

Council of International Schools Accreditation and Adelaide High School



Adelaide High School is committed to continuous improvement and is accredited through the Council of International Schools (CIS). Accreditation with CIS is an indicator of a commitment to improvement in student learning and wellbeing outcomes. Accreditation also benchmarks the school against 500 CIS Member Schools world-wide. Initial accreditation for Adelaide High School occurred in 2006 and the school is undergoing processes for re-accreditation in 2016.

General Information on the Accreditation Process

The Council of International Schools accreditation process is a rigorous one and is has a ten year cycle. The cycle is as described as follows:

1. Request for consideration to become a CIS Member School.
2. Engage in a Preliminary Visit where the school is assessed by a team of people in the following areas. These sections form the CIS Accreditation Protocol:
 - Section A: Guiding Statements
 - Section B: Teaching and Learning
 - Section C: Governance and Leadership
 - Section D: Faculty and Support Staff
 - Section E: Access to Teaching and Learning
 - Section F: School Culture and Partnerships for Learning
 - Section G: Operational Systems
3. The school reviews its work, policies, processes and documentation and responds to the Standards and indicators in each of the even sections.
4. The school is assessed against the Seven Sections and against what it says it is attempting to achieve as documented in its Guiding Statements.
5. Following the Preliminary Visit the school may then be granted permission to continue with the accreditation process and engages in a Self-Study period of approximately 12 months.

The school engages its community in a Survey undertaken through Endicott College in the US. Results from the survey and the Areas for Attention documented in the Preliminary Visit Report guide the work of the school during the Self-Study period to lead to school improvement.

After the 12 month Self Study, the school submits extensive documentation to CIS as evidence of its work and improvements. This Report goes to educators from CIS schools around the world who volunteer to spend a week in the school assessing the school for accreditation. This visit is known as The Team Visit.

6. During the Team Visit all documentation and evidence provided by the school is reviewed. Students, staff, parents and the Governing Council are interviewed, classroom observations are undertaken and the school is assessed against its Guiding Statements and against the Seven Sections of the CIS Accreditation Protocol. The Visiting Team develops a Report for the school and CIS, highlighting the school's strengths and providing guidance for future improvement. The Visiting Team also makes a recommendation to the CIS Board either recommending or not recommending CIS accreditation.
7. Once accreditation has been granted the school is required to complete a First Year Report for CIS on its progress against the Areas for Attention and its response to the Visiting Team Report findings.

8. At the Five Year mark the school is required to undertake a mini Self-Study and submit a Five Year Report to CIS about its improvements and progress of its goals. This documentation is verified and supported by another Team Visit. A Five Year Report is provided to the school by CIS to guide further improvements.
9. In the ninth year the school begins the cycle again, undertaking a Preparatory Visit, which leads to a Team Visit. After the Preparatory Visit, the school begins again with a Survey and a Self-Study period, leading to a Reaccreditation Visit.

Current Status for Adelaide High School

Adelaide High School is now in its Self-Study period for reaccreditation and the Team Visit is scheduled for March 2016.

In December 2014, the school community was invited to take part in the on-line survey with Endicott College.

The survey has questions which address the Seven Sections:

- Section A: Guiding Statements
- Section B: Teaching and Learning
- Section C: Governance and Leadership
- Section D: Faculty and Support Staff
- Section E: Access to Teaching and Learning
- Section F: School Culture and Partnerships for Learning
- Section G: Operational Systems

Adelaide High School has undertaken an analysis of the 2014 Endicott College Survey results and published the raw data for the school community. It has also undertaken an analysis of the 2004 Endicott College Survey results from the initial accreditation cycle process, to determine if there is evidence of long term improvement in the school.

It is important to note that while there are questions that are the same in both surveys, some have been deleted and others had been added. In addition, CIS has changed the names of some of the Sections. These changes reflect CIS' commitment to continuous improvement as an organisation and also reflect the changing nature of what is considered as important, current and effective features of education from an international perspective.

Analysis of 2014 Survey results against 2004 Survey Results

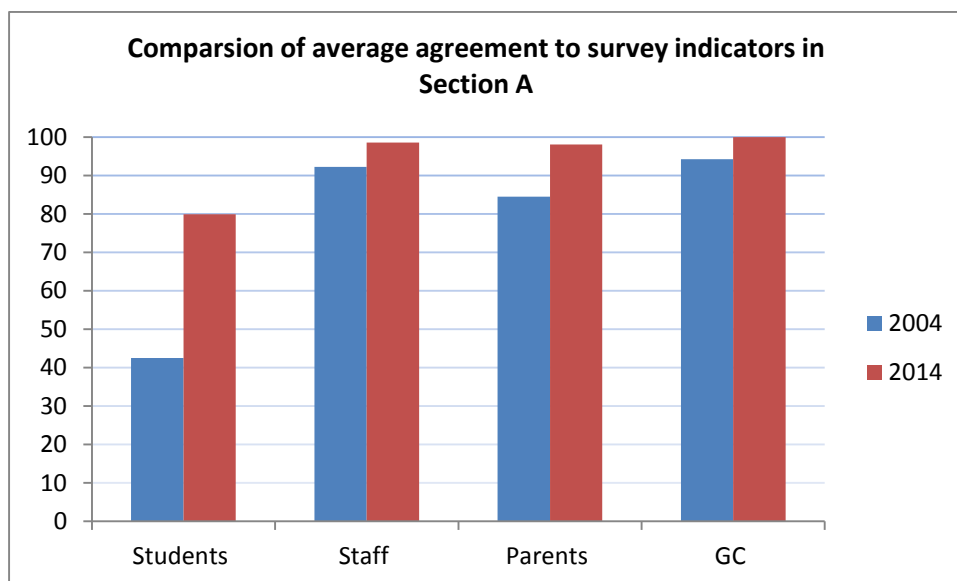
Overall there has been significant improvement in each of the Seven Sections since 2004.

In the 2014 results, there is no one Standard which has a response of less than 60 % in total agreement with the statements. The majority of responses are in excess of 80 % in total agreement, with many areas scoring in the 90%.

Students, parents, staff and the Governing Council were all invited to take part in the survey. Participation was on-line and anonymous. Endicott College managed the process, collate data and then provides the school with a report.

Information provided here which compares the 2004 Survey Results to the 2014 Survey Results has been selected if there questions posed to students, parents, staff and the governing Council were the same in both surveys. There are a number of other Standards and indicators which were different, and are not included in this document.

Section A: Guiding Statements



Standard: The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission and educational objectives (or the equivalent using the school's chosen nomenclature and format) for students.

		Total Agreement 2004	Total Agreement 2014
Staff	The school's guiding statements are appropriate to this school.	91.5%	99.2%
	Upon admission, and beyond, the school ensures that there is a reasonable match between the student's needs and the program offered.	96.3%	99.2%
Parent	The Guiding Statements are clear, effective and appropriate for this school.	84.5%	98.0%
Governing Council	The Guiding Statements are clear, effective and appropriate for this school.	100%	100%

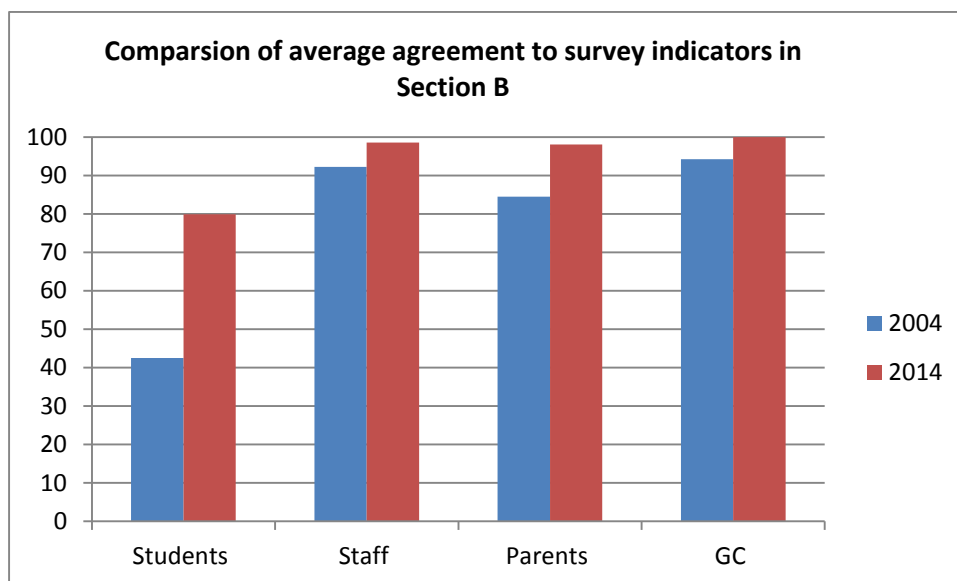
Standard: The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programs and the students admitted to and remaining in the school.

		Total Agreement 2004	Total Agreement 2014
Students	I am familiar with my school's Guiding Statements.	42.5%	79.9%
Staff	The school's Guiding statements are appropriate to this school.	91.5%	98.4%
Parent	I know and understand the Guiding Statements of my child's school.	82.5%	98.0%
	I was provided with adequate and accurate information regarding the school prior to sending my child there.	92.5%	96.6%
Governing Council	I had the opportunity to provide input into the school's Guiding Statements.	100%	100%
	I am aware of the review process for the school's Guiding Statements.	100%	100%

Standard: Students at all levels are experiencing internationalism, and interculturalism, through the formal curriculum and activities offered at the school.

		Total Agreement 2004	Total Agreement 2014
Staff	Students at all levels are experiencing internationalism and Interculturalism through the formal curriculum and activities offered by the school.	87.8%	98.3%
Parent	Students at all levels are experiencing internationalism and Interculturalism through the formal curriculum and activities offered by the school.	81.7%	99.0%
Governing Council	The Guiding Statements are clear, effective and appropriate for this school.	83%	100%

Section B: Teaching and Learning



Standard: The curriculum, in its content, design, implementation, assessment, and review, shall reflect the mission, learning objectives and policies and shall foster global citizenship and student achievement.

		Total Agreement 2004	Total Agreement 2014
Staff	Curriculum design and delivery are consistent with the school's Guiding Statements and policies.	87.8%	99.1%
Parent	There is coherence between the school's Guiding Statements and its curriculum.	77.0%	97.0%
	I believe the curriculum meets my child's needs.	89.3%	95.2%
Governing Council	I have a working knowledge of the school's curriculum.	100%	95%

Standard: Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

		Total Agreement 2004	Total Agreement 2014
Students	I know where to find an understandable description of my courses of students if I wish to refer to it.	75.1%	85.3%
	What I learned in my classes last year is helping me this year.	70.5%	96.5%
Staff	Curriculum materials clearly indicate scope and sequence for each course and grade level.	81.7%	99.0%
	Written curriculum specify expected learning outcomes in terms of what students should know, understand and are able to do.	85.4%	98.5%
	Written curriculum materials indicate assessment to be used to measure student progress.	86.6%	89.7%
	Written curriculum materials include references to links within and across disciplines.	35.4%	89.6%
	A new teacher would find our curriculum documents immediately useful in preparing to teach an assigned class.	70.7%	90.7%

Standard: The students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning,

		Total Agreement 2004	Total Agreement 2014
Students	My classes challenge me.	61.8%	82.0%
	My classes are generally interesting for a person of my age and ability.	47.1%	77.4%
Staff	The curriculum is appropriate for all students.	67.1%	89.8%
Parent	My child seems appropriately challenged.	86.5%	94.1%

Standard: Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community hence contributing to the development of global citizenship in students.

		Total Agreement 2004	Total Agreement 2014
Students	Aspects of the local languages and culture are used to enrich my learning.	52.5%	71.1%
Staff	I incorporate aspects of the local language and culture into my teaching.	81.7%	87.9%
	I make use of the cultural diversity of the school community to enrich what I am teaching.	82.9%	96.3%
Parent	The local language and culture is used to enrich my child's learning.	86.5%	95.7%

Standard: Teaching practices shall reflect an understanding of the different ways in which students learn and this is evidenced by student engagement and performance.

		Total Agreement 2004	Total Agreement 2014
Students	The school takes account of my learning style.	38.9%	64.7%
	Most of my teachers use a variety of methods to teach a given subject.	59.8%	75.9%
	If I have trouble learning a lesson one way, teachers try to teach me another way.	41.2%	62.2%
Staff	I encourage the development of critical thinking and problem solving skills.	91.5%	100.0%
	The school provides professional development which is relevant to student needs.	82.9%	95.0%
	I use a variety of methods to teach my classes.	92.2%	100%
	I make use of the cultural diversity of the school community to enrich what I am teaching.	82.9%	96.3%
Parent	The school takes into account my child's learning style.	71.8%	87.0%

Standard: The school shall provide appropriate support and resources to implement the curriculum and allow access ad full participation by all students.

		Total Agreement 2004	Total Agreement 2014
Staff	Paraprofessional support is available if needed.	67.1%	87.3%
	Technological resources are appropriate.	67.1%	86.3%
	Then school providers me with adequate texts and materials.	73.2%	93.6%
Parent	My child has all the books and equipment needed for classes.	85.7%	96.8%

Standard: The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

		Total Agreement 2004	Total Agreement 2014
Students	I know what my teachers expect of me in my studies.	72.9%	87.9%
	I feel the grading / marking procedures accurately reflect my work.	50.6%	81.7%
	Most of my teachers use a variety of methods to measure my progress.	44.9%	71.4%
Staff	I clearly articulate course expectations to my students and their parents.	90.2%	99.1%
	I am aware of how student achievement at this school compares with similar students elsewhere.	62.2%	95.3%
Parent	My child and I know what is expected of him / her academically.	86.5%	91.9%
	Teachers use a variety of methods to assess my child's learning.	77.0%	93.8%

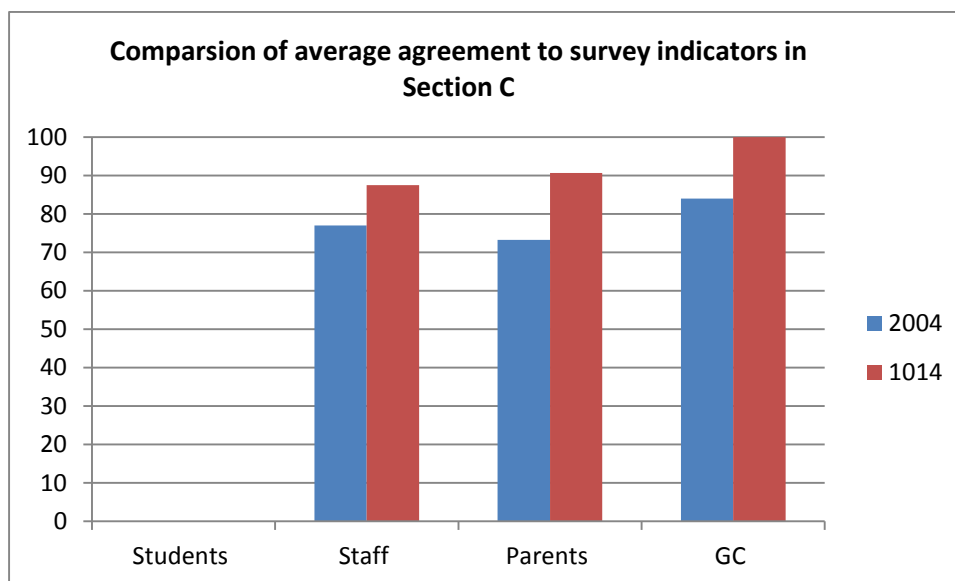
Standard: Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice and the results of student assessment, with the goal of enhancing student participation and performance.

		Total Agreement 2004	Total Agreement 2014
Staff	I gather with other teachers in my field to review, develop, and revise the curriculum.	75.6%	88.9%
	I am encouraged to pilot new courses or techniques.	74.4%	89.4%
	I feel I am up to date on current trends in education.	84.1%	95.4%

Standard: There shall be formal processes for recording, analysing, and reporting evidence of both school wide and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

		Total Agreement 2004	Total Agreement 2014
Students	My school report card shows me when and how I need to improve.	60.4%	85.5%
Staff	I discuss students' performance with their parents/ guardians.	86.6%	100%
	I am satisfied with my school's assessment and reporting procedures.	80.5%	87.5%

Section C: Governance and Leadership



Standard: The governing body shall be so constituted, with regard to membership and organisation as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.

		Total Agreement 2004	Total Agreement 2014
Staff	The governing body provides the school with sound direction, continuity and effective support.	63.4%	98.1%
Board	I receive appropriate training in the understanding and performance of my duty as a member of a governing body.	66.7%	100%
	There is a clear evaluation system to regularly and rigorously appraise the performance of the governing body against its duties and predetermined goals.	0.0%	90.0%
	In the event of sudden change, the governing body can provide continuity for the school.	83.3%	100%

Standard: The school head, while accountable to a higher authority, shall be the responsible leader of the school to ensure that teaching, learning and student well-being are supported and that the school's mission is achieved.

		Total Agreement 2004	Total Agreement 2014
Staff	The school head is the responsible leader of the school.	91.5%	99.2%
	The Governing Council and the school head work well together.	68.3%	100%
Parents	The school head is the responsible leader of the school.	92.9%	98%
	I am satisfied with my school's leadership.	88.5%	97%
Governing Council	The Governing Council considers the school head's recommendations prior to policy decisions.	86.1%	100%
	The Governing Council and the head of the school enjoy a good working relationship.	100%	100%
	The school head provides leadership for the total school program.	100%	100%
	The school head has total responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the school staff.	50%	100%

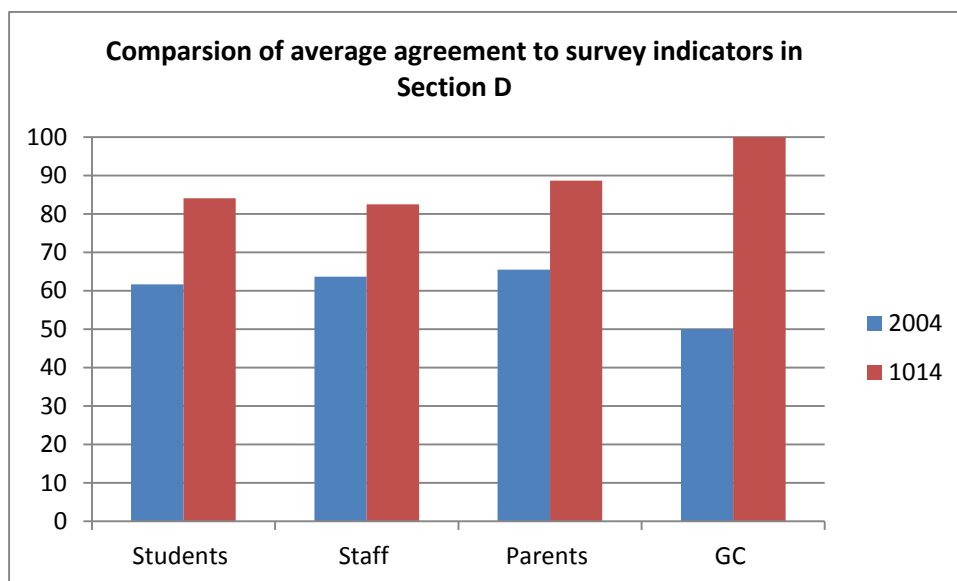
Standard: the school shall have educational and financial plans for the short, medium and long term, with strategies for accomplishing the school's goals and for assessing the effectiveness of the actions taken.

		Total Agreement 2004	Total Agreement 2014
Staff	I have input into the school's educational and financial planning processes.	64.6%	67.5%
	I am aware of the school's educational and financial plans.	62.2%	67.5%
Parents	I am aware of the school's educational and financial plans.	56.0%	84%
	I believe the school is financially secure and operates in a financially responsible manner.	77.8%	97.7%

Standard: The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

		Total Agreement 2004	Total Agreement 2014
Staff	I receive updates about the decisions and deliberations of the school's governing body.	72.0%	85.8%
	School policies consistently and fairly.	85.4%	95.0%
Parents	I am aware of the school's educational and financial plans.	56.0%	84%

Section D: Faculty and Support Staff



Standard: The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and character necessary to carry out the school's programs. Services, and activities, to support fulfilment of the mission and objectives and to ensure student wellbeing.

		Total Agreement 2004	Total Agreement 2014
Students	Most of my teachers know how to teach.	58.1%	82.3%
Staff	The classroom student / teacher ratio is adequate to provide meaningful learning experiences for students.	54.9%	73.9%
Parents	I am satisfied with the school's teacher / student ratio.	56.0%	87%
	I am satisfied with the qualifications of the teachers in the school.	75.0%	90.4%
Governing Council	The teacher – student ratio is adequate to provide meaningful learning experiences.	50%	100%

Standard: Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best effort.

		Total Agreement 2004	Total Agreement 2014
Students	Generally my teachers are knowledgeable about their subjects.	69%	87.5%
	Teachers at this school respect students.	58.1%	82.5%
Staff	I enjoy working with my colleagues.	92.7%	94.6%
	There is effective communication and respect among school personnel.	69.5%	88.8%
	The school promotes positive teacher/ student relationships.	95.1%	98.3%
	Teachers respect students.	91.5%	99.2%

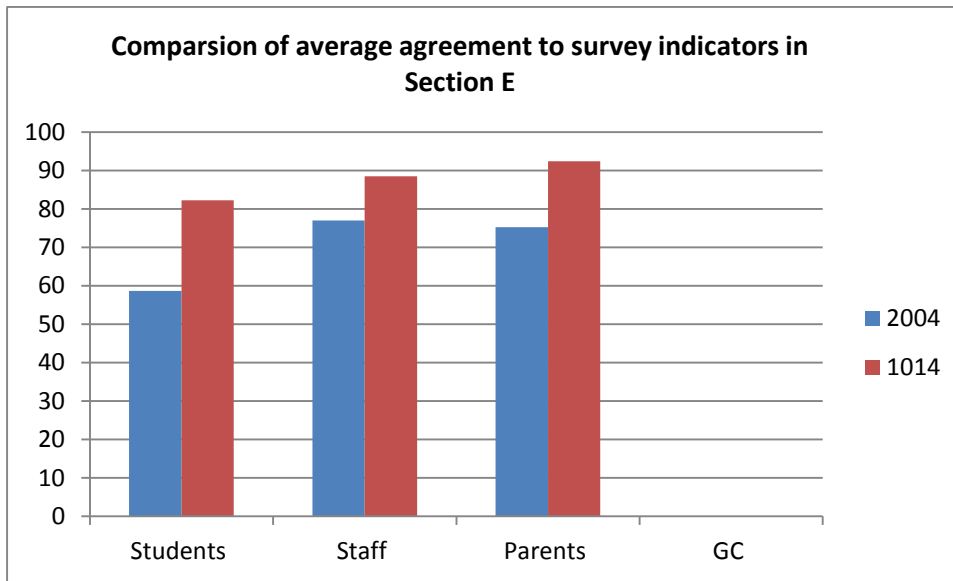
Standard: All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's location.

		Total Agreement 2004	Total Agreement 2014
Staff	I am satisfied with the clarity and fairness of my contract with the school.	87.8%	93.2%
	The salary scale is appropriate for the region.	63.4%	87.4%

Standard: There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined explicit criteria and supported by a program of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.

		Total Agreement 2004	Total Agreement 2014
Staff	Appraisals of my performance are conducted fairly and in writing.	37.8%	76.6%
	I have the opportunity to discuss and appeal aspects of my appraisal.	46.3%	86.9%
	I regularly evaluate my own teaching / work.	96.3%	100%
	I am involved in the planning of professional development opportunities.	57.3%	80.8%

Section E: Access to Teaching and Learning



Standard: There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programs.

		Total Agreement 2004	Total Agreement 2014
Students	I know where to go to for academic support.	54.4%	80.5%
Staff	The unique abilities/ disabilities of students are well identified prior to entry into the school.	73.2%	94.5%

Standard: Children with learning differences of specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programs that are delivered by suitably qualified personnel.

		Total Agreement 2004	Total Agreement 2014
Staff	The school provides adequate support for students with special needs.	80.5%	94.2%
	The number of special needs personnel is appropriate to the number of identified special education students.	56.1%	80.4%
	There are opportunities for high ability students to extend and enrich their learning in my class or elsewhere in the school.	86.6%	97.4%
	I know where to refer exceptional students to accommodate their talents and interests.	86.6%	90.8%
Parents	If my child is having academic difficulties, appropriate help will be provided.	68.3%	88.7%

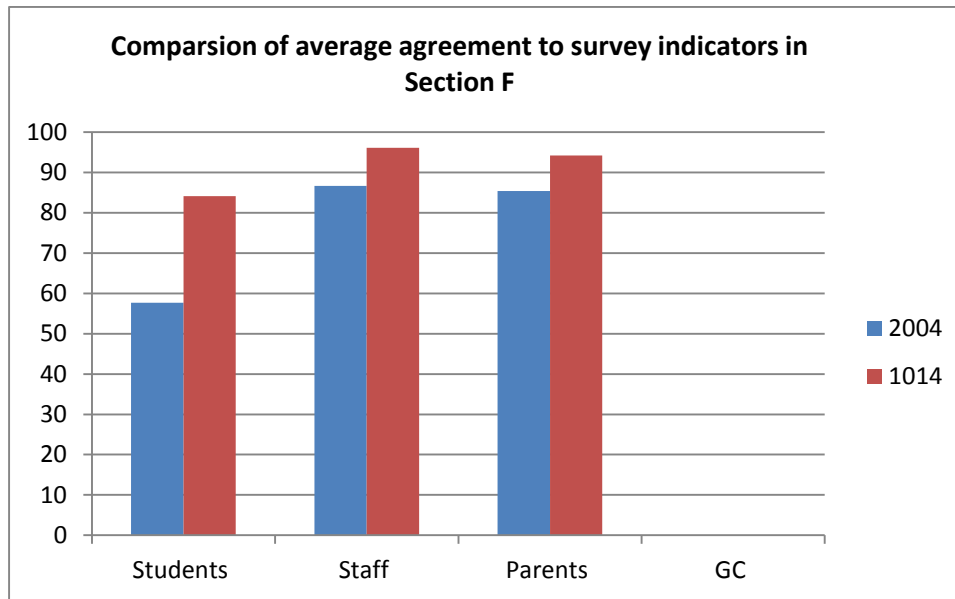
Standard: Effective language support programs shall assist learners to access the school's formal curriculum and other activities.

		Total Agreement 2004	Total Agreement 2014
Students	The school provides me with support if I need help with my English.	54.6%	81.8%
Staff	The school has helped me to learn strategies to accommodate students who need English language support.	74.4%	87.5%
	The school provides adequate resources and support for students who speak English as a Second language.	70.7%	91.4%
Parents	Teachers are available to help my child with his / her English or another language of instruction.	76.2%	96.3%

Standard: The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.

		Total Agreement 2004	Total Agreement 2014
Students	General advice, guidance and counselling are available to me at school.	80.5%	95.1%
	I feel comfortable talking to guidance counsellors.	45.4%	71.8%
Staff	Guidance counsellors are available to students for a variety of needs.	93.9%	100%
	Guidance counsellors respect student confidentiality.	93.9%	100%
Parents	I am satisfied with the effectiveness of the school's guidance and counselling processes.	71.4%	92.3%

Section F: School Culture and Partnerships for Learning



Standard: A school climate characterised by fairness, trust and mutual respect shall support student learning and well-being.

		Total Agreement 2004	Total Agreement 2014
Students	I believe that the school treats my family and me fairly.	57.9%	86.4%
	Students at my school respect teachers.	44.3%	73.8%
	Students at my school respect one another.	49.4%	83.8%
Staff	I understand the school's expectations for my behaviour.	79.0%	94.8%
	I enjoy working with my colleagues.	92.7%	97.6%
	There is effective communication within the school.	69.5%	88.0%
	The school promotes positive teacher/ student relationships.	95.1%	99.2%
	Teachers respect students.	91.5%	99.2%
Parents	Students respect one another.	90.2%	96.8%
	My child's school is a welcoming and friendly place.	90.9%	96.4%

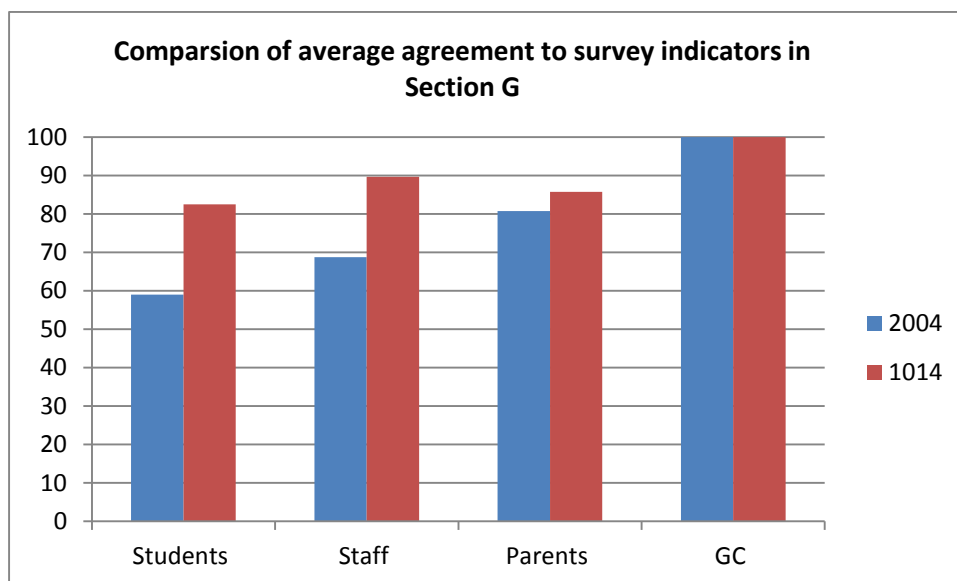
Standard: effective communication processes shall foster a productive home – school partnership and a positive learning community.

		Total Agreement 2004	Total Agreement 2014
Parents	I receive regular information about school activities and events.	90.1%	97.3%
	I know how and where to share information about my child with school personnel.	82.5%	95.0%
	I am satisfied with the communication I have with my child's teachers.	76.2%	89.3%
	Effective communication strategies exist for the interchange of opinions among the school. Students and parents.	89.0%	90.5%

Standard: The school shall offer effective programs and activities with complement the formal curriculum in supporting the school's Guiding Statements.

		Total Agreement 2004	Total Agreement 2014
Students	The student activities programs are broad enough to meet my interests.	51.8%	75.8%
	The school helps me to understand and respect differences and to appreciate diversity.	54.1%	90.0%
Staff	I am encouraged to view each student as a 'whole person'.	91.5%	95.5%
Parents	School programs provide opportunities for students to learn leadership skills and to participate in community service.	83.7%	96.9%

Section G: Operational Systems



Standard: The management of school finances shall be consistent with best financial practices in international schools. In accordance with the legal requirements of the host country, and shall support the effective delivery of the school's programs.

		Total Agreement 2004	Total Agreement 2014
Staff	I am satisfied with the physical condition of the school and its appropriateness for teaching and learning.	54.6%	86.9%
Parents	The school reports fee changes in a timely manner allowing me to make decisions about my child's continued enrolment.	75.0%	98.5%
Governing Council	After appropriate consultation and debate, the governing body sets fee levels, which ensure the ongoing financial stability of the school.	100%	100%
	The governing body approves the school's annual budget after seeking input from appropriate constituents.	100%	100%

Standard: The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems for the health and safety of students, personnel and visitors.

		Total Agreement 2004	Total Agreement 2014
Students	I know what to do if there is an emergency at my school.	76.9%	85.5%
	I feel safe at school.	71.0%	91.7%
Staff	I am satisfied with the school health and emergency procedures.	95.1%	98.3%
	I have adequate equipment and storage space for my teaching needs.	54.9%	82.0%
	The teachers' lounge is satisfactory.	87.8%	94.1%
Parents	The school campus is clean and attractive.	85.3%	96.2%
	I trust the school's emergency procedures, such as for evacuation and I trust that my child is safe on campus.	91.7%	99.0%

Standard: The school shall provide or arrange auxiliary services as required to support its declared objectives and programs, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.

		Total Agreement 2004	Total Agreement 2014
Students	Toilet and hand washing facilities are adequate at my school.	33.5%	60.5%
	I feel safe going on school trips.	79.7%	93.6%
	I am satisfied with the school's bus system.	30.2%	76.1%
	Members of the non-teaching staff are friendly and helpful.	62.9%	87.8%
Staff	The cafeteria / dining hall is a welcoming place.	19.5%	87.5%
	Toilet and hand-washing facilities are adequate.	56.1%	74.2%
	School trips are well planned and well supervised.	86.6%	98.3%
	I find support staff helpful and efficient.	96.3%	96.8%
Parents	I am satisfied with the nutritional level of the food provided at school.	52.0%	84.1%
	I trust that my child is safe on school trips.	91.7%	98.5%
	School support staff members (non-teaching) are friendly and helpful.	89.3%	98.9%