences of our students through partnerships with the wider community.
- Encourage our students to take pride in themselves and their school.

The context for the Strategic Directions for 2013 to 2018 is within responding to the local, state, Australian and International education trends about the needs of 21st Century learners. This includes the Melbourne Declaration National Goals of Schooling and the Department of Education and Child Development Strategic Plan of ‘Every chance for every child’.

To achieve our targets for the next six years requires us to focus on:
- Continuous improvement in the school’s processes to support student learning and achievement informed by DECD Improvement and Accountability Framework (DiaF).
- A school culture supporting the school’s commitment to respect through the ‘Culture of Respect’ underpinning policies and procedures relating to student behaviour, code of conduct and restorative practices.
- Curriculum development and review consistent with the requirements of the International Baccalaureate Middle Years Program (IB MYP) Next Chapter, the Australian Curriculum and the South Australian Certificate of Education (SACE) and Vocational Education and Training (VET).
- Quality Teaching and Learning with a focus on 21st Century pedagogies including integration of Information and Communication Technology (ICT), assessment practices that provide each student with the capacity to improve their demonstrated achievements and quality feedback to students to support their ongoing learning and achievement. This area will be supported using the Department of Education and Child Development (DECD) Teaching for Effective Learning (TfEL) resources and Performance Development and Improvement processes. Professional Learning program will be developed to support the school priorities are ongoing reflecting the National Professional Teacher Standards and the national requirement for Teacher Registration.
- Community involvement to strengthen and broaden the learning opportunities of students, strong collaboration with the Mitcham Hills College and the Inner South Secondary Schools. These links will support the successful transition of students into, within and beyond the school.

Recent key outcomes:

Student performance in the IBMYP across Years 8 to 10, are consistently above 90%. Improvements in Year 9 NAPLAN data, in Proficiency Bands 9 and 10 in the four aspects of numeracy, grammar and spelling. Increased percentage of SACE Stage 1 and 2 students achieving in grade band B and the compulsory SACE requirements.

4. Curriculum

Subject offerings: Middle Years

The International Baccalaureate Middle Years Programme (IBMYP) undertaken by all students in Years 8 to 10 supports the development of holistic, thematic education and 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.

All Year 10 students complete a Personal Project as part of the IBMYP. The focus of the project is chosen by the student and is an indepth study into their chosen area of interest. This project has a direct link in preparing students for the Stage 2 Research Project. They also complete the Personal Learning Plan of Stage 1 SACE through the Year 10 Pastoral Care Program.

A flexible Learning Program has been established to meet the needs of a small group of students in Year 9 to 11.

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 Football (Australian Rules) Focus Program offers specialist coaching.

## Middle Years Curriculum Pattern

<table>
<thead>
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<th>Required Units of Study</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
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<tbody>
<tr>
<td></td>
<td>English 2 semesters</td>
<td>English 2 semesters</td>
<td>English 2 semesters</td>
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<tr>
<td></td>
<td>Maths 2 semesters</td>
<td>Maths 2 semesters</td>
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<tr>
<td></td>
<td>Science 2 semesters</td>
<td>Science 2 semesters</td>
<td>Science 2 semesters</td>
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<tr>
<td></td>
<td>Language (B) 2 semesters</td>
<td>Language (B) 2 semesters</td>
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<tr>
<td></td>
<td>Humanities 2 semesters</td>
<td>Humanities 2 semesters</td>
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<tr>
<td></td>
<td>(Specialist Music may be chosen in one of the semesters)</td>
<td>(Specialist Music may be chosen in one of the semesters)</td>
<td>(Specialist Music may be chosen in one of the semesters)</td>
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<tr>
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<td>Health &amp; Physical Education (required)</td>
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<td>Health &amp; Physical Education (required)</td>
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<td></td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
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<td></td>
<td>Netball A 1 semester</td>
<td>Netball A 1 semester</td>
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</tr>
<tr>
<td></td>
<td>Arts (required) 1 semester</td>
<td>Must choose one subject from The Arts 1 semester</td>
<td>Must choose one subject from The Arts 1 semester</td>
</tr>
<tr>
<td></td>
<td>Technology (required) 1 semester</td>
<td>Must choose one subject from Technology 1 semester</td>
<td>Must choose one subject from Technology 1 semester</td>
</tr>
</tbody>
</table>

### Choice Units

**Select one subject from:**
- Year 8 CHOICE subjects
- Home Economics
- Physical Education & Health:
  - Physical Education
  - Physical Education & Health: Football (Special Application)
  - Technology: Innovation in Technology
  - The Arts: Dance
  - The Arts: Drama
  - The Arts: Music
  - The Arts: Visual Art

**Select one further subject from:**
- The Arts, Health and Physical Education, Home Economics or Technology

**Select three further subjects from:**
- Language B, The Arts, Health and Physical Education, Home Economics or Technology
- Mathematics Extension
- Science Extension
- Specialist History
Subject offerings: Senior School

Students who successfully complete their senior secondary education achieve 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 further education training and/or employment and is designed to enable 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 enables greater flexibility with combinations of school, study off campus and work, this flexibility enables students to achieve their goals.

The certificate is based on a two year program of study and achievement: SACE Stage 1 is normally undertaken in Year 11 and SACE Stage 2 in Year 12. Subjects offered from year to year are based on student choice.

SACE Stage 1 and Stage 2

The school offers a comprehensive range of SACE Stage 1 and Stage 2 subjects. Further details are available on the Balckwood High School website, www.bhs.sa.edu.au

There are subject options in each of the learning Areas of Arts, English, Physical Education and Health, Science, Mathematics, Languages, Technology and Humanities

Open Access/Distance Education provision:

The Open Access may be accessed by students wishing to study a subject, which is not offered by the school. Students may also gain access to the curriculum offerings at nearby schools for this purpose.

Special curriculum features:

Blackwood High School has a Special Interest Netball Program. Up to twenty-five students are accepted each year for the Year 8 intake 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.

Personalised Learning:

The school has a significant focus on Learning Needs. One of the school’s leadership positions is devoted to this area, as well as a teaching staff member and support staff employed full time. Students with identified learning needs are offered extra class support. Acceleration, enrichment and extension are offered to those students who are identified, by teachers and parents, as being gifted and talented.
International Student Program:

The school conducts a highly successful international program with students studying at Blackwood High School for periods ranging from a term up to five years. Students from Asia, Europe and South America enrol in the school. There is an active program for short and long term stays and exchanges through DECD International Education Services, particularly with Asian countries.

Vocational Education & Training (VET):

Students in SACE Stage 1 & 2 can be involved in a broad range of programs that support the transition from school to the workplace through TAFE SA and trainer provider courses. SACE courses in Food Preparation, Hospitality and Tourism, currently include elements of TAFE SA entry level study. These pathways are continually being developed.

Blackwood High School is a member of the Trade Training Centre, Trade Schools of the Future through which the students can access a range of Vocational Programs form Certificate 1 to Certificate 4 traineeships and Australian School Based Apprenticeships.

The school offers Certificate 2 Electrotechnology leading to tertiary studies and apprenticeships.

Structured Workplace Learning opportunities are also 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 their 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 offered and apprenticeships can be arranged and supported by the school depending availability and the needs of the community.

At Year 10, through the Personal Learning Plan (PLP), 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 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 SACE Stage 1 and 2 for students studying regional VET programs or in school based training. A new Advanced Technology Centre delivers the VET Electrotechnology competency based curriculum. These courses provide the flexibility and curriculum relevance necessary for success at the senior years.

Extension Studies:

Year 12 students may access Extensive Studies topics at Flinders University which count towards their Australian Tertiary Achievement Rank (ATAR). Students who meet the criteria, can apply for The University of Adelaide Headstart Scholarship.
An additional support to these students is the development of the 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.

- Student assessment procedures and reporting:
  Every subject at all year levels has an assessment plan which is issued to parents within the first four weeks of each semester via Studywiz. All staff in the Middle School use the IB/MYP 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/Teacher/Student conferences are held twice a year at the end of Term 1 and Term 3. Computer generated reports, using Accelerus are used. Students in conjunction with their Care Group teachers develop student improvement plans each term.

- Joint programmes:
  As part of the Mitcham Hills College, Blackwood High School collaborates with the primary schools to deliver 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 mathematics, science, engineering and technology knowledge and skills with a view to entering Engineering and Advanced Technologies courses at University as well as Engineering and Technology related training streams. The school is 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 zone, knock-out and Saturday morning sport as well as many special events. A high
proportion of students in the 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. 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 Mathematics competitions, Christian Group and an Ecological group are other examples of the many activities in which students participate.

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

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

Student Leadership opportunities exist through the SRC. House Leadership roles and peer support programs to support transition of students from Year 7 to 8 are further opportunities for student leadership.

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 and a very high proportion of teachers accredited at Advanced Skill Teacher level.

- 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 Personalised Learning Coordinator, and five Year Level Leaders lead the various functions of the school supporting teaching and learning as well as student wellbeing.

- Staff support systems

All staff are encouraged to participate in structured professional learning activities and after school hours. A program of professional learning activities is delivered through staff meetings. Developing innovative and cutting edge pedagogy exploring SACE and the International Baccalaureate Middle Years Program, Special Needs,
methodology and restorative justice are some of the areas of pedagogical development.
Inservicing on the use of a range of ICT applications and the Studywiz learner management system is ongoing for staff new to the school.

- **Performance Management**
  Blackwood High School has the highest percentage of Advance Skills Teachers 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 work with a mentor/line manager to support their performance and to assist them in the achievement of their professional goals.

- **Staff utilisation policies**
  The school aims to deploy teachers in their field of expertise. The tier 2 staffing is used to support students who have a negotiated education plan.

- **Access to special staff**
  The school has an entitlement of DECD instrumental music lessons. These are supplemented by private instrumental music lessons.
  The school liaises with all DECD personnel involved with Aboriginal students, students with disabilities and Flexible Learning Option (FLO) Case Managers.

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 permanent construction, organised in a compact arrangement on the school site. Accessibility for students with a disability is excellent. The school has a lift, ramps, shower and private toilet facilities for students with disabilities.
  In 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 was outstanding.
  All areas of the school are air-conditioned. The staffroom is reserved for social activities and all staff has 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 eight science laboratories, state of the art Performing Arts Centre, Visual Arts Centre, a comprehensive computing facility with full wireless connection and a Resource Centre. The surrounding sports fields are set against an attractive backdrop of the Adelaide Hills.

The three million dollar, four room, Visual Arts Centre was opened in April 2004.

The Trade Training Centre was opened in 2011 and in excess of one million dollars is being used to improve the facilities to deliver Electon Technology and Advanced Technology.

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 Heath and Physical Education Staff. In 2011 the Technical Studies areas redevelopment was completed as a Trade Training Centre.

The school is a leader 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 common room specifically for their usage.

**10. School Operations**

- **Decision making structures**

  Decision making is based on consultation, negotiation and participation by 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 informed participation. Individuals can influence decision making through committees and working parties, curriculum areas, year level teams, Leadership Committee, staff meetings, Governing Council and the SRC.

  Generally the School Leaders team, which is comprised of the Executive Team, Coordinators and Year Level Leaders determines or approves decision-making processes for broad policy decisions. The
Principal is involved in all key school decision making and accepts responsibility for making decisions on behalf of DECD. The Governing Council is very supportive. Its subcommittees include Finance, Canteen, Uniform and LINCS.

- Regular publications

The school newsletter is currently published three times each term, promoting achievements and school/community activities and events. It is also posted on the Blackwood High School’s website. Curriculum prospectuses, staff handbooks and 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 year book) is published each year with contributions by students and staff.

- Other communication

The School holds a number of parent information evenings throughout the year. The school has a practice of returning all calls and emails to parents within 24 hours. Posted on the school website are the email details of all teaching staff. Parents/caregivers are encouraged to make contact with the school in order to clarify information or to resolve concerns.

11. Local Community

- General characteristics

The local community is both supportive and impactive 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 Governing Council, and 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 Craigburn and Flagstaff Hill Primary Schools. Recent trends show a large number of students from other 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 schools.

- **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 involve themselves in a professional learning community that values life long learning, positive relationship, and pedagogical practices that reflects 21st century skills and approaches. The integration of digital learning as a tool to enhance learning outcomes for students is valued and supported through a climate of shared practice and inquiry. Students and parents are articulate and make their educational needs known. There is strong parent support for any activity involving their children. A change in the profile of students has meant an increasing need for staff to be flexible in their teaching approaches. The school offers a range of subjects that lead to tertiary pathways, training and employment.