



YEAR 7-HS FORUM  
BUILDING THE BRIDGE:  
TRANSITIONING A DOUBLE COHORT  
(where some students are at risk of disengagement)

2021 actual enrolments = 1156  
2022 enrolments (predicted) =  
1400/1450  
Capacity after build = 1490

ICSEA = 924  
61% in bottom quartile ↑  
89% in bottom half ↑  
2% in top quartile ↓

Category 2 site  
65% school card in 2020  
(not all eligible families applied)

ATSI enrolment = 9%  
EALD enrolment =  
12% ↑

## DEMOGRAPHICS

DU = 3 classes  
Special Classes = 2 in  
2022

CALM (SCFM) = 56  
FLO(ex) = 30  
FLO(si) = 23

SWD = 16% ↑  
Children in Care = 23

Transitioning 480-490  
students

# Working with feeder primary schools

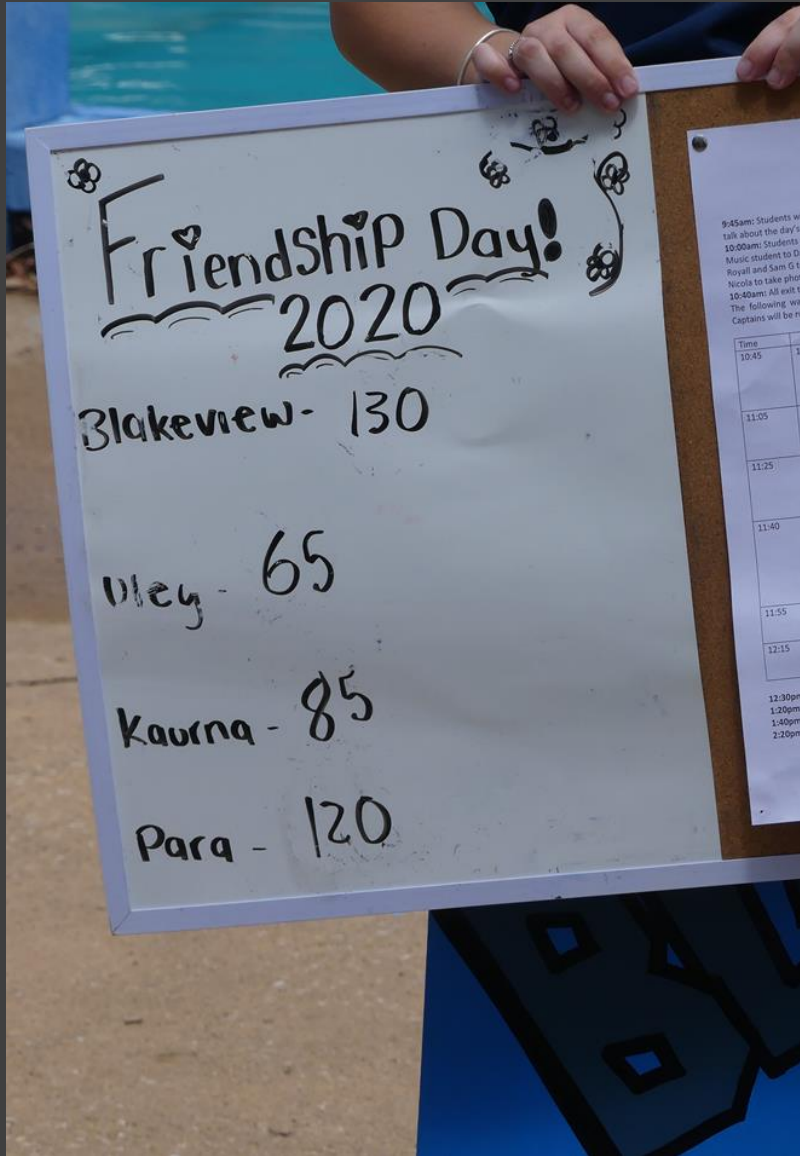
Partnership links

Data intelligence

Student Agency

Communication





Students transition to CHS from 14 different primary schools

- 6 feeder PS in our Partnership
- Cohorts in PS range from <100 to >700 students
- 85% come from within zone
- 85-90% retention in public education from our 6 feeder primary schools
- ↑ enrolments from Catholic and Independent schools



# Inclusion challenges

- Identifying and understanding the specific academic, social, emotional, physical and spiritual needs of each student with the onset of puberty
  - Social and educational disadvantage and consequential learning needs
- Building staff capacity to meet the vast range of complex needs within the learning environment
  - Based on a model of empowerment
- Literacy (reading) levels and oral language development
- Building students cultural understanding and inclusive literacy
  - Many misconceptions to unpack!
- Magnitude of managing IESP applications and training staff to work within our Inclusive Ed model

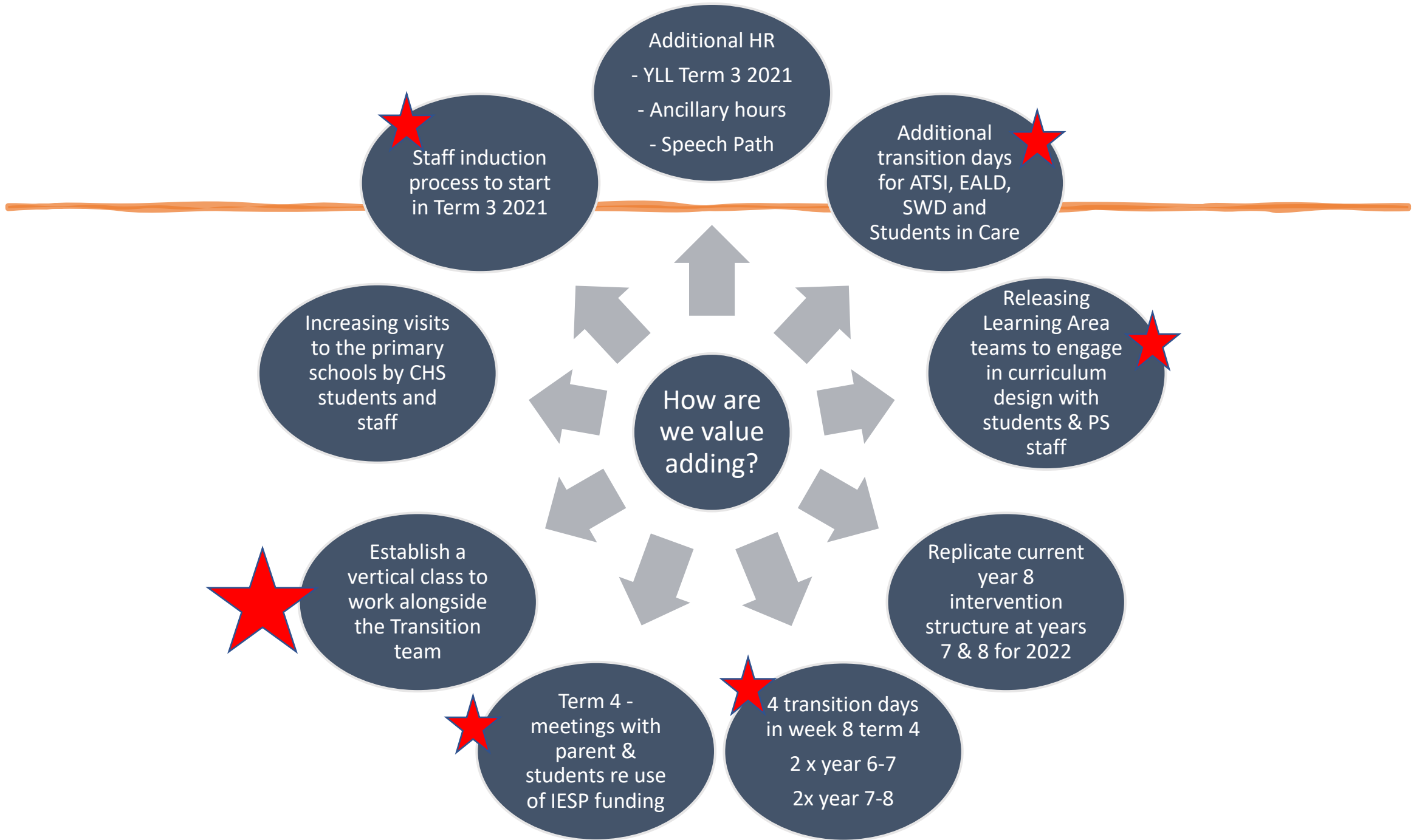


**Using the  
past to  
inform the  
future ..**

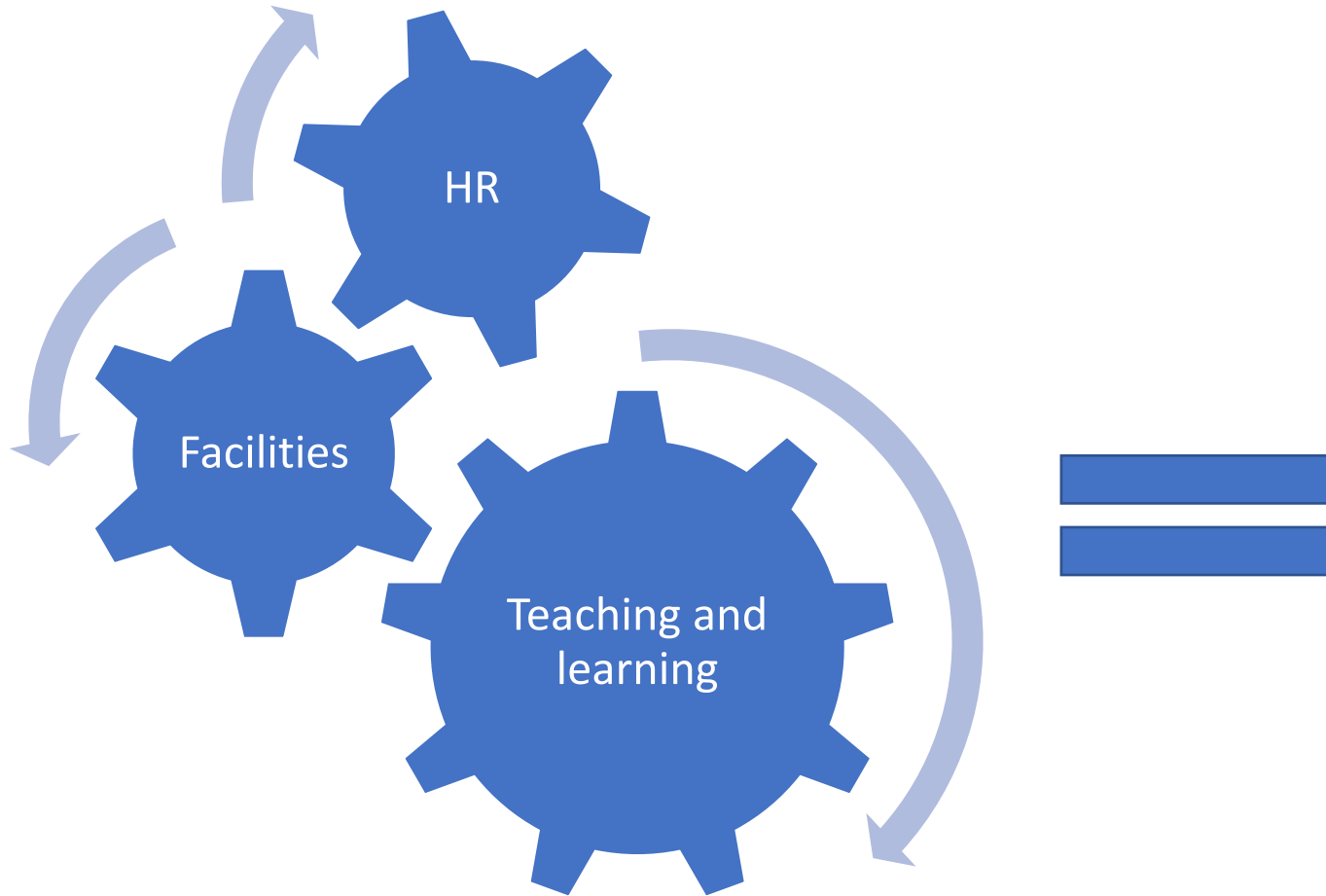
**What has  
worked and  
will be  
sustained?**



**Being a lead  
learner in the  
primary school  
space!**



# School organisation for a double cohort



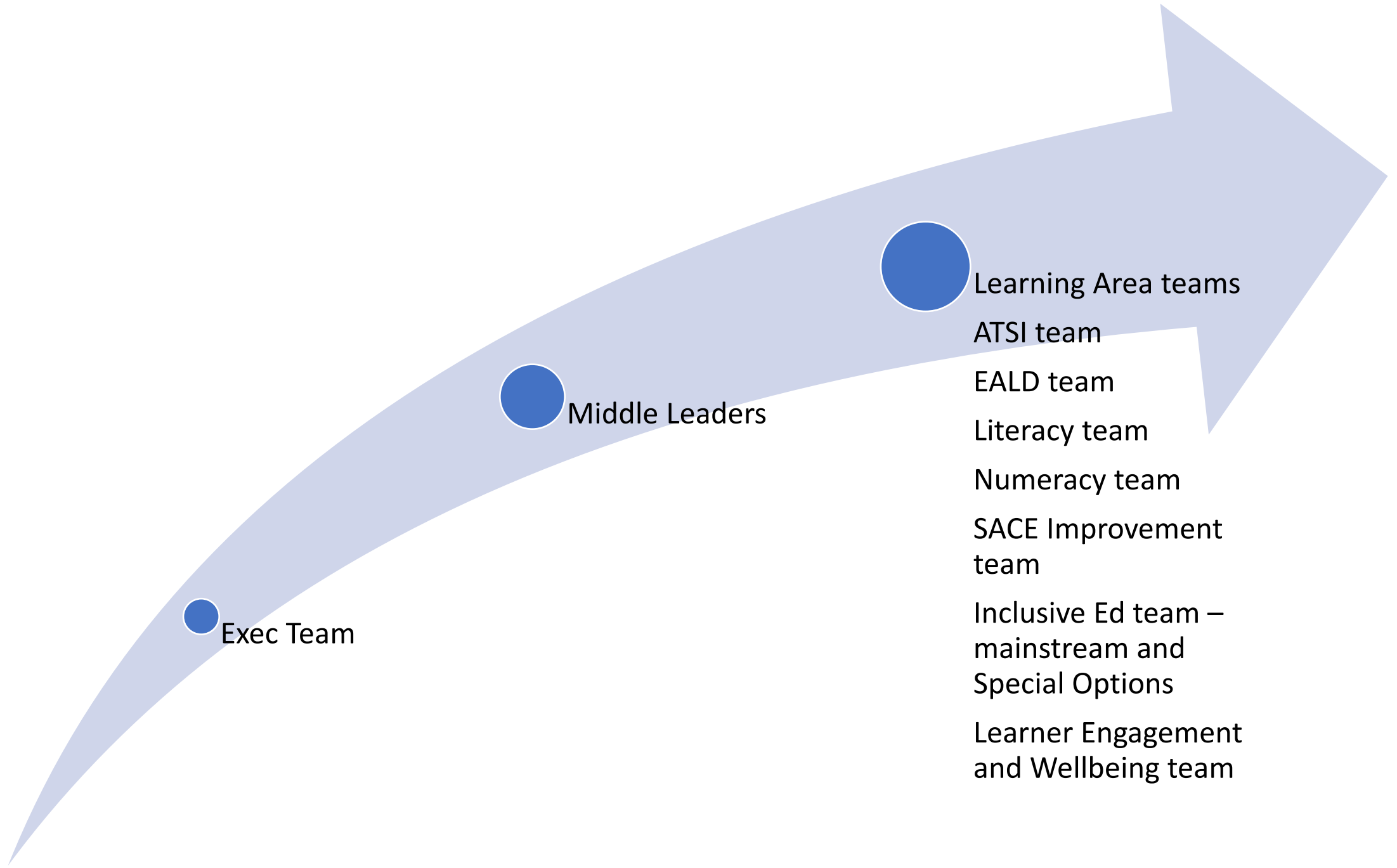
- Vertical class (name to be decided by students)
- Student co-design of curriculum – dedicated days
- Co-designed thematic learning – support of vocab instruction & deeper learning
- Co-designed CARE structure:
  - year 7
  - year 8
  - vertical year 9+10+11
  - year 12
- Student movement v. own classroom
- Block timetable
- Strategically identifying facilities to foster a sense of belonging



Instructional  
Leadership  
Model is  
based on ....

Build high-performing  
collaborative teams to  
amplify the work





Exec Team

Middle Leaders

Learning Area teams  
ATSI team  
EALD team  
Literacy team  
Numeracy team  
SACE Improvement team  
Inclusive Ed team – mainstream and Special Options  
Learner Engagement and Wellbeing team

# First 100 days

