



## SCHOOL CONTEXT STATEMENT

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### School Profile:

*Springbank Secondary College vision:*

We are committed to an inclusive and engaging learning environment that promotes a culture of excellence and creativity.

Through personalised learning programs, a rich learning environment and innovative strategies, learners at Springbank Secondary College are able to reach their full potential and excel.

Learners develop critical thinking, problem solving, creative and self-directed learning skills to prepare them for effective local and global citizenship.

*Springbank Secondary College values:*

Respect, excellence and integrity.

*Springbank Secondary College motto:*

Igniting inquisitive imagination.

*Springbank Secondary College school improvement priorities for 2022-2024 are:*

1. Improving literacy (writing)
2. Numeracy (Problem Solving)
3. Pedagogical improvement, in particular, inclusive education and interdisciplinary learning

The school has a partnership with the Australian Science and Mathematics School and Flinders University.



School Name	Springbank Secondary College (incorporating Disability Unit Springbank College)
School number	0975 (incorporating 0332)
DECD Local Partnership	Mitcham Plains
School Principal	Wendy House
Location Address	267 Daws Road, Pasadena 5042
Postal Address	267 Daws Road, Pasadena 5042
Telephone number	08 8152 6800
School website address	<a href="http://www.springbanksc.sa.edu.au">www.springbanksc.sa.edu.au</a>
School e-mail address	<a href="mailto:dl.0975.info@schools.sa.edu.au">dl.0975.info@schools.sa.edu.au</a>
Distance from GPO	8 kms
Year of opening	1965
Category of Disadvantage	4
ICSEA Value	1010 (NB. school is not zoned)

February FTE Enrolment	2018	2019	2020	2021	2022	2023
Pasadena-Springbank Unit (0332) years 8-12	37	38	Yr. 9-12 31	Yr 10-12 23	Yr 11-12 14	Year 12 8
Year 7					28	33
Year 8	25	31	33	26	40	28
Year 9	18	28	33	34	29	46
Year 10	15	21	31	37.8	28	30
Year 11	28	12	30	31.4	37	35
Year 12	19	20	16	21.2	18	28
Year 12 plus	0	0	1	0	0	0
TOTAL	142	150	174	173.4	194	208
School Card Approvals (Persons)	39	61	56	67	70	52 to date
NESB Total (Persons)	13	15	26			27
Aboriginal FTE Enrolment	6	12	7	8	6	4

### *Student enrolment trends*

Springbank Secondary College has a diverse student population from Years 8 -12. Interdisciplinary and inclusive education supports individual learner achievement.

Throughout the year, the school attracts additional enrolments from families looking for a smaller, more personalised setting for their child. Enrolments have increased each year since 2017.

The student cohort includes a high proportion of students with additional needs. The school provides for them through quality differentiation, inclusive pedagogy and structures, no longer segregating students based on ability or disability. Personalised learning plans are designed for students as a strategy to meet student needs and enable continuous improvement.

### *Staffing numbers (as at May 2023):*

24.2 FTE teaching staff  
419.5 hours SSO staffing  
26 hours GSE

### *In 2023, the leadership of the school includes:*

Principal  
Senior Leader (Band B3) Curriculum, Pedagogy and Innovation  
Senior Leader (Band B2) Inclusion  
Senior Leader (Band B2) SACE, Student Pathways and Daily Operations  
Student Wellbeing Leader (Band B1) 0.8FTE

The school opened in 1965 as Daws Road High School and operated under this name until 2001 when it was renamed Pasadena High School (PHS). The PHS Unit, established in 2006, catered for the individual needs of students with intellectual disabilities.

After a parent vote against a merger with Unley High School in 2016, the school undertook a redesign process to create a new school supported by Department for Education, Flinders University and ASMS.

Following a review in 2020, the Ministerial for Education (Hon) John Gardner announced that the school would remain open, its zone added to Unley High School zone and Springbank announced as a non-zoned school.

### *Springbank Secondary College:*

- is established as an inclusive school to enable students of all abilities to access learning at age appropriate levels and on the same basis. This supports all students to achieve their potential.
- engages with Flinders University to research schooling redesign, Arts across the curriculum, high performance sports and fitness (through the Basketball Academy).
- is supported by Flinders University and the Australian Science and Mathematics School with professional learning and development for Springbank staff.
- supports practical pre-service experience and mentoring for Flinders University students.

- collaborates with ASMS to develop interdisciplinary teaching and learning programs.
- has established a basketball academy through partnerships with Flinders University and in association with Basketball SA.
- Is a member of Inner South Curriculum Alliance with nine other schools.
- Is a member of Business in Schools with business and industry partners.

A broad curriculum in the senior school includes a range of vocational options through the Inner South Curriculum Alliance (ISCA), with senior students able to access these courses delivered on-site through Doorways 2 Construction (Certificate I to partial Certificate III in Building and Construction, and other VET options offered in other ISCA schools.

## **1. Students (and their welfare)**

Students within the school environment come from diverse cultural backgrounds. In 2023, many countries are represented in the student population, with some EALD support for students to develop their English language skills and to succeed in their other studies.

Teachers support the development of the student as a whole person: the intellectual, physical, social and emotional aspects of development are addressed. Of high importance is the development of respectful, positive student-teacher relationships that seek to understand the learning and cater specifically to individual learning styles.

### *Student Wellbeing*

The Wellbeing team at Springbank includes a Student Wellbeing Leader, the Inclusion Leader, a Pastoral Care Worker, Student Mentor and an Aboriginal Secondary Education and Transition Officer who provide student wellbeing support through structured pastoral care program and case management. Springbank Secondary College is a Sexual Health Information Networking & Education (SHINE SA) focus school.

The Student Wellbeing Leader at Springbank Secondary College supports students and carers throughout their time as part of the school community. Student wellbeing is a significant priority, and the school is committed to nurturing effective partnerships between students, staff and carers.

*Care group teachers* support a small group of students with whom they meet daily, get to know well as individuals, and assist in promoting self-esteem, respect, confidence and social relationships. They also manage daily administration tasks such as attendance data and plan and provide *'Pathways to Success'* the personal development course. Care Group presents the opportunity for students to interact, network and develop relationships with fellow learners. This creates a deeper sense of community across the school environment, encouraging interaction and peer support.

The Student Development Program *'Pathways to Success'* aims to provide students with information and activities which enhance the formal curriculum. The course includes the Child Protection Curriculum, SHINE Sexual Health & Relationships, values and personal development for years 7-12.

A student achievement monitoring process, known as the *Traffic Light* process, is implemented across the school each term. All staff participate in the data collection process and strategies for supporting improvement discussed. To support improved learner achievement, the outcomes of the monitoring process are shared with students and parent/carers by the care group case manager.

### *Student Led Conferences*

This process usually occurs twice per year and enables students to reflect on and articulate their own learning to their parent, carer or family. Students prepare a folio of evidence of their learning to present and discuss at their conference. Supported by care group teachers or case managers, students reflect on their achievements and set goals for the immediate future. The second semester conference incorporates course selection processes.

### *Student Voice*

The Student Representative Council (SRC) is a formal group of students, elected by their peers to represent them and their views. Springbank Secondary College benefits when students are involved in their own learning and the school's operation. The SRC facilitates leadership and decision making by all students in the school. It is an important way in which our school can provide meaningful leadership opportunities for students. The student government discusses matters specifically related to the needs of students and provides representatives to Governing Council. The active SRC raises funds for their own school projects through events such as casual days and barbeques, with proceeds going to the purchase of items decided by the committee.

### *Inclusive Education*

During the school's redesign phase, Governing Council identified that inclusive education should underpin everything we do and declared this at the community consultation with the branding designers (FLUX) to create the new identity of SSC. This further endorsed the school's vision statement.

At Springbank Secondary College, we believe inclusive education means that children and young people from ALL social, cultural, community and family backgrounds, and of all identities and all abilities can:

- attend and be welcomed by their local school;
- access and participate fully in a high-quality education;
- learn and engage in the same curriculum and all other aspects of school life alongside similarly-aged peers;
- learn in a safe and supportive environment free from bullying, harassment or discrimination; and
- achieve academically and socially with support and adjustments that are tailored to meet the individual strengths and needs of every student.

Working toward achieving an *inclusive and engaging school*, Springbank Secondary College provides personalised learning programs based upon Australian Curriculum and modified SACE (depending upon their year level). Each student has a learning program designed to meet his or her specific needs.

One Child One Plans (OCOP) are developed in collaboration with parents or carers, care group teachers and leaders at the school that documents curriculum access, participation and achievement for learners. The plan is developed for students with disabilities and students with learning difficulties needing specific provisions. The OCOP provides a summary of ability, performance and ongoing provision and includes SMARTAR goals for student achievement. The plan is negotiated and updated at least once a year or more regularly if the student's needs dictate. Parents play an important and active role in the negotiation process.

## **2. Curriculum**

The learning programs at Springbank Secondary College are developed within Australian Curriculum and SACE requirements and are integrated across curriculum areas where appropriate.

Springbank Secondary College utilises interdisciplinary, inquiry-based learning and is creating an inclusive education model across the school.

Features of our learning programs include:

- co-teachers working collaboratively to plan and facilitate core learning area lessons,
- small classes to support the needs of individual students,
- interdisciplinary curriculum in the middle school,
- personalised learning programs to meet individual needs, including extension programs as well as initiatives and intensive support for students with learning difficulties,
- An Arts performance event - 'MAD Night' (Music/Media, Arts and Drama/Dance) that provides opportunities for all students to showcase their work and achievements.

Curriculum offerings are published on the school's website [www.springbanksc.sa.edu.au](http://www.springbanksc.sa.edu.au)

### 3. Sporting Activities

The school also provides an opportunity to take part in a zone inter-school sports program. Teams are determined by student interest and competitions available within the southern zone.

The school participates in SASSSA sporting and other 'special' events. Teams nominate for *Knockout* competitions across a wide range of sports for both boys and girls including include badminton, basketball, cricket, soccer, netball, and volleyball.

Springbank Secondary College has established a *basketball academy* that aims to provide student athletes access to:

- quality experienced coaching and teaching,
- a culture of excellence that supports player development that compliments their community engagement,
- a focus on individual skill development in shooting, finishing around the basket, play making skills, individual and team defence and decision making,
- the use of technology to assist in skill acquisition and player development,
- leadership opportunities to work effectively in teams,
- Sport science introduction - fitness, nutrition, performance analysis and sports psychology.

Springbank Secondary College offers *ice hockey* through its participation in the *Ice Factor* re-engagement program. The program aims to foster the development of the skills taught in the Life Skills sessions and allows them the opportunity to encourage each other through the complexities of learning to skate, pass, shoot, and other ice hockey skills. While there is considerable emphasis on teaching the skills of ice hockey, the students undertake tasks to help in the development of literacy and numeracy skills. Tasks such as team management, keeping statistics, producing a newsletter, fundraising, and developing promotional material are designed to teach the students vocational skills, while also adding to the sustainability of the program.

### 4. Staff (and their welfare)

#### *Staff profile*

The school staff base presents a diverse range of skills, expertise and experience. Within the school environment, these skills add depth and body to the learning environment, with students able to supplement their education with augmented learning from staff.

All teachers employed at Springbank Secondary College are expected to personalise learning and teach students with a wide range of abilities and disabilities. Teachers have the opportunity to collaborate through co-teaching models in years 7-9 where possible in English and HASS, and interdisciplinary teaching and learning in middle years classes.

All staff are supported in their performance and development planning by a leader.

Professional learning opportunities are supported through weekly staff meetings, online courses and release time where appropriate. Opportunities for professional learning in collaboration with teachers on other sites is encouraged.

## 5. School Facilities

The school is located on almost 10ha of land just 8 KM from the city centre. The expansive grounds are attractive and incorporate several student-designed and managed gardens including a sensory garden, an indigenous garden (*Putpa*) and a vegetable garden. The students and staff are currently designing and creating a much larger-scale vegetable and fruit garden to provide food for the school's Paddock to Plate program.

The school received a \$10M Capital Works grant to refurbish current buildings to create 21<sup>st</sup> century learning across the school. The building works included the construction of an outdoor learning area and a covered outdoor learning space and a resource centre to replace the recently demolished resource centre and unit building.

The school offers high quality 21<sup>st</sup> century learning facilities in the mainframe building and the *Trade Training Centre*, a refurbished learning centre, a clean technologies space, and in 2023 an additional IT suite.

Springbank Secondary College is home to the *Tower Arts Centre*, a fully functioning performance arts theatre catering for drama, music and dance. Students who participate in performing arts have the opportunity to learn a wide range of skills associated with theatre beyond performance itself. Community and user groups hire the facility for non-school events. Part of this facility is heritage-listed as it has hosted significant events that contributed to community arts and culture.

The school also has a purpose built three-court *basketball stadium* on campus that is shared with Basketball SA and Sturt Sabres Basketball Club. This facility is used for curriculum presentation, sports and recreational purposes and interschool sports competitions. The school has sole access to this facility from 6.00am until 4.30pm on weekdays.

In addition, our facilities, which are widely used by community groups and have access for students and staff with disabilities include:

- Science laboratories and interdisciplinary spaces
- Arts, technology and design facilities
- Home economics centre
- 21-seater Coaster; 14-seater Ford and 12-seater Toyota minibuses
- Upgraded canteen facility is outsourced to a company that provides nutritious and economical meals and snacks for students and staff at recess and lunchtimes.



## 6. School Operations

### *Decision making structures:*

Springbank Secondary College practises participatory decision-making where appropriate. A motivated and driven leadership team is responsible for the main decision-making for the school, although proposals for improvement are also generated from staff, Governing Council, committees and community individuals. Staff, students and Governing Council are consulted on all major changes in policy or direction.

*Staff meetings* for teachers occur on Tuesdays (2.30pm) after students are dismissed early (2.15pm). Ancillary staff meetings occur several times per term. Middle School and Senior School P2S pastoral care planning, IT committee, Health and Safety Committee, Paddock to Plate, Inclusive Education PLC, co-teachers and staff other groups meet during each term.

The *Student Representative Council* meets regularly and has representation in school decision-making including at Governing Council.

### *Regular publications:*

To keep the Springbank Secondary College community informed a school newsletter is produced twice each term. This provides the opportunity to share information about the school, and highlight student success, news and school events held over the duration of the term. The newsletter is emailed or posted home to families and available to the community on the school website [www.springbanksc.sa.edu.au](http://www.springbanksc.sa.edu.au)

Other communication strategies include the school diary, website, Facebook and SMS messaging (attendance).

## 7. Local Community

The school draws its community from a diverse and wide geographical radius across the Adelaide metropolitan area. Springbank Secondary College is a non-zoned school.

### *Parent and community involvement*

The school's Governing Council is active and has taken the school through significant processes including exploring a merger process with Unley High School and redesigning Pasadena and then creating a new school (Springbank) during the last six years. Governing Council has supported the school leadership through effective and timely governance and decision making about important issues of future planning, rebranding and school uniform and leadership. Improving community perceptions, and capacity building within in the responsibilities of governance are a priority for 2023-4.

### *Mitcham Plains Partnership schools and preschools include:*

Mitcham Girls High School, Unley High School, Urrbrae Agricultural High School, Clapham Primary School, Colonel Light Gardens Primary School, Edwardstown Primary School, Mitcham Primary School and Westbourne Park Primary School. Clarence Gardens

Kindergarten, Cumberland Preschool Kindergarten, Margaret Lohmeyer Kindergarten, Mitcham Preschool Centre, Mitcham Village Kindergarten, Netherby Kindergarten, Pasadena Kindergarten and St James Park Kindergarten.

*Public transport access*

Springbank Secondary College is situated on the corner of Daws Road and Goodwood Road. It is well serviced by regular bus routes (300, G10, W90, and W91) and within walking distance of main arterial roads. On Mondays Bus B (School Bus) leaves from Springbank Secondary College at 1.45pm, Daws Road (facing west) via Daws Road, Marion Road, Sturt Road to the Marion Shopping Centre. On Tuesday to Friday Bus B (School Bus) leaves from Springbank Secondary College at 3.05pm. Pedestrian crossings adjacent to the school allow safe and easy access across major transport routes.

*Books for Lesotho* (a not for profit organisation) utilises The Barn at Springbank Secondary College to collect, sort and prepare the library books for distribution to schools in Africa.

Other local care and educational facilities including the Daws Road General Repatriation Hospital and the Repat Museum are important partners in learning for Springbank Secondary College.

*Local Government body:*

City Of Mitcham (Council) supports the school with a councillor member on Governing Council and through sponsoring a number of youth development programs.

Local State Electorate: Elder

Federal Electorate: Boothby