

CIS TEAM REPORT SUMMARY ADELAIDE HIGH SCHOOL

Rationale

In 2003 the school community investigated and chose the Council of International Schools (CIS) Accreditation program as the most appropriate and thorough vehicle to review and continually improve upon student learning outcomes and student and staff well being.

Process

From 2004 to 2006 Adelaide High School embarked on a comprehensive Self-Study of its philosophy (Vision and Priorities), policies, practices and documentation. This Self Study lead to in-depth discussion and reflection by staff students and parents on all aspects of the school community under the following seven sections:

Section A:	Philosophy and Objectives
Section B:	Curriculum
Section C:	Governance and Management
Section D:	Staff
Section E:	Student Support Services
Section F:	Resources
Section G:	Student and Community Life

The school was required to complete extensive documentation in these areas, rate itself against CIS Standards and to outline areas of strength and those for improvement.

At the end of the two-year Self-Study, a Visiting Team, comprising of fifteen experienced educators from overseas and Australia, spent a week at Adelaide High School reading the documentation, visiting classes and meeting with staff, students and parents. The focus of their work was to interrogate and where appropriate validate the Self-Study and make recommendations for future improvement of the school against CIS Standards and against the school's Philosophy and Objectives (Vision and Priorities).

Adelaide High School's Team Visit took place from 5 March to 10 March 2006.

The information provided here is a précis of the Team Report and correspondence from (Council of International Schools Australia) CIAS^a, which the school received after the Team Visit.

Correspondence from CIS and CIAS^a informing the school of its accreditation status.

The following is a quotation from a letter to the school to Stephen Dowdy, the Principal of Adelaide High School from Allan Willcox, the Executive Director of CIAS^a, prefacing the Visiting Team Report from Allan Willcox

Dear Stephen,

Award of International Accreditation by CIS in partnership with CIAS^a

The Board of Trustees of the Council of International Schools has now completed its study of the report on your school submitted by the March 2006 Visiting Team, chaired by Rick Pacheco and co-chaired by Greg Peach.

Board Members have also considered the recommendation of the Visiting Team, and that of the CIS Accreditation Service and its Advisors, with regard to the school's accredited status.

I am pleased to inform you that the unanimous decision of the CIS Board was as follows:

The Council of International Schools in partnership with the Council for Internationally Accredited Schools (Australia) (CIAS^a) has much pleasure in awarding International Accreditation to Adelaide High School.

Warmest congratulations to you, your staff and the entire school community on this achievement.

In reaching their decision, CIS took into account the exceptional quality of the school's self-study and the many positive features of the school which were highlighted in the Visiting Team Report. I can do no better than to quote from the conclusion to the visitors' report

Adelaide High School has much to celebrate and much to be proud of. It is a school steeped in rich traditions and has a true commitment to its students.

It has truly embraced the concept of "school improvement through accreditation" and over the past two years has embarked on a journey of self-exploration and self-improvement. The school has opened itself up to a public review by peers and has not flinched from asking itself difficult questions or from facing institutional challenges and revision.

The soul of this school has an almost tangible feeling. There is a sense of ownership by the students, staff, parents and administration. There is a feeling of appreciation and acceptance of others that permeates the entire school community. There is a camaraderie and a sense of well being and of safety. There is a proud self-reliance to its students, and a nurturing and dedicated faculty as well as a strong and responsive administration team.

The location of AHS on a Heritage Register site not only poses some significant challenges to the school but it also supplies truly fantastic opportunities to all who make use of this wonderful facility. The soul of this school also permeates the very fabric of the building.

The Visiting Team has tried to identify the one greatest asset of AHS. It is without doubt ALL of the people in this remarkable educational community. The Leadership Team is forward thinking and extremely competent. It has one hand checking the pulse of the school community and in the other hand a

compass to guide its direction. The student body is a remarkable example of international and intercultural cooperation and celebration. The faculty guides and cherishes its students with a true commitment to help develop the whole person. This school is truly about relationships which are “not only for school but for life!”

The Visiting Team affirms that this is a fine and outstanding educational institution.

The constant sharing of ideas among teaching colleagues and the active risk-taking of actively trying new methodologies and not relying on “what worked last year” should be encouraged and nurtured further.

The school has a truly comfortable feeling to it. The students have indicated that they really feel safe, welcomed and cherished. Their friendships flourish and they advance and succeed in their academics and their future is clear. The Visiting Team would now like to challenge AHS to bring this community to a even higher level of academic achievement and to generate the spark and fire of advanced academic excellence. The potential of this school is without boundaries!

The openness and dedicated commitment to the purpose of the self study has prepared the school to accept both change and constructive criticism. We salute the professionalism of all involved.

CIS Report Readers summarise the outstanding aspects as

- *The school has a strong, responsive leadership team and a committed, collegial staff.*
- *The school has very comprehensive and detailed curriculum documentation.*
- *The Vision and Priorities statement is widely understood and has been used by the Learning Areas in the development of action plans in a consistent and thoughtful manner.*
- *Through its curriculum and flexible timetabling the school attempts to meet the individual learning needs of all students.*
- *There is a wide-ranging and heavily subscribed program of extra-curricular activities.*
- *The staff has appropriately high expectations of the students.*
- *There is a rich sense of community and tradition that permeates everything that happens in the school.*
- *There is a true sense that learning is for life.*
- *The excellent relationship that exists between students and staff.*

I wish you and the entire school community every success as you continue to seek institutional improvement through the international accreditation process.

Once again, warmest congratulations on achieving International Accreditation at your school. You have done so in style, and the entire community should be intensely proud to have their school so honoured in this way.

Yours sincerely,

Allan Wilcox
Executive Officer

Section Summaries

The Visiting Team Report contains comments covering the following three areas: Observations, Commendations and Recommendations. The following are excerpts of the Visiting Team Report for each of the sections. The Commendations and Recommendations for each section are also included.

Section A: Philosophy & Objectives

OBSERVATIONS

The Vision and Priorities Statement of Adelaide High School are brief statements that have been artfully and thoughtfully crafted to be wide ranging in scope. The current version of these documents is the result of considerable collegial discussion in all sectors of the school community (faculty, administration, students, parents, Governing Council) that began in January of 2004 and culminated in being approved by the Governing Council in June 2005.

The Vision and Priorities Statement helps to focus action planning at AHS. Each Learning Area has also produced a philosophy and Action Plan that is a reflection of the school's Vision and Priorities Statement and guides the teaching, learning, and the development of educational policies and programmes.

The school has a number of programmes, practices and strategies in place to monitor the effectiveness of the implementation of its Vision and Priorities. These include data or anecdotal information concerning student achievement, attendance, enrolment, retention rates, the social, emotional and physical well-being of its students and staff, how it fosters the linguistic and cultural diversity of its school community, and an analysis of where students go to work or study after leaving AHS. The Quality Assurance Committee compiles this data. The manner in which the school carries out this aspect of its review process has impressed the Visiting Team.

The number and type of international and intercultural experiences available for the students at AHS is impressive. There are international understanding assemblies, fund raisers to provide support for issues of global importance, support is given to orphanages in Asia, student exchange programmes, sporting tours, international sister school relationships and exchanges, and study tours.

There is ample and wide spread evidence that the school's Vision and Priorities commit the school to act within the auspices of The United Nations Universal Declaration of Human Rights. The culture of respect at the school between all students and staff is indicative of the cultural understanding and intercultural awareness being actively addressed by school policies and programmes. The Hallway of Human Rights at the school is just one example of how this standard is being addressed at the school.

COMMENDATIONS

The Visiting Team commends:

1. The Leadership Team for the wide ranging consultative process used in reviewing and crafting the Vision and Priorities Statement.
2. The Leadership Team for the number of programmes, practices and strategies in place to monitor the effectiveness of the implementation of its Vision and Priorities Statement.
3. Learning Area Coordinators and staff members for the development of philosophy statements for each Learning Area that reflect the overall school Vision and Priorities Statement and the development of Action Plans based on those documents.
4. The students for their active participation in programmes designed for international and intercultural experiences, including their initiative in establishing the Hall of Human Rights.
5. The Leadership Team and staff for promoting programmes that embrace the ideals of the United Nations Universal Declaration of Human Rights.

RECOMMENDATIONS

The Visiting Team recommends that:

1. The Leadership Team seek additional ways to increase student and parent involvement in any future revision of the Vision and Priorities statement.
2. The Leadership Team and staff explore ways to ensure that the sharing of best practice and its application to classroom settings be further encouraged.

Section B: Curriculum

OBSERVATIONS

Adelaide High School's curriculum is organised into a Middle School (Years 8-10) and Senior School (Years 11-12).

The Middle School curriculum is based on the South Australian Curriculum Statements and Accountability Frameworks (SACSA) while the Senior School conforms to the requirements of the Senior Secondary Assessment Board of South Australia (SSABSA) Curriculum Statements.

The school curriculum has some unique features which include the Special Interest Language Programme and the Rowing and Cricket Programmes of Excellence. Adelaide High School is an Associate SHIP school (Students With High Intellectual Potential) and offers a range of programmes to extend, accelerate and enrich students. A Centre for the Hearing Impaired enables students to participate in mainstream curriculum offerings. The Middle School Proactive Strategies have been developed to address the individual needs of students in the Middle School.

Students from Years 8 – 10 undertake full year subjects in English/ESL, Mathematics, Languages (1 or 2 subjects) and Science. Semester subjects are taken in Society and Environment, Health and Physical Education and Design & Technology. The Arts is offered as a semester unit at all year levels, except Year 8, where it consists of four one term courses. The Arts in the Middle School incorporates Dance (Year 8 only), Drama, Music and Visual Art (Design, Computer Art, Art). Students have a greater choice of curriculum offerings as they progress through the middle years. This complies with the SACSA Framework. ICT is integrated across the curriculum in Years 8 and 9 and offered as discrete subjects in Year 10, 11 and 12.

The Senior Secondary Assessment Board of South Australia (SSABSA) mandates the structure and compulsory requirements in the Senior Years. SSABSA also publishes Curriculum Statements detailing course requirements, learning outcomes and assessment requirements. The school offers an extensive range of subjects and courses, taking into consideration the needs of the students.

Students at Year 12 (Stage 2) generally choose 10 semester units of study. Middle School students may be accelerated into SACE subjects, and senior students may engage in hybrid Stage 1 and Stage 2 courses. Flexible learning programmes are offered to students through the provision of Extension Studies, Community Studies, Integrated Studies and SACE accredited VET Enterprise units. Work Education and VET/Enterprise are also offered as discrete subjects.

The Visiting Team was impressed that individual Learning Areas have produced thoughtful Philosophy Statements that reflect the school's Vision and Priorities. These were supported by Action Plans that outline strategies for ongoing improvement in teaching and learning. The Action Plans show how each of the Learning Areas responds to the SACSA Frameworks and SSABSA Curriculum Statements. The Action Plans also specify learning outcomes at all Year Levels clearly and include

information about assessment measures. The Action Plans that were developed during the Self Study are now being implemented.

The Visiting Team reviewed the comprehensive curricular documents which were evident in all Learning Areas. They give extensive evidence of thoughtful, age-appropriate content and provide for the academic, social, physical, and emotional needs of students.

A particular strength of Adelaide High School is the warm, caring and understanding relationships that were evident between staff and students. It is clear that much time and effort has been spent in ensuring that all students are provided with a caring environment in which to learn.

It is apparent from the documentation provided that the school communicates its expectations of students clearly. Students and parents receive an Information Book at the beginning of each school year. They also receive a Curriculum Handbook detailing subject information and any prerequisites prior to counselling and subject selection relevant to their child's Year Level. Each subject teacher provides an Assessment Plan to each student at the commencement of a programme of work. The Assessment Plan outlines assessment tasks and assessment weightings. These Assessment Plans are signed by parents and students. Learning expectations are also communicated to parents through telephone conversations, meetings, interviews, notes, diary notes and letters home to parents.

The school generously supports professional development of teachers but this does not always appear to be linked to wider whole school curriculum goals.

The Visiting Team observed a variety of different teaching methodologies in classes. Some classes employed student centred activities which included individual research and presentations, group work, ICT and web based learning, assignment sheets and class exercises from text books. Some classes featured teacher directed discussions and exposition.

The students of all Year Levels were co-operative and polite. The harmonious environment enjoyed by students (and staff) from the many different ethnic backgrounds is a credit to the school that clearly values and respects cultural diversity.

SECTION B: CURRICULUM (Years 8 – 12)

COMMENDATIONS

The Visiting Team commends:

1. Learning Areas for the development of comprehensive Action Plans which highlight each Area's strategies and documents how the school's Vision and Priorities focuses teaching and learning.
2. Learning Areas for the extensively detailed and comprehensive curriculum documentation.
3. Learning Areas for the ways in which programmes have been designed and implemented to meet the needs of the full range of students.
4. The Leadership Team for the quality of information available to parents and students regarding expectations of students.

RECOMMENDATIONS

The Visiting Team recommends that:

- 1 The Leadership Team explore ways to ensure that a wide range of appropriate teaching strategies are used across the curriculum.
- 2 The Leadership Team ensure ways to link whole school curriculum review to professional development are investigated.

Section C: Governance & Management

OBSERVATIONS

Cooperation and a sense of shared purpose amongst Council members are tangible and there is a very good cooperative and effective working relationship between the Council and the Principal based on mutual respect. This is evident from talking with Council members and from the written record of the Principal's performance review.

The Council is active, supportive and rigorous in the development and regular review of the school's Vision and Priorities. They have encouraged ownership by the whole community through wide consultation processes and development of a range of communications strategies such as on line displays, newsletters, information booklets, and prospectus. Their strong commitment to foster a meaningful relationship with school families is impressive and efforts continue despite difficulties associated with parent participation.

The management structure of the school is clearly defined in terms of purpose, delegations, consultation and decision-making processes. There are a variety of ways in which staff can contribute to decision making as either participants in open discussion or in direct consultation. The open and transparent processes in place are a strength and contribute, alongside a thorough staff induction process, to the rapid inclusion of new staff into the culture of the School.....

Adelaide High School operates smoothly and efficiently, like "a well oiled machine", set within a very positive friendly working atmosphere. This is due in no small part to the driving force of the Principal and his Leadership Team. There is considerable evidence both from the most recent performance review and anecdotal comments to the Visiting Team from all areas of the School, that AHS has an outstanding leader and leadership team.

COMMENDATIONS

The Visiting Team commends:

1. The Governing Council for its commitment to the school's Vision and Priorities and its determination to engage the school community to help develop and "own" this vision.
2. The Governing Council and Principal for building an effective, cooperative working relationship.
3. The Principal and his Leadership Team for the quality of their leadership and their determination to seek improvements.
4. The Governing Council and Principal for their management of heritage buildings.

RECOMMENDATIONS

The Visiting Team recommends that:

1. The Governing Council, possibly with the assistance of outside advisers, clarifies and refines the respective roles of the Governing Council and the Principal in line with CIS standards.
2. The Governing Council develops a policy manual that includes procedure for:
 - a) Induction of new members
 - b) The evaluation of its own performance
3. The Council Chair revise the process for the appraisal of the Principal to incorporate an appeals procedure.

Section D: Staff

OBSERVATIONS

The appraisal system, known at AHS as the Performance Management Process, is a structured process of reflection and collaborative planning for achieving professional growth. The policy was introduced to all state schools by DECS in 2000. AHS has developed it, based on mutual obligation, and revised the process in late 2004. Staff members document their goals and professional development activities on the school's Performance Management Proforma.

The Staff Social and Welfare Association organises events for the entire staff to meet socially and enhance collegiality. The Leadership Team is professional, committed and highly regarded by staff, students and the school community. They seem to embody the Vision and Priorities of the school. The perception is of a happy workplace with open and respectful relationships among the staff members. The high expectations by staff of student effort and behaviour contribute to an impressive tone throughout the school. This results in an atmosphere of friendliness and rapport between staff and students which is immediately obvious to any visitor to the school.

COMMENDATIONS

The Visiting Team commends:

1. The Leadership Team for their implementation of an exemplary staff induction programme.
2. The entire staff, teaching and ancillary, for the creation of a welcoming environment.
3. The staff for their spoken and unspoken high expectations of the student population resulting in the impressive tone within the school.
4. The Leadership Team for modelling the Vision and Priorities of the school in daily practice.

RECOMMENDATIONS

The Visiting Team recommends that:

1. The Leadership Team explore ways to implement the sharing and application of good practice in the classroom.

Section E : Student Services

OBSERVATIONS

AHS provides an array of services to support the special needs of a diverse range of students across the school. Coordinators of both Learning Support and English as a Second Language have been appointed by the school to manage some of the student services offered.

There are a range of procedures in place to identify the learning needs of students including schoolwide screening programmes upon entry to Year 8 and the admissions process for students entering at any year level. During the year, students may be identified by teachers on a series of 'midterm review' pro forma followed by discussion meetings of relevant staff. Students may also be referred informally at other times of the term. Results of staff consultation may include student referral to DECS Support Services, individual support or extension, referral to the student counsellor or to external support agencies.

NEP students access a wide range of support and programme options through AHS depending on their specific learning needs, interests, abilities and future plans. Students may access support, receiving individual or small group tutorial assistance. In-class support may be offered with the Coordinator, other teachers and Student Services Officers (SSO) assisting teachers in the adaptation of curriculum and assessment.

The approach to student timetabling is flexible and responsive to student needs thereby individualising each student's overall programme. This is completely in alignment with the school's Vision and Priorities. The Coordinator's strong focus on the pastoral care of all these students and the close association with their families play a significant role in the student's successful experiences at AHS. The Visiting Team notes that AHS is very supportive of these students, and adds extra teacher/SSO funds to facilitate student programmes.

All staff involved in the provision of student support services have specific training in their area of speciality and the majority of these staff have extensive teaching experience. Their depth of knowledge and breadth of experience serves to enhance the effectiveness of each of the programmes on offer.

Students with exceptionally high ability and achievements are catered for through a variety of specialized programmes and innovative curriculum practices. AHS is an Associate School for Students of High Intellectual Potential (SHIP) and as such provides a broad range of extension, enrichment and acceleration opportunities for students. Two staff members have been trained as SHIP tutors, offering training and development programmes for other school staff, thereby supporting other teachers to differentiate the curriculum in their own subject areas more effectively.

Opportunities for parental and student participation in the educational process at Adelaide High School are significant. A schedule of regular reporting requirements is

published in the school's yearly information book and parent interview nights are offered twice yearly.

COMMENDATIONS

The Visiting Team commends:

1. The Learning Support Area's strong focus on the pastoral care of students with special needs and the close association with their families.
2. The Learning Support Area for their collaborative approach to the development of inclusive practices for students with special needs between support teachers and curriculum staff.
3. The Leadership Team for providing additional resources for learning support.
4. Support staff for the development of a wide range of extension, enrichment and acceleration opportunities for students.
5. The ESL staff for the development of the 'Innovative ESL Schools' initiative as a proactive measure to enable training and the sharing of good practice.

RECOMMENDATIONS

The Visiting Team recommends that:

1. The Leadership Team in conjunction with Learning Support staff clearly articulate the referral process for identifying students with special needs and communicate this to all staff.
2. The Leadership Team clearly identify the career and tertiary education preparation process.

Section F: Resources

OBSERVATIONS

The school is compliant with Adelaide City Council health regulations in regards to food preparation and service, and in the provision of adequate toilet and washing facilities. The school is very clean, neat and tidy.

Adelaide High School is located on the corner of a major intersection (West Terrace and Glover Avenue) and this creates a set of circumstances, particularly at the end of the school day, where students' safety and well-being is put at risk from both the volume and velocity of vehicular traffic. Whilst the Visiting Team observed adequate staff supervision, and student behaviour was both sensible and orderly, the situation was one of obvious risk. It is understood that considerable efforts have been made by both the school's Leadership Team and the Governing Council to have DECS and various government bodies address this problem.

The school has met the safety requirements of the Department of Education and Children's Services (DECS) and, thereby, the Work Cover Corporation. The DECS management tool for Occupational Health and Safety, "Business Manager", is used efficiently and effectively and the OHSW / Facilities Committee is systematic in addressing all issues of safety. The quality of the school's Occupational Health and Safety procedures are such that DECS promotes Adelaide High School to other state schools as a model school.

A boathouse situated on the banks of the River Torrens is also used by outside organisations from time-to-time, and the school shares another boathouse at West Lakes with two other high schools. The school is also well used by associations affiliated with the school; specifically the Greek parents, the Vietnamese parents and the Old Scholars. All three of these associations contribute in-kind support and additional resources to the Adelaide High School community which, in turn, adds to the school Administration's capacity to improve the physical environment for all users.

The placement of curriculum computers for student access is good, and availability of laptop computers to a variety of users has been well received. The school has a clear understanding of how it intends to expand its ICT provision to improve student to computer ratio and is working through this systematically. The ICT Committee is keen to broaden its range of ICT tools (e.g., 3 SMART-boards are soon to be acquired for a small team of teachers to pilot and to share findings with colleagues). The ICT Committee understands that its work can not be just about acquisition of hardware and it has strategies in place to improve teacher competence and confidence.

The school's administration ICT platform is effective. A newly introduced feature is a set of plasma televisions which act as changeable electronic billboards. The screens are strategically placed around the school and display key messages and ideas.

The three teacher-librarians and Library Coordinator are skilled in Resource-based Learning methodology, and classes using the library for research purposes are

supported through this process. Whilst explicit teaching is undertaken at all Year levels, the Year 8 students undertake a dedicated programme called Research Skills and senior students are taught study skills to maximise the value of non-contact time. The school's library is continuing to expand its on-line learning options, and one of the teacher-librarians has responsibility for managing the school's intranet (which includes reSearch pages as a support to students and staff). With such a high proportion of students from non-English speaking backgrounds, library staff have ensured adequate stock of dictionaries in the principal languages of the school and teachers have produced some in-house materials with translations of key ideas and topics undertaken in some core subjects.

COMMENDATIONS

The Visiting Team commends:

1. The school's principal for his drive in exploring a range of funding sources and project partners to achieve significant minor and capital works improvements for the site.
2. The school's OHSW / Facilities Committee for their capacity to problem solve the safety and facilities issues they have faced.
3. The school's Resource Centre staff for the explicit nature of resource-based learning provided, and for their system of self-evaluation.

RECOMMENDATIONS

The Visiting Team recommends that:

1. The school's Leadership Team and Governing Council continue their lobbying of DECS, Adelaide City Council and the Department of Transport and Road Safety to find a solution to the potentially hazardous situation of students entering and exiting the site, across the extremely busy West Terrace.
2. The school's ICT Committee continue to explore ways to improve the computer to student ratio.

Section G: Student & Community Life

OBSERVATIONS

The school works to ensure that it operates in the spirit of the Universal Declaration of Human Rights. It was evident that a climate of collaboration, mutual respect and positive relationships permeates the school's culture. This was evidenced by statements from the Greek and Vietnamese parent groups, the teachers, and students.

Many parents spoke very positively about the school, its sensitivity to students and the many programmes that support their child's education. They appreciated the efforts of the school to enhance communication through the provision of interpreters and translation of some documents.

The Visiting Team observed a very strong relationship between the school and its community. The school has many publications to support the flow and exchange of information. These are professionally produced and provide information on many aspects of the school.

The school has several proactive programmes that support students academically, socially, emotionally and physically. These include a Pastoral Care Programme, the Peer Leaders Programme, a structured and a well documented student leadership programme incorporating the Prefect group and the Student Representative Council (SRC).

Processes have been incorporated into the Student Leadership Programme which encourage individuals and groups of students to identify issues and develop recommendations for improvement. The students strongly believe these forums are constructive and that changes have occurred as a result of their recommendations.

Extensive co-curricular and extra-curricular programmes provide opportunities for all students to participate in activities that promote the development of the "whole person". These include musical productions, celebrations of cultural diversity, special language weeks, ethnic foods week, sporting teams, debate competitions, and service clubs. The number of students participating in these programmes is extensive and provides evidence that the school is meeting the needs and interests of the students.

The school prides itself on student diversity and builds this ethnicity into many of its programmes, special events and celebrations. Many students said that the diversity of the student body was the best thing about the school. Students initiated the concept for the Hall of Human Rights which is located in the main student entrance to the school. Students are proud of this development as evidenced in their statements and in their art work which is displayed in this area.

COMMENDATIONS

The Visiting Team commends:

1. The school community for the very positive relationships that exist between teachers, parents and students.
2. The Leadership Team for the documentation distributed to staff, students and parents which provides information about the school's policies, procedures and practices.
3. The staff for the development of the Student Leadership Programme.
4. The students for their active participation in the student Leadership Programme.
5. The teachers for their development and support of the extensive co-curricular programmes which provides for the needs of all students.

RECOMMENDATIONS

The Visiting Team recommends that:

1. The Leadership Team investigate strategies that improve communication with parents.

In summary, it is noted that there is very close alignment between judgements made by the school of its own performance and conclusions reached by the Visiting Team. AHS met all standard(sic) except one related to the Principal's Appraisal process. The school and the Visiting Team have agreed in their judgements regarding all other standards.

CONCLUDING STATEMENT

Adelaide High School has much to celebrate and much to be proud of. It is a school steeped in rich traditions and has a true commitment to its students.

The school will find no surprises in this Visiting Team Report. The openness and dedicated commitment to the purpose of the self study has prepared the school to accept both change and constructive criticism. We salute the professionalism of all involved.

We wish the entire community the best in all of your endeavours and we are sure that you have the energy and determination to move the school forward for the benefit of your students.