



**PREPARATORY VISIT REPORT**

**FOR**

**ADELAIDE HIGH SCHOOL**  
**AUSTRALIA**

**Visit Dates: 29th July 2014 to 1<sup>st</sup> August 2014**

**Preparatory Visitors:**

**Ray Davis**  
**Associate Director School Support**  
**and Evaluation**  
**Council of International Schools**

**Meredith Wenta**  
**Principal**  
**Kirwan State High School**  
**Australia**

*This report is based on information and opinions supplied by the school as well as the observations made by the Visitors while on site. Given the small number of visitor-days involved, this report cannot be expected to be as comprehensive or thorough as the reports that will arise from the future Self-Study Process and the full Team Visit.*

*The overall aim of the present report is to support and guide the school during the early stages of the accreditation process.*

## PART THREE

### FINAL COMMENTS AND RECOMMENDATIONS ON THE STATUS OF ADELAIDE HIGH SCHOOL

#### *The School's Strengths*

- The school's persistent aspiration of constant improvement of the quality of student learning and all factors that support such high quality learning.
- The active contribution of the Governing Council to the life and sustained development of Adelaide High School as a vibrant learning community.
- A student body that is fully engaged with learning and which contributes significantly to the life and development of the school.
- The strong and visionary leadership demonstrated by the Principal which is supported by a highly effective Leadership Team.
- A school management structure that is well defined and provides for effective leadership across the school.
- A strong school focus on the achievement of high quality teaching and learning for all teachers.
- The commitment to enabling all students to access the curriculum at a level that will challenge and engage them fully as participants in the learning process.
- The implementation of a range of methodologies and learning activities to suit the content being taught and the needs of the students.
- The emphasis that is placed upon knowing each student as an individual and the provision of differentiated pathways designed to suit the needs of each student.
- The rigorous analysis of a range of achievement data and the extent to which the findings from this analysis are used to determine positive interventions for the improvement of students' outcomes.
- The extent to which the Guiding Statements enjoy a high level of support and are central to decision-making, planning and action.
- The undeniable commitment to developing intercultural learning programs for students in line with its Aims of a providing *'a range of learning opportunities, local, national and international connections and communities.'*
- The clearly visible whole-school commitment to Human Rights, the SRC's establishment of the Hall of Human Rights and the many programs and activities they facilitate to increase awareness of global issues.
- The support provided by the school for the development of student fluency in a wide range of languages, including mother tongues.

- The school is to be commended for its efforts to provide for the needs of indigenous students.
- The Governing Council and the School Leadership for the initiation of the “Adelaide Dreaming” consultation process to help identify developmental priorities that will support high quality learning over the next ten years.
- Sound financial management that supports all Learning Programs.
- The teaching, Administrative and Support Staff for their overall enthusiasm, dedication and willingness to put in additional time to ensure that individual students’ needs are well catered for.
- The high levels of duty of care shown towards students from the teaching, Support and Administrative Staff.
- The many forums that exist for students to develop authentic leadership skills and the many opportunities to put these into practice.
- The school’s Positive Psychology initiative which shows concern and regard for student and staff mental and physical well-being.
- The school’s positive culture which is characterised by high levels of respect, trust and acceptance. All members of the community accept responsibility for creating a climate in which everyone feels welcomed and valued
- The commitment of DECD, the Governing Council and the Leadership Team to ensure the continued improvement of campus facilities and the dedication of planning for innovative student learning.

### ***Key Areas Needing Attention***

#### ***Related to Section A            School Guiding Statements***

- Develop a formal process and defined indicators to enable the school to assess its success in achieving its Aims as outlined in the Guiding Statements. (Standard A1e)
- Further develop authentic and meaningful programs both within the formal curriculum and through additional learning activities, to enhance students’ international / intercultural understanding. (Standard A2c)
- Develop a contextual definition of international / intercultural education and define expected student learning outcomes in all year levels leading to Year 12 Graduate Qualities. (Standard A2a)

#### ***Related to Section B            Teaching and Learning***

- Continue to pursue strategies to increase the number of students studying SACE language courses as outlined in the Languages Improvement Strategy. (Standard B1c)
- Continue to refine the peer observation and students’ feedback strategies to further enhance the alignment of the intentions of the taught curriculum and students’ learning. (Standard B1d)

- As part of the Adelaide Dreaming process, the Leadership Team leads the staff to develop a shared Vision that clearly articulates what futures-oriented, high quality teaching and learning should look like in their context. (Standard B1e)
- The school adopts a Teaching and Learning framework that directs professional learning and classroom practice in line with their Vision and aspirations for cutting edge best practice. (Standard B1e)
- The teachers continue to enhance their understanding of the concept of the Flipped Classroom to enable students to lead their own learning across all Learning Areas. (Standard B2a)
- Implement the revised Acceleration Strategy in 2015 and monitor its impact on improved students' outcomes. (Standard B2b)
- Continue to map the implementation of the Graduate Qualities in the Pastoral Care Program as well as consider ways in which they could be made explicit in the formal curriculum. (Standard B2b)
- The teachers collaborate together to improve the design of their assessment tasks to ensure they align with the prescribed curriculum standards and provide enough challenge to enable students to achieve at the highest level. ( Standard B2b)
- The Coordinators' Team continues to lead the exploration of ways in which ICT can be used meaningfully to enhance classroom practice and improve student engagement and outcomes. (Standard B2f)
- The school continues to engage teachers in professional learning on interdisciplinary approaches and to collaborate across Learning Areas to develop authentic multidisciplinary learning opportunities for all students in all year levels, through its formal as well as informal curriculum offerings. (Standards B3e and B3f)
- Continue to build on the Year 8 Indigenous Studies subject to engage all students in the study of aboriginal culture. (Standard B4a)
- Develop a Teaching and Learning framework, based on research and evidence-based practice that draws all professional learning together and provides a common language that describes best practice. (Standard B5c)
- Continue to build teachers' capacity to select and implement ICT strategies that cater for their students' needs, abilities and learning styles. (Standard B6c)
- The school takes the opportunity of the relocation of the Library to review its function and role in supporting high quality learning and accommodating the introduction of innovative pedagogical practices. (Standard B7g)
- The Coordinators' Team continues to progress teachers' capacity to develop effective formative assessment to provide students with meaningful feedback on their learning.(Standard B8c)
- The Coordinators' Team continues to progress the engagement of teachers in meaningful data analysis of class and individual students' results to inform subsequent teaching and learning and their Professional Learning Plans. (Standard B8e)

- Continue to monitor students' progress and implement strategies to support students and families to ensure all students are able to fully engage in learning and transition to successful post-school pathways. (Standard B10)

***Related to Section C                      Governance and Leadership***

- Develop and implement a school-wide Teaching and Learning framework that provides clear direction and guidance on the pedagogies, styles of teaching and methodologies that are employed at Adelaide High School, and consider identifying within this framework the expectations of students as learners. (Standard C4a)
- The Principal and Governing Council consider including within the school's Strategic Plan, the identification of persons responsible for overseeing the Key Strategies, the inclusion of timelines for significant stages of each strategy, the financial and resource implications and the identification of success criteria. (Standard C5b)
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***Section D                      Faculty and Support Staff***

- The Leadership Team considers developing and adopting a policy which explicitly defines the school's expectations for staff in regards to pedagogical approaches and effective teaching performance. (Standard D4c) (Standard in B1e)
- Continue to refine the Performance and Development Process to ensure that identified outcomes become better aligned with the provision of Professional Development. (Standard D5e)

***Related to Section E                      Access to Teaching and Learning***

- Review the way in which Counselling notes are recorded and stored. (Standard E4d)

***Related to Section F                      School Culture and Partnerships for Learning***

- Further identify expected learning outcomes from co-curricular programs, complementary activities and intercultural-focused programs to evaluate their effectiveness. Standard F3d)

***Related to Section G                      Operational Systems***

- Ensure that professional development is provided to enable the improvement of IT infrastructure and the access to improved online networking to be utilised in innovative ways to support high quality learning. (Standard G2e)

### ***The Visitors' Overall Recommendation and Suggested Timeline***

The Visitors therefore have no hesitation in recommending that Adelaide High School be given leave to proceed to the next stages of the re-accreditation process following this timeline:

| <b><i>Suggested Timeline – Adelaide High School</i></b> |   |
|---|---|
| Immediately   | Set up all Committees and begin the Self-Study.<br>Put an early emphasis on Part One and Section A of Part Two. |
| 29 <sup>th</sup> January 2016                           | Complete and distribute the Self-Study Report to CIS  |
| 5 <sup>th</sup> March – 11 <sup>th</sup> March 2016     | Host the Team Visit.  |

### ***Suggestions concerning the Future Visiting Team***

| <b><i>Recommendations on the Composition<br/>of the Future Visiting Team to Adelaide High School</i></b><br>(Following discussions between the Visitors<br>and the Head of School) |  |
|--|--|
| Number of Team Visitors (including Team Secretary)   | 10   |
| Number of campuses to be covered   | 1  |
| Number of students on roll at time of Visit  | 1350   |
| Student age range  | Year 8 to Year 12  |
| Curriculum   | Australian Curriculum & South Australian Certificate of Education  |
| National curriculum cover required?  | Australian   |
| Languages to be covered by bilingual Team Members  | -  |
| Special emphases (if any)  | LOTE, Physical Education, Mathematics, English, Science.<br><ul style="list-style-type: none"> <li>• One Team Member from a South Australian Government School.</li> </ul> |
| Any country/city vetoed?   | No   |
| Nationalities that would have difficulty obtaining visas to enter host country   | None   |

## ***Closing Remarks***

Adelaide High School presents as a vibrant and lively learning community dedicated to providing high quality learning for a diverse range of students. The school radiates with creative energy which is infectious and generates an ethos of enjoyable yet purposeful learning. Emphasis is placed upon self-directed learning which fosters confidence and high levels of motivation. Imaginative use is made of the wide cultural backgrounds of the student and staff body to provide a basis for the diverse intercultural learning programs offered by the school. The school provides a range of pathways to cater for students' individual skills and abilities. Students' engagement with their learning is high, no matter what pathway they may be following. Adelaide High School is totally committed to continuous improvement and in the pursuit of this encourages innovative thinking and approaches to learning.

The school's descriptions of its operations and practices contained within the prior information proved to be exceptionally valuable to the Preparatory Visitors. The Adelaide High School community has considered its commitment to the CIS Accreditation process and has taken the opportunities presented by the Preparatory Visit to conduct an in-depth and thorough reflection on its operations. The school is to be congratulated for conducting a community-wide review of its alignment with the CIS Standards for Accreditation leading to an extensive and comprehensive report in which both the Middle and Senior Schools respectively identified their alignment with the Accreditation Standards for Section B: Teaching and Learning, as did each of the nine Learning Areas. The Visitors took into account the content of each of these reports, as well as the outcomes of interviews, observations of learning and review of documentary evidence in framing their Observations and Suggested Actions for Section B - Whole School.

The Visitors would like to thank everyone at Adelaide High School for the excellent hospitality received and the co-operation and commitment to accreditation that was apparent both before and during the Preparatory Visit. In particular, the Visitors would like to thank the Principal, all members of the Leadership Team, all teachers, support personnel, parents, students and Governing Council members who gave so freely of their time to meet with the Visitors. A particular thank you is given to the Principal, Anita Zocchi, and to the school's CIS Accreditation Coordinator, Julie Ralph, for their splendid organisation of the Visit. The Visitors trust that the school's relationship with CIS will assist in on-going institutional improvement.

Respectfully submitted to CIS, 6 August 2014

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