

Not only for school **but for life**



Adelaide High School Information Book 2012

Special Interest Language School

Associate School for Students of
High Intellectual Potential

Centre for Hearing Impaired

Programs of Excellence in Cricket
and Rowing



Government
of South Australia

Department for Education
and Child Development





Adelaide High School Information Book 2012

A Message From the Principal

Welcome to the Adelaide High School community in 2012. You are now a member of the State's first High School and a school which has a focus on education "not only for school but for life."

Your school has a proud tradition of academic achievement and student success in SACE examinations, State-wide subject examinations, club and sporting competitions. You will be offered involvement in a broad range of co-curricular and team activities and we strongly encourage you to participate fully in school life.

Our aim is to help you to further develop responsible attitudes, ethical behaviour and your individual talents which will enable you to contribute positively to local and global communities.

Our international and intercultural understandings are reflected in the school's curricular and co-curricular programs. The school operates in the spirit of the United Nations Universal Declaration of Human Rights.

In 2006 the school was awarded International Accreditation through the Council of International Schools. This award acknowledges the positive way the school community works, and commends the school on its focus on continuous improvement.

In 2011 we were reviewed by the Council of International Schools, and once again we were commended on our commitment to providing students with lifelong learning opportunities.

Within the comprehensive curriculum, there is a strong focus on Languages other than English. Adelaide High School is South Australia's Special Interest Language School and students from across the state enrol. In the mainstream structure of the school, specialist teachers staff a unit for students with a hearing impairment.

This booklet presents information which describes our policies, practices, curriculum and activities.

We look forward to you being part of our learning community and working with you. Adelaide High School will offer you opportunities to understand our changing world and to develop skills to shape and influence our society, as many of our former scholars have done.

Anita Zocchi
Principal

Adelaide High School

Non scholae sed vitae

Not only for school but for life

Vision

Wellbeing: Adelaide High School values the achievement of individual and collective excellence and encourages the social, emotional, intellectual and physical development of all members of our community.

Learning: We build upon our linguistic and cultural diversity by offering a wide range of active learning opportunities connecting our school with local, national and international communities.

Culture: We value teamwork, reflection and sharing good practice.

Our School Priorities:

We are committed to challenging our students to use their abilities and interests to maximise their individual potential by striving to further develop:

- Wellbeing:** A safe and welcoming environment based on respect.
- Learning:** Student learning outcomes through:
 - explicit teaching and learning using a range of resources and methodologies, including ICT.
 - varied curriculum and co-curricular programs.
 - a range of learning opportunities, local, national and international connections and communities.
- Culture:** A school community that sets future directions, honours its traditions and acknowledges and celebrates its diversity.



Contents

Message from the Principal	1	House Managers	14
School Vision and Priorities	1	Reporting Student Achievement	14
School Hymn, War Cry and Advance Australia Fair	2	Homework Policy	14
The School Badge and Motto	3	Middle School Deadline Policy	14
Universal Declaration of Human Rights	4	Senior School Deadline Policy	15
Our History	5	Promotion Policy	16
Our Focus	5	Information and Communication Technology	16
Parent Newsletter	5	Resource Centre	16
School Website	5	Adelaide High School Rules	18
Parent Involvement in the School	5	Behaviour Management	18-19
School Uniform	6	Anti-Harassment Policy	20
Bell Times	7	Detention Policy	20
Emergency Alarms	7	Community Service	20
Canteen	7	Focus Room	20
Diary Notes	7	Internal Suspension	20
Lost Property	7	Take Home	20
Student Leadership	7	External Suspension	21
House System	8	Grievance Procedures	21
Middle School and Senior School Houses	8	Student Access to School Buildings and Classrooms	22
Student Wellbeing and Behaviour Management	8	Toilets	22
Pastoral Care Teachers	8	Leaving School Grounds	22
Student Counsellors	8	Student Movement	22
School Assemblies	8	Not to be Brought to School	22
School Awards	9	Attendance	22
Daily Notices	10	Lateness	22
Lockers	10	Students Signing Out	22
School Sport	10	Lunch Passes	22
Co-curricular Activities	10	Procedures for Notifying Illness	22
Melbourne / Mac.Robertson Exchange	11	School Policy re Student Illness / Injury	23
Subject Choices at Adelaide High School	12-13	Term Dates 2012 to 2013	23
The Senior Staff	14	Maps of the School	23-24

School Hymn

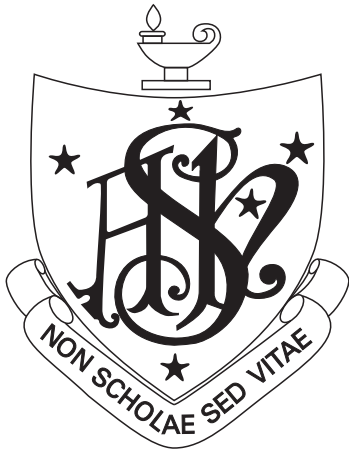
*Thy servants pray, O hear us Lord
Be Thou our shield, be thou our sword;
Be Thou our guard against all sin,
From foes without, from foes within.
O make us loving comrades all,
Forgetting self at duty's call;
Bless Thou the guardians of our land,
And keep our dear ones in Thy hand.*

War Cry

*Kooringa ronga ronga
Kooringa ronga roo
The boomerang, the wallaby
The good old kangaroo,
Battle for the school, lads / girls
And for the loafers, boo
High School Adelaide
Kooringa ronga roo.*

Advance Australia Fair

*Australians all let us rejoice
For we are young and free;
We've golden soil and wealth for toil,
Our home is girt by sea.
Our land abounds in nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.
Beneath our radiant Southern Cross
We'll toil with hearts and hands,
To make this Commonwealth of ours
Renowned of all the lands.
For those who've come across the seas
We've boundless plains to share.
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.*



The School Badge and Motto

Non Scholae Sed Vitae

The Latin words of the School Motto mean
"Not only for school but for life."



Universal Declaration of Human Rights

Adelaide High School works to ensure that it operates within the spirit of the Universal Declaration of Human Rights in all that we do.

- 1 When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
 - 2 Everyone can claim the following rights, despite
 - a different sex
 - a different skin colour
 - speaking a different language
 - thinking different things
 - believing in another religion
 - owning more or less
 - being born in another social group
 - coming from another country
- It also makes no difference whether the country you live in is independent or not.
- 3 You have the right to live, and to live in freedom and safety.
 - 4 Nobody has the right to treat you as his or her slave and you should not make anyone your slave.
 - 5 Nobody has the right to torture you.
 - 6 You should be legally protected in the same way everywhere, and like everyone else.
 - 7 The law is the same for everyone; it should be applied in the same way to all.
 - 8 You should be able to ask for legal help when the rights your country grants you are not respected.
 - 9 Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.
 - 10 If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.
 - 11 You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
 - 12 You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.
 - 13 You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.
 - 14 If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
 - 15 You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging country if you wish.
 - 16 As soon as person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your region should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect your family and its members.

- 17 You have the right to own things and nobody has the right to take these from you without a good reason.
- 18 You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.
- 19 You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.
- 20 You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
- 21 You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
- 22 The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to you and to all the men and women in your country.
- 23 You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
- 24 Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.
- 25 You have the right to have whatever you need so that you and your family: do not fall ill; go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. The mother who is going to have a baby, and her baby should get special help. All children have the same rights, whether or not the mother is married.
- 26 You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.
- 27 You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.
- 28 So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.
- 29 You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.
- 30 In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.

Universal Declaration of Human Rights – Plain Language version – Sourced from, www.un.org/cyberschoolbus/humanrights/resources/plain.asp



Our History

Adelaide High School, the oldest Education Department Secondary School in South Australia, was founded in 1908 in Grote Street. In 1928, first, second and third year boys moved to Currie Street, where they remained until 1951 when Adelaide Boys High School was established in new buildings on West Terrace, whilst the girls remained in the Grote Street buildings as Adelaide Girls High School.

Reduction in the school zone during the 1970s made it possible in 1977 to begin the amalgamation of the two schools so as to once again unite as Adelaide High School. In 1979 the whole school was accommodated on the West Terrace site as the co-educational Adelaide High School as the State's Special Interest Language School.

We celebrated the school's Centenary in 2008.

Our Focus

Adelaide High School is committed to catering for a broad range of interests, abilities and backgrounds by maintaining and developing further a comprehensive secondary curriculum offering for all its students.

Our emphasis is to provide a caring and supportive environment. The school will also

- continue as the Special Interest Language School by offering Languages other than English as a speciality within the curriculum.
- offer a mainstream program for a small number of hearing impaired students.
- develop strategic alliances using local and global communities as a resource for learning.
- continue to offer the Cricket and Rowing Programs of Excellence.

The Aims of the School

- to address the varied academic, social, emotional, cultural and physical needs of the wide range of students in an increasingly complex and changing world.
- to provide a stimulating, interesting and valued environment which fosters a positive attitude towards study, work and leisure-time activities, and encourages students to want to learn.
- to promote and facilitate the study of languages and the cultivation in students of an awareness and appreciation of the cultural and linguistic diversity of today's society.
- to establish an environment that provides equity of opportunity and of access to learning for all students in the school.
- to develop in students qualities of self-control, courtesy, consideration, tolerance and regard for the rights, feelings and sensibilities of others.
- to develop students' skills and attributes that prepare them for life-long learning and achievement.
- to assist students develop a personal set of values.
- to provide encouragement for individuals to develop a sense of responsibility.
- to involve parents / carers in working with the school towards achieving its aims.
- to keep parents / carers aware of their child's development, progress and attitudes.
- to encourage students to make their contribution to school and community life through personal involvement in study, sport and school programs.
- to foster a sense of school identity.

Parent Newsletter

A parent newsletter is produced and distributed to students three times a term. The newsletter provides an opportunity to:

1. Inform parents of coming events.
2. Report to parents about past events, eg school productions, concerts, excursions, meetings.
3. Display examples of student work and achievements, both at school and in outside activities.

Students have the responsibility to give the newsletter to parents so that they can be kept informed about school activities.

The newsletter is also available online on the school's website (www.adelaidehs.sa.edu.au/newsletter.htm).

School Website

www.adelaidehs.sa.edu.au

The school's website, which has been redeveloped for the 2012 school year, provides comprehensive and up-to-date information regarding the curricular and co-curricular programs available at the school. Copies of school notices and publications can also be downloaded from the website. The site provides access to the Library website, staff and student emails, and the websites for the Cricket and Rowing Clubs, the Governing Council, the Old Scholars' Association and the Turn Your Health Around Program.

Parent Involvement in the School

Adelaide High School Governing Council Inc

Parents, staff, students and representatives of the community are elected annually to the Governing Council, which meets regularly to discuss and decide matters concerned with school finance, canteen and grounds and to receive reports of the school's activities.

There are a number of committees which operate in the school. Committees include Finance, Canteen, Grounds and Uniform. Governing Council members may elect to take part in these.

Adelaide High School Cricket Club

The Cricket Club consists of a group of committed teachers, old scholars, accredited coaches, parents and students who are responsible for the administration of the Cricket 'Program of Excellence' and the raising of funds. Funds are raised to enhance the Cricket 'Program of Excellence' by supplementing the cost of purchasing and maintaining cricket equipment and to assist students with the cost of travel and other associated expenditure during the Australian 5 Highs Cricket Carnival.

Adelaide High School Greek Parents' Association

In 1983 the parents of Greek background students of Adelaide High School formed an association. They organise an annual Greek Dance which promotes the importance of Greek culture within the culturally diverse environment of Adelaide High School and supports the school in a variety of ways.

This Association also awards two prizes for Modern Greek: the Senior School Prize for Modern Greek and another prize for a student of non-Greek speaking background in the Middle School.

The Association maintains a good liaison between the parents of Greek background students and the school. The Association committee meets monthly at the school.

Adelaide High School Friends of the Rowers

The Friends of the Rowers consists of a group of interested parents who assist with the organisation of fundraising, social activities and regatta hostings for the Rowing Club.

The Committee meets monthly at the school during the rowing season. Meeting times are listed on the rowing calendar and in the monthly newsletter. The funds raised by the club assist with the purchase and maintenance of rowing equipment.

Vietnamese Parents' Association

In 1992 a small group of parents formed the Vietnamese Parents Association. Please contact the Front Office for further information.

School Uniform

Adelaide High School is a school with strong traditions supported by the school community. Among these is the wearing of the school uniform.

BY CHOOSING TO ENROL AT ADELAIDE HIGH SCHOOL, YOU ARE ALSO CHOOSING TO FOLLOW THE SCHOOL'S UNIFORM POLICY.

The school has a Uniform Committee which reviews details of the uniform and reports to the Governing Council. The committee is made up of representatives of staff, parents and students.

The items listed have been found to be most suitable for school conditions. The cooperation of all parents is sought to ensure our boys and girls have this opportunity to share in the corporate life of the school.

The Governing Council takes the view that it is the responsibility of parents to see that a child leaves home correctly dressed.

All students are required to observe the school's uniform and appearance requirements. Students arriving out of uniform have the choice of

1. spending the day working in the Focus Room
2. changing into a loan school uniform
3. contacting parents and being picked up from school, or having a school uniform brought in.

The School Uniform Shop sells new and second hand uniforms and is open between 8.00 am and 9.00 am on Mondays and Wednesdays.

Uniform and Appearance

Boys

Summer Uniform (Terms 1 and 4)

1. Grey melange school trousers or grey melange shorts* to be worn with white school shirt.
2. White shirt, short or long sleeves, worn with or without an Adelaide High School tie. This shirt must be tucked in.
3. Short sleeve white shirt, specially designed to be worn untucked, may be worn over school shorts or pants, without an Adelaide High School tie.
4. Shoes: black leather lace-up school shoes.
5. Socks: grey, black or white.

Note – When the school pullover or blazer are worn, an Adelaide High School tie must also be worn.

* On formal school occasions, grey melange trousers, school blazer and an Adelaide High School tie must be worn.

Winter Uniform (Terms 2 and 3)

1. Grey melange school trousers.
2. White shirt, short or long sleeves, worn with school or Centenary tie.
3. AHS v-neck grey pullover and / or AHS blazer with school logo on pocket.

4. Shoes : black leather lace-up school shoes.

5. Socks : grey or black.

6. Scarves – Black or navy only may be worn.

* On formal school occasions, full winter uniform with a school blazer and an Adelaide High School tie must be worn.

Winter Uniform (Terms 2 and 3)

1. Grey melange school trousers.
2. White shirt, short or long sleeves, worn with an Adelaide High School tie.
3. AHS V-neck grey pullover and / or AHS blazer with school logo on pocket.
4. Shoes: black leather lace-up school shoes.
5. Socks: grey, black or white.
6. Scarves – Black or navy only may be worn.

Note – The grey school shorts and the short sleeve white shirt designed to be worn untucked are not to be worn during Terms 2 and 3.

* On formal school occasions, full winter uniform with a school blazer and an Adelaide High School tie must be worn.

Girls

Summer Uniform (Terms 1 and 4)

1. AHS check dress with gold piping or AHS navy shorts to be worn with white school shirt.
2. Shoes: black leather lace-up school shoes.
3. Socks: White or navy.

Winter Uniform (Terms 2 and 3)

1. AHS check skirt, with hemline at knee length or lower, or school uniform navy trousers* (polyester / wool style 186600).
2. White blouse with an Adelaide High School tie.
3. AHS V-neck navy pullover and / or AHS blazer with school logo on pocket.
4. Shoes: black leather lace-up school shoes.
5. Either: Socks – white or navy OR tights – navy (plain or ribbed tights, but not textured).
6. Scarves: Black or navy only may be worn.

* On formal school occasions, the school skirt and blazer must be worn.

Boys and Girls

Senior School Uniform

Students in Years 11, 12 and 13 only may wear the school's cream Senior School jumper with school logo and the Senior School tie.

Students in Years 12 and 13 may also wear the school-approved Year 12 jacket.

PE Uniform

AHS sports top with black short and / or tracksuit.

No dark soled sandals.

The wearing of an Adelaide High School approved hat is compulsory for all outdoor Health & Physical Education lessons.

Ties

Melbourne High School and Mac.Robertson Girls' High School ties can only be worn in Term 3 but must not be worn on formal school occasions.



Jewellery

The only acceptable jewellery is:

1. A watch.
2. A bracelet or necklet worn for medical reasons. (The School must be notified of the reason.)
3. Earrings: one pair or single of the following only – sleepers or unobtrusive studs in ears only. No other visible body piercings are permitted.

Make-up

Make-up with school uniform is not appropriate. This includes nail polish.

Hair Colour

In accordance with a Governing Council decision, any hair dyed an unnatural colour is not acceptable.

Facial Hair

Students in uniform are expected to be clean-shaven.

Bell Times

Times	Monday	Tuesday – Friday
Lesson 1	8.40 – 9.20 am	8.40 – 9.20 am
Lesson 2	9.20 – 10.00 am	9.20 – 10.05 am
Pastoral Care Group	10.05 – 10.35 am	10.10 – 10.30 am
Lesson 3	10.40 – 11.20 am	10.35 – 11.15 am
Recess	11.20 – 11.40 am	11.15 – 11.35 am
Lesson 4	11.40 – 12.20 pm	11.35 – 12.15 pm
Lesson 5	12.20 – 1.05 pm	12.15 – 1.00 pm
Lunch	1.05 – 1.45 pm	1.00 – 1.40 pm
Warning Bell	1.40 pm	1.35 pm
Lesson 6	1.45 – 2.25 pm	1.40 – 2.25 pm
Lesson 7	2.25 – 3.10 pm	2.25 – 3.10 pm
Dismissal	3.10 pm	3.10 pm

There is no hot weather dismissal as all teaching areas in the school are air-conditioned.

All Middle School students are expected to be at school by 8.35am and ready to commence their first lesson by 8.40am. Students will have access to lockers from 8.30am onwards.

All students are required to attend Pastoral Care Group time.

Senior students are to attend Pastoral Care Group even when they have Home Study in Lessons 1 and 2 or when they have a study lesson in Lesson 3.

Emergency Alarms

- (a) Evacuation – Woop woop sirens, accompanied by red flashing lights in passageways.

Listen for instructions from teacher, then follow the exit signs out of the building. Proceed to the oval in a quiet, orderly manner, assembling in your home class group.
Do not use the lift.

- (b) Invacuation – Continuous bells

During Lessons: Staff and students are to remain in classrooms if an invacuation is required during normal lesson times until the all clear is given.

During Breaks: Staff and students are to go to their Pastoral Care Group room and remain there until the all clear is given.

Canteen

The Canteen is open for the sale of food and drinks before school, at recess time and during lunch time.

Lunches may be ordered and paid for at the Canteen before school. Students will receive a receipt. Lunch orders are collected from the Canteen by students on presentation of the receipt at the start of lunchtime.

Quiet and orderly behaviour is expected in the Canteen.

Diary Notes

The Diary is an important means of communication between parents / carers and the school. Notes from parents will be signed by the teacher to indicate that the note has been read.

We ask that parents / carers similarly sign notes from teachers.

Lost Property

Students are strongly advised to ensure that all articles of clothing and other belongings are clearly marked with their name. The loss of property should be reported to Pastoral Care or subject teachers. Any articles found should be handed in to Student Services.

Students are urged not to bring valuable items or unnecessary sums of money to school with them, nor should they leave any money or valuables on desks, in lockers or change rooms.

On occasions when students have to bring large sums of money to school, the money should be put into a named envelope and left at Student Services for safe-keeping. Similarly, if they have to bring a valuable item to school, it should be labelled and left at Student Services.

Student Leadership

The Prefect System

Each year twenty two students (16 from Year 12, 4 from Year 11 and 2 international students) are elected to be Prefects. Students in Years 8, 9, 10 and 11 vote in elections held early in fourth term.

Prefects wear a badge, a special tie (stripes of silver and black) and a blazer which has black and white braid.

Prefects are students who endeavour to be positive role models and to provide leadership to the school. Most Prefects are involved in at least two of the following: House Captains, SRC, Sport Teams (often Captain or Vice Captain), Peer Leader program, co-curricular clubs (eg Interact), Canteen duty, Library Committee, School Musical groups, School Drama / Musical Production. All Prefects visit Year 8 and Year 9 Pastoral Care for Pastoral Care Period to help Year 8 students learn about Adelaide High School traditions and activities and to support Year 9 students.

Student Representative Council (SRC)

Each class elects a representative to this Council. The Council then elects its own President and other office bearers. The Council meets on a regular basis at lunch times to:

1. Discuss matters brought before it by students of a class.
2. Deal with matters referred to it by the Principal.

Representatives take ideas and views of the students in their class to the meetings and bring back information and matters on which the students' views are sought. SRC members wear a badge and after three years service are presented with an SRC tie.

Interact

The Interact Club is the youth group associated with Rotary International. It is also a fundraising group which works with organisations such as Amnesty International and the City of

Adelaide Rotary Club. Membership of Interact is open to all students and the students within Interact elect the Executive.

Interact provides a rewarding experience for those students who want to make a difference both locally and for the global community.

Peer Leaders

A group of Year 11 students at Adelaide High School has been specially trained as Peer Leaders to work with Year 8 students during Term 1. Their role is:

- to make the Year 8 students feel welcome.
- to help build trusting relationships amongst the students.
- to have some fun with the Year 8 students.
- to train the Year 8 students in the school's Anti-Harassment program.

The Peer Leaders visit Pastoral Care Groups during Pastoral Care sessions to mix with the Year 8 students and to provide them with information about events at Adelaide High School. On the first day, they conduct guided tours of the school and play some get-to-know-you games with Year 8 students.

Other sessions are programmed during Term 1 where students explore issues such as trust, friendship and harassment and in-service the Year 8s on the School's Anti-Harassment Policy.

House Leaders

Each year, two male and two female House Leaders are elected from each House.

The House Leaders assist the House Managers in the running of the House. This includes assisting with House assemblies and leading the House in all the competitions for the S J Dowdy House Cup.

Middle School Leaders

Each year 2 male and 2 female Middle School Leaders are elected from within each of the Middle School Houses.

The Middle School Leaders assist House Managers with the running of Middle School Assemblies, manage House noticeboards, act as role models for Year 8 and 9 students and attend Middle School meetings as student representatives.

The Middle School Leaders play a significant role in coordinating the House teams in a wide variety of sports and activities, including the Athletics and Swimming carnivals.

The Middle School is involved in a highly acclaimed wellbeing program called Turn Your Health Around which was developed by Adelaide High School. As part of this program, the Middle School Leaders facilitate the Premier's *be active* Challenge for Years 8 and 9 students.

House System

Students compete in House competitions in Athletics and Swimming and other sporting and cultural activities. Students also gain points for their House by participating in academic competitions, playing sport, hosting exchange students and through involvement in a wide variety of other activities. The Houses compete all year for the S J Dowdy House Cup. The 4 Houses – Adey (Red), West (Yellow), Morriss (Green) and Macghey (Blue) are named after the first 2 Principals of Adelaide High School and the first 2 Principals of Adelaide Girls' High School.

Mr WJ Adey CMG, 1908 – 1920

Mr Adey was the first Principal of Adelaide High School and later went on to be Superintendent of Secondary Education and Director of Education. During his time as Principal he oversaw the development of the State's first high school and the

introduction of the Prefect system, the school magazine, school sport, the orchestra and the school choir. He fostered many of the traditions we at Adelaide High School still hold dear today.

Mr RA West OBE, 1920 – 1948

Mr West succeeded Mr Adey as Principal in 1920. He had been at the school since 1908 in various roles from Assistant Master to Senior Master and later Assistant Principal. He was the school's longest serving Principal and in 1947 was awarded an OBE.

Miss MV Macghey OBE, 1951 – 1958

Miss Macghey was the first Principal of Adelaide Girls' High School which came into being in 1951 following the split of Adelaide High School into two schools – Adelaide Boys' High School on West Terrace and Adelaide Girls' High School on the original site in Grote Street. Miss Macghey was a dynamic leader and educator who ensured the traditions of Adelaide High School were maintained in Adelaide Girls' High School whilst building a girls' school which was renowned for its strong academic excellence.

Miss E Morriss MBE, 1959 – 1962

Miss Morriss succeeded Miss Macghey as Principal of Adelaide Girls' High School in 1959. Like Miss Macghey, she had been a student of Adelaide High School and later joined the staff in 1936. She was an outstanding teacher who fostered in her students a devotion to literature and subsequently numerous examination successes and awards.

House badges are available from Student Services.

Middle School and Senior School Houses

Students in the Middle School and the Senior School are divided into 4 Houses. Each Middle School House has Pastoral Care Groups in Years 8, 9 and 10 while the Senior School has Pastoral Care Groups of Year 11 and 12 students. The 4 Houses are Adey (Red), West (Yellow), Macghey (Blue) and Morriss (Green).

Student Wellbeing and Behaviour Management

Student wellbeing and behaviour management are supported by a team comprising of either an Assistant Principal or Deputy Principal and House Managers aligned to the Middle School or Senior School. Student Counsellors are also involved in student wellbeing and course management.

Pastoral Care Teachers

The Pastoral Care Teacher is the student's most immediate point of contact with the staff and is the first person to be contacted when any difficulty is experienced.

Student Counsellors

The services and support of Student Counsellors are available to any student who wishes to discuss privately any personal problem or difficulty. Advice is also available regarding the suitability of courses for future study or employment.

School Assemblies

For special occasions, formal assemblies are held in the School Hall.

Other assemblies of the whole school are held as required.

Year level and House assemblies are also held whenever necessary.



Prior to the final examinations for Year 12s, there is a Senior School Speech Day Assembly. At the end of the year, a similar assembly is held for the Middle School (Years 8, 9 and 10).

School Awards

Formal school assemblies are part of the tradition of Adelaide High School. At the Senior School Speech Day Assembly, Middle School Speech Day Assembly and Sports Assembly, students are recognised for their achievements and service to the school. Following are the criteria for academic, service and sporting awards.

Senior Speech Day Assembly

Subject Prizes

These are awarded to a student who demonstrates the following qualities

- attitude
- application
- achievement

over the whole year.

Students must be positive role models for other students and display a commitment not only to their studies but to the ethos of the school.

Senior School Special and Service Prizes

The Shirley Harris Awards for Service to the School

These are awarded for outstanding service and leadership in one or more school activities, for example -

- Library • Canteen • Art • S.R.C. • School concerts & productions • Language • Sport School • Clubs • Music, etc

The June Porter, City of Adelaide Prize

This is awarded to a girl of fine personal qualities, whose influence and leadership has been felt in the school to the benefit of the school community.

The Hayward Bequest Prize

This is awarded to a boy of fine personal qualities whose influence and leadership has been felt in the school to the benefit of the school community.

The A H Campbell Prize for Citizenship

This is awarded to a student whose personal conduct is an example to others and whose leadership qualities have been evident in both school activities and community projects.

The Caltex Award (Best All Rounder)

The Caltex Best All Rounder Award recognises a student whose achievements span a number of areas, including studies, sport, community work, conduct and leadership. Winners are characterised by their commitment to do their best in all their pursuits, setting outstanding examples and assisting their peers and others.

The Head Prefect Prizes

These are awarded in recognition of those qualities which are called for in this high office.

- Macghey Award (girl)
- High School Council Award (boy)

The Old Scholars Prizes

These are presented by the Old Scholars Association to a girl and a boy who have excelled in all facets of school life: Scholastic achievement, extra-curricular involvement, leadership, influences and example within the school.

The D J Symonds Prize for Languages / Mathematics

Prize to a most outstanding student in Languages and / or Mathematics.

The T R Brown Award for Service to Sport

This award is to be made to a senior boy and girl who have provided significant and consistent service to one or more sporting activities.

The C H Brideson Prize for Service to Music

This prize is awarded to the senior student who has contributed to various facets of Music in the school over several years.

The Claude Sellick Award for Outstanding Effort by a Senior Student in Performance, Graphic or Fine Arts

This award is presented to a student who has excelled in one or more of the dimensions of performance, graphic and fine arts. It recognises student creativity and effort in one of the following disciplines – Art, CAD Design, Design, Photography, Sculpture.

Middle Speech Day Assembly

Subject Prizes

These are awarded to a student who demonstrates the following qualities

- attitude
- application
- achievement

over the whole year.

Students must be positive role models for other students and display a commitment not only to their studies but to the ethos of the school.

Middle School Special and Service Prizes

Tanya Robertson Award

The prize is awarded to a Year 10 student for successful involvement in academic study, music and sport.

D R Wignall Prize For The Promotion Of International And Intercultural Understandings.

Zonta Club Of Adelaide Scholarship

Two year scholarship, funded by the Zonta Club of Adelaide. Awarded to a deserving female student to help with the cost of continuing her studies in Year 11 and 12.

Sports Assembly

School Blue

A School Blue is the highest sporting honour a student can receive at Adelaide High School. It is not awarded just for participating in a particular sport at the highest level: students receiving a Blue will have demonstrated extra commitment by contributing to the sport through coaching, umpiring or giving some other form of service.

The criteria are

1. Involvement in, service to and leadership of the sport
(Including coaching, umpiring or organisation of sport within the school, captaincy / leadership roles)
2. Commitment to the greater AHS sporting program
(eg Middle School Sports Leader, House Captain or Vice Captain, participation in Interschool Swimming or Athletics Carnivals, involvement in other sports.)
3. General attitude towards the school's academic program
4. Attributes as a role model
(Evidence of attributes as a role model within the school community and within all sports represented.)

Unless there are exceptional circumstances, a School Blue will only be awarded to students in Year 12. If a student deserves some recognition but is not deserving of a Blue they may be eligible for a 'Service to Sport' Award.

Daily Notices

A daily notice sheet is produced each day. Its items, concerning meetings, sports arrangements, etc are read to the class during the morning Pastoral Care Group period and the notice is then displayed on the class noticeboard. The daily notices are also available on the electronic noticeboards located in various locations around the school.

Lockers

Lockers are provided for the storage of students' books, PE clothes and other personal items. Students should not, at any time, leave valuable personal possessions in their lockers and are strongly advised to use the padlock provided by the school.

School Sport

A wide variety of sporting activities are provided for our students who are invited to continue with their favourite sport or take up new ones. Weekly and statewide knockout competitions are held in most sports. Announcements about the formation of teams and practice times are made in the daily notices. For further details contact the Boys' Sports Coordinator, Girls' Sports Coordinator, Cricket Coordinator or Rowing Coordinator.

Girls

- Athletics
- Basketball
- Cross Country
- Hockey
- Indoor Soccer
- Rowing
- Soccer
- Table Tennis
- Touch Football
- Badminton
- Cricket
- Football
- Indoor Cricket
- Netball
- Softball
- Swimming
- Tennis
- Volleyball

Boys

- Athletics
- Basketball
- Cross Country
- Hockey
- Rugby
- Swimming
- Tennis
- Volleyball
- Badminton
- Cricket
- Football
- Rowing
- Soccer
- Table Tennis
- Touch Football

Co-curricular Activities

Chess

The school employs a Chess coach to work with both beginners and advanced players. Mr Alan Goldsmith coaches Mondays at lunchtime. Teams are entered in all divisions of the Friday night Interschool Chess Competition which is held at the Chess Centre. Round Robin competitions are regularly conducted at school, as well as tournaments at outside venues.

CONTACT PERSON: MS M O'DONNELL

Christian Fellowship

The Christian Fellowship group meets occasionally during lunchtime. It is an interdenominational group whose main aim is

to support each other in the Christian faith and to share this with others.

CONTACT PERSON: MR A BABIRAT

Debating

Debating involves preparation and competition at most levels. Debaters become more confident and logical speakers and enjoy meeting students from many schools in a social setting. Competition with other schools takes place on Tuesday, Wednesday, Thursday and Friday nights, beginning at 7:00 pm, from April through to September.

Senior nights Wednesday and Friday

Junior nights Tuesday and Thursday

Wednesday night's competition is held at Adelaide High School.

There are three speakers per team and any school may enter any of four grades.

CONTACT PERSON: MS H MANNING-BENNETT

Extended Curriculum – Parade Cluster

The school is a founding member of the Extended Curriculum Group. There are 15 schools in the cluster. It is an inter-school program for gifted and talented students in Years 8 – 12. The main aim of the inter-school program is to provide a series of mini courses which enable gifted and talented students to explore a topic not usually covered in their regular curriculum with a group of like-minded students.

CONTACT PERSON: MS M O'DONNELL

Greek Dancing

During the year students receive instruction from a qualified instructor in Greek folk dancing. This activity is financed by the Greek Parents' Association and prepares students for the annual Greek Parents' Association dance.

CONTACT PERSON: MS A AXARLIS & MS A VASSILIOU

Musical

A school musical is held every two years. The next musical will be held in 2013.

In recent years students have performed Man of Steel (2004), Disco Inferno (2007), Back to the 80s (2009) and Leader of the Pack (2011).

Auditions for the 2013 musical will be held in Term 4 2012.

CONTACT PERSON: MR M MCLEOD

Resource Centre Committee

Students may elect to involve themselves with tasks in the Resource Centre. These include desk duty, book covering, maintenance, day-to-day organisation, setting up displays and general maintenance tasks. Interested students should approach the Resource Centre Staff.

CONTACT PERSON: MS M O'DONNELL

Music Instrumental Program

Each week Instrumental Music staff visit the school to provide tuition in the following instruments:

- Clarinet
- French Horn
- Percussion
- Trombone
- Tuba
- Voice
- Electric Bass Guitar
- Flute
- Guitar
- Saxophone
- Trumpet

Bouzouki and Piano lessons are also available at a cost to the student.



Students participating in this program receive a 30 minute lesson (with a small group) each week. Students are drawn from their normal lessons to attend.

The time is rotated to prevent the same subject being missed each week. Students are responsible for catching up on lesson work missed and are required to do any homework that has been set while they are absent.

The school has a limited number of woodwind and brass instruments for hire at a cost of approximately \$150 per year, plus a refundable deposit of \$50, depending on the instrument chosen. At the end of two year's hire, it is expected that students will purchase their own instrument.

Students involved in the instrumental program are expected to join a performing group as soon as they reach an appropriate level.

CONTACT PERSON: MS C ALDOUS & MR G ROGERS

Concert Band

All woodwind, brass and percussion players with one year or more of experience are encouraged to audition for this group.

Practice is held during lunch or after school for one hour. The Concert Band regularly performs at assemblies and music concerts, both inside and outside the school.

CONTACT PERSON: MS C ALDOUS & MR G ROGERS

Stage Band

All woodwind, brass and percussion players with two or more years of experience are encouraged to audition for this ensemble. Practice is held after school for one and a half hours each week.

The Stage Band regularly performs for Cabaret Night, the biennial School Musical and other School and community events.

CONTACT PERSON: MS C ALDOUS

Adelaide Vocal

The choir of 20-30 is made up of students from Years 8-12 who prepare and perform music at certain school functions during the year, including Cabaret Night, Old Scholars' Dinner, Conversazione and, in alternate years, the Exchange with Mac.Robertson Girls' High School. The Choir is open to all students but is compulsory for students who attend singing lessons at the school.

CONTACT PERSON: MR G ROGERS

Ensembles for Voice, Saxophone, Guitar, Clarinet, Flute, Brass and Percussion Players

Each of these groups are options depending on the interest of students and the availability of staff. Rehearsal times to be negotiated.

CONTACT PERSON: MS C ALDOUS

Melbourne / Mac.Robertson Exchange

The Melbourne High School and Mac.Robertson Girls' High School exchanges are the longest running program of exchange between a South Australian State school and interstate schools. The first boys' exchange took place in 1910 whilst the first girls' trip occurred in 1913.

The exchanges take place in Term 3 each year with the girls' and boys' teams alternating hosting and visiting the Victorian schools. The exchanges last from Sunday to Wednesday with the visiting students being billeted by Adelaide High School students. When our students attend an exchange in Melbourne they are billeted with Melbourne High School (boys) or Mac.Robertson Girls' High School (girls) students. In 2012 the girls' exchange will be in Adelaide whilst the boys' exchange will be in Melbourne.

The interstate trips are a very enjoyable experience for both students and staff and many lasting friendships have been developed.

There are competitions in the following sports:

Girls

- Badminton
- Chess
- Cross Country
- Football
- Netball
- Soccer
- Table Tennis
- Theatre Sports
- Basketball
- Debating
- Hockey
- Rowing
- Softball
- Tennis
- Volleyball

Boys

- Badminton
- Athletics
- Football
- Rowing
- Table Tennis
- Theatre Sports
- Basketball
- Debating
- Hockey
- Soccer
- Tennis
- Volleyball



Subject Choices at Adelaide High School in 2012

MIDDLE SCHOOL		TRANSITION	SENIOR SCHOOL	
Year 8	Year 9	Year 10	Stage 1	Stage 2
The Arts Art Drama Music	The Arts Drama A & B Music Band / ICT Music Industry Skills / ICT Visual Arts	The Arts Drama A & B Music Band / ICT Music Industry Skills / ICT Visual Arts A & B Digital Art Design Theatre Production, Design & Management	The Arts Digital Art Video Production Theatre Production Design & Management Drama A & B Music Performance Music Technology Painting & Drawing General Art 2D & 3D Studies Design A & B	The Arts Art Design Drama Musicianship & Solo Performance Music Technology & Music Individual Study Ensemble Performance
English English	English English	English English Journalism	English English English Pathways Literacy for Work and Community Life ESL	English English Communications English Pathways English Studies ESL ESL Studies
Health & Personal Development Health & Physical Education (HPE) Home Economics PE - Cricket	Health & Personal Development HPE Food & Nutrition Physical Education A & B PE - Cricket	Health & Personal Development HPE Outdoor Education Physical Education A & B Food & Nutrition active8 Youth Leadership PE - Cricket	Health & Physical Education Fitness & Coaching Principles Health Food & Hospitality Outdoor Education Physical Education A, B, C	Health & Physical Education Child Studies Food & Hospitality Health Physical Education
Society and Environment Society & Environment Indigenous Studies	Society and Environment Society & Environment A Society & Environment B	Society and Environment Geography History Business and Enterprise Awareness	Humanities & Social Sciences Ancient Studies Economics Geography History Legal Studies Philosophy Society & Culture Tourism	Humanities & Social Sciences Classical Studies Economics Geography History Legal Studies Philosophy Society & Culture Tourism
Science Science	Science Science	Science Science	Science Biology Chemistry Geology Physics Psychology	Science Biology Chemistry Geology Physics Psychology
Languages Chinese French German Italian Modern Greek Bkgd Modern Greek Cont Spanish Japanese	Languages Chinese Background Chinese Continuers French German Italian Modern Greek Bkgd Modern Greek Cont Spanish Japanese	Languages Chinese Background Chinese Continuers French Continuers German Continuers Italian Continuers Italian Beginners Japanese Continuers Japanese Beginners Modern Greek Bkgd. Modern Greek Cont. Spanish Continuers	Languages Chinese Background Chinese Continuers French Continuers German Continuers Italian Continuers Italian Beginners Japanese Continuers Japanese Beginners Modern Greek Cont. Spanish Continuers	Languages Chinese Background Chinese Continuers French Continuers German Continuers Italian Continuers Italian Beginners Japanese Continuers Japanese Beginners Modern Greek Cont. Spanish Continuers
Mathematics Mathematics	Mathematics Mathematics Core Mathematics Modified Mathematics Extended	Mathematics Mathematics Core Mathematics Modified Mathematics Extended	Mathematics Numeracy for Work & Community Life Mathematics Applications Mathematical Studies Specialist Mathematics	Mathematics Mathematics Applications Mathematical Studies Specialist Mathematics Mathematical Methods



MIDDLE SCHOOL		TRANSITION	SENIOR SCHOOL	
Year 8	Year 9	Year 10	Stage 1	Stage 2
Technology	Technology	Technology	Business, Enterprise & Technology	Business, Enterprise & Technology
Construction - Wood Construction - Metal Computer Graphics Digital Photography	Construction Technology - Wood - Metal - Plastics Communication Technology - Digital Photography - Electronics - Computer Graphics Fabric & Textiles	CAD & Graphics Construction - Metal Construction - Wood Digital Photography Electronics Fabric & Textiles Information Processing & Publishing Multimedia	Accounting Business & Enterprise Textiles, Fabric, Fashion, and You Design and Technology - CAD - Digital Photography - Electronic Systems & Control - Furniture Construction - Welding & Fabricating Workplace Practices Information Technology, Computer & Information Systems Information Technology, Programming & Web Design Information Processing & Publishing	Accounting Business & Enterprise Digital Photography Furniture Construction Welding & Fabricating Electronic Systems & Control Information Processing & Publishing Textiles & Fashion
Middle School Proactive Strategies	Middle School Proactive Strategies	Middle School Proactive Strategies	Cross-disciplinary Studies	Cross-disciplinary Studies
Murder Under the Microscope	Murder Under the Microscope	Personal Learning Plan	Community Studies Journalism Personal Learning Plan Research Project	Community Studies Integrated Learning Research Project
		Vocational Education	Vocational Education	
		2D Digital Animation Architectural Drafting Automotive Short Course Automotive - Certificate I Automotive - Advanced Course Bar and Cocktail Short Course Barista Short Course Business – Virtual Enterprise Children’s Services Community Pharmacy Construction - General (Doorways to Construction) Creative Industries – Live Sound and Lighting Digital Photography Driver Education Electro technology Event Management – Functions / Events Fibre Fashion and Colour / Texture Fitness Pathway Graphic Design Hair and Beauty Hairdressing Hospitality (Operations / Food and Beverage) Hospitality (Advanced Food and Beverage) Hospitality (Food and Beverage Top Up) Hospitality (incorporates Certificate I Hospitality) Hospitality (Partial completion of Certificate III) Hospitality (Kitchen Operations) (Certificate I) Hospitality (Kitchen Operations) (Certificate II) Information Technology Interior Decorating and Design Make-Up Services Make-Up Services - Statement of Attainment in Certificate II Massage for Health and Sport Metal Engineering Music – Songwriting and Performance Music Business – Band Marketing and Management Nursing – An Introduction Plumbing Responsible Service of Alcohol Short Course Retail Services Tourism Operations (Events)		
		International Program	International Program	International Program
		Study Abroad Program (3,6,9,12 months)	ISEC (Intensive Secondary English Course) Study Abroad Program (3,6,9,12 months) International Student Program	International Student Program

The Senior Staff

The 2012 Senior Staff members are:

To be advised

Principal

Mr M Black

Senior Leader 2, Data Management / PLP / Timetabling / Macghey House

Mr M Claessen

Senior Leader 2, Curriculum / Senior School Management / Morriss House

Mr M Darley

Senior Leader 2, ICT / ICT Curriculum / Learner Management Systems

Mr M Gurr

Senior Leader 2, Middle School / 7 – 8 Transition

Ms L Securo

Senior Leader 2, Senior School / Quality Assurance / Professional Development / Adey House

Mr P Wilson

Senior Leader 2, Global Education / Special Language Programs / International Programs / CIS

Ms L D'Aloia

Coordinator, Futures Connect

Mr J Dimitriou

Coordinator, Design and Technology Studies / ICT Technologies

Mr J Dounas

Coordinator, OHS&W / Facilities / Daily Management

Ms H Manning-Bennett

Coordinator, Languages Other Than English

Mr M McLeod

Coordinator, The Arts

Ms M O'Donnell

Coordinator, Learning Support / Resource Centre / Centre for the Hearing Impaired

Mr D Osborn

Coordinator, Society and Environment

Mr J Papanicolas

Coordinator, Science

Mr T Pettas

Coordinator, Mathematics

Ms J Ralph

Coordinator, Website / Publications / Promotions and Publicity / CIS

Ms S Shannahan

Coordinator, English / English as a Second Language

Mr M Woolfall

Coordinator, Physical Education / Health / Home Economics

Ms A Van d'Ellis

Senior Student Counsellor

To be advised

Senior Student Counsellor.

The 2012 House Managers are:

House	Middle School	Senior School
Adey	Mr M Woolfall	Mr J Papanicolas
Macghey	Mr T Trayans	Mr G Richardson
Morriss	Mr M McLeod	Ms K Andriopoulos
West	Ms M LeDolédéc	Mr C Brogden

Reporting Student Achievement

The requirements are:

For Years 8 to 11, assessments are provided to parents at the end of each term. Term 1 and 3 reports are written diagnostic reports, while the Term 2 and 4 reports are summative overviews.

Year 12/13 students receive grades and written comments at the end of Term 1, 2 and 3. A comprehensive Student Achievement Record is provided for Year 12/13 students at the end of the year.

Parent Interview Nights are arranged after each of the first two assessment periods, where parents can talk to teachers about their son's or daughter's progress.

Parents are encouraged to contact the school if they have concerns at any other time.

Homework Policy

Homework is set for all students at all levels of the school, 5 nights a week, according to a homework timetable.

Homework plays an important part in the learning which a student undertakes.

It may serve any one of the following purposes:

- to consolidate work undertaken in class.
- to enable preliminary reading for a new topic.
- to provide a situation where the student must attempt work without the support of the teacher (or of other students).
- to provide revision of work covered earlier.
- to enable reading of background material.
- to provide time for the completion of assignments and essays.
- to provide time for students to learn basic information and other details for recall.

The time allocation guidelines are:

Year 8
3 subjects, 20 minutes each 60 minutes per night
Year 8 students receive a Homework Booklet each year. This booklet gives parents/caregivers and students examples of the types of tasks set for homework and what the requirements are.
Year 9
3 subjects, 25 minutes each 75 minutes per night
Year 10
4 subjects, 30 minutes each 2 hours per night
Year 11
4 or 5 subjects per night 1½ hours per subject per week
Year 12
30 minutes for each of 4 subjects per night

Middle School Deadline Policy

The Deadline and Assessment Policy is a companion policy which works within the framework of the Adelaide High School Assessment and Reporting Policy.



Students in secondary school continue to develop: physically, emotionally, intellectually and socially. Learning opportunities are provided for students to support this development. We provide opportunities for students to enhance independent learning skills and to develop responsible, positive work habits and self confidence.

Adelaide High School's Assessment Policy supports students in their learning. It highlights the importance of the provision of appropriate feedback from teachers to students during formative and summative work to help further develop skills and knowledge in all areas of study.

(Please see glossary for definitions of terms.)

Student Responsibilities

Students are required to:

- Engage in the learning and assessment tasks set.
- Seek clarification and support if unsure of task requirements.
- Submit work by the deadline set.
- Catch up on any work missed due to absence.

If a student is unable to meet the deadline he/she is required to negotiate an extension with the teachers before the due date. An extension may be granted at the discretion of the teacher.

If a student is absent due to illness the work may be submitted upon return to school if it is accompanied by

- A doctor's certificate or a letter from a parent/carer or
- A note from the House Manager or Student Counsellor.

Teacher Responsibilities

Teachers are required to:

- ensure there is a detailed teaching plan which illustrates the nature of the learning tasks (formative tasks) and assessment tasks (summative tasks), and which shows the scope and sequence of the learning task.
- ensure there is a coherent link between the learning tasks and the assessment tasks and the methodology used.
- provide students with the appropriate support and scaffolding to complete the task.
- provide students with an assessment plan, highlighting the assessment task, due dates and weightings of each task.
- ensure that the methodologies used allow for a range of learning styles.
- use a variety of resources to support teaching and learning.
- allow for redeemability where appropriate.
- provide students with relevant and concise feedback which will help them address areas for improvement and which highlights successes.
- allow adequate time in class and at home for assessment tasks to be completed.

If a student wishes to negotiate an extension to the deadline, the teacher will consider each case on an individual basis.

Factors which may be taken into account are:

- Prior illness or injury of the student.
- Misadventure.
- Family/ personal issues.
- Other school commitments such as involvement in exchanges and the musical production.

Parent / Carer Responsibilities

Parents/carers are encouraged to help students develop positive study habits at home and plan to meet deadlines set.

If a student has been ill, or if there is another issue affecting a student's ability to complete work on time parents/carers are asked to notify the school and contact the teacher concerned.

Parents/Carers are requested to supply notes in the student's diary explaining absences.

Glossary

Learning Task/Formative Task: Work set by the teacher in order for students to learn and practise a new concept, process or use new knowledge in a meaningful context. This work allows teachers to assist students in their learning.

Assessment Task/Summative Task: This is work set by the teacher which is used in forming the student's assessment and contributes to the school grade. It is documented in the Assessment Plan which is given to students at the beginning of each term or semester. The Assessment Task provides a picture of the student's learning in a particular area. Some examples of assessment tasks are: directed investigations, oral presentations, research assignments, essays and other written tasks, performances, construction of a model or piece of artwork, a practical.

Assessment Plan: Is a document that all teachers provide their students. It outlines the Assessment Tasks for that term or semester, with due dates and weightings. It requires a parent/caregiver signature and should be kept in the student's exercise book or folder.

Senior School Deadline Policy

The Senior School Deadlines Policy follows that of the SACE Board and is guided by DECS Assessment and Reporting Policy. It builds on the skills, experiences and attitudes expressed by the Middle School Deadlines Policy and prepares students for post compulsory and tertiary assessment procedures.

The principle underlying assessment is that of social justice and equity. Policies and practices relating to Stage 2 Public Examinations are outlined in the SACE Board Handbook and Operations Manual.

The following points derive from the Adelaide High School Assessment Policy.

1. Assessment Deadlines in SACE Courses

An assessment plan is to be made available to students at the beginning of each course, including a schedule of assessment deadlines for all summative tasks. (Assessment deadlines are to state the date, and may include the time, that an item is due). Work which is not submitted by the due deadline should not be awarded a score for summative assessment purposes, unless an extension of time has been previously negotiated between the student and the teacher. Late work, which has not been given an extension, will be marked for feedback purposes only, and could form part of a student's formative assessment record. Teachers must send home a SACE Alert form when a student fails to submit a summative task or is late in submitting work.

2. Extensions

All students are to be made aware of the process for the granting of extensions. Students seeking extensions to assignment deadlines must do so in writing using the appropriate "Application for Extension" proforma at least two days before the due date for the assignment. If an extension has not been sought and granted before the due date then the work is late (see point 1 above).

3. Variation to Assessment Arrangements

Students who have been legitimately unable to meet a deadline are to be given an alternative opportunity to demonstrate

achievement of the course objectives. This may involve any of the following, as appropriate:

- replacing one task with a different kind of task
- delaying the presentation of a task
- using another planned task
- using alternative methods to help a student complete the task
- providing predicted marks based on formative work

4. Reasons for Missing Deadlines

4.1 *Illness and Injury Students*

Students sometimes miss an assessment deadline or test as a result of illness or injury. In such cases the student is required to notify the teacher concerned. This should be before the assessment item is due, or on the day of the test. Variation to assessment arrangements should then be put in place. In the case of illness which has led to an absence of 3 days or more, including the day of the test, a medical certificate or parental note must be produced. A medical certificate or parental note is also required for any student claiming absence through illness on the day of a test, especially where there is an established pattern of absences on the day of a summative test (i.e., where this has occurred previously in the subject). SACE Board policy requires students to provide medical practitioner's report on the appropriate Special Provisions form should they suffer illness or misadventure on the day of a SACE Board final examination or state wide deadline.

4.2 *Mishaps*

Students who miss an assessment deadline through mishaps beyond their control should put their reasons for requesting a variation to assessment to the relevant teacher. Where a teacher is in doubt about acceptability of reasons they should refer the matter to a counsellor or SACE Coordinator for a final decision.

5. Teacher Intervention in Summative Assessment

In the case of tests, advice and clarification may be made before the test if this is sought at a reasonable time. In the case of summative assessment tasks performed over a period of time it is appropriate for the teacher to comment on the work during its period of development. If a draft of the final piece of work is offered to the teacher for comment, then the teacher may indicate where there are weaknesses or errors, but may not intervene in a way which places the student's ownership of the work in question, and unfairly advantage the student.

6. Resubmission of Work

Students, in order to obtain an improved mark for a summative assessment task, may not resubmit an item that is to be included in their final assessment, once it has been formally submitted and given a mark by the teacher.

7. Plagiarism

Students are required to submit work that is their own. Apart from appropriately incorporated quotations from other sources, no part of a student's work may be copied from any other person's work, or be based on an undue level of assistance from another person. This includes use of materials from CD ROM or the Internet. Any work found to have been plagiarised, or offered for plagiarism, will be penalised. This will mean zero for that piece of work. No alternative assessment item will be given.

8. Long Term Impairment

This would generally be described as a disability which has existed for several years, possibly since birth. Applications to the SACE Board for special provisions for physical Long Term Impairment need to demonstrate reduced effectiveness in meeting SACE curriculum pattern specifications in a reasonable

time frame. The SACE Board accepts the principle of equivalent learning in these circumstances. Applicants need to provide appropriate medical documentation that would show the nature, severity, and duration of the impairment. Variation to assessment conditions such as time or special equipment may then be approved so long as the same objectives are being assessed using the same assessment criteria.

The Adelaide High School Assessment Policy and its companion document The Senior School Assessment Deadlines Policy seeks to make assessment procedure fair and equitable.

Promotion Policy

The courses of study at Adelaide High School have been designed with three principles in mind:

1. Students should be capable of success in the subject they are studying.
2. Choices of subjects made at Middle School level should not limit later choices.
3. Each student should experience as wide a range of subjects as possible.

Promotion to Years 9 and 10

Students are promoted to the next level of study if their work for the year shows they are capable of work at the next year level.

Promotion to Year 11 (SACE Stage 1)

For promotion to Year 11, students must earn the right to enter each subject they select. During Term 3, when students are in Year 10, they have to choose 6 subjects (12 semesters) to do at Year 11 level. There is a wide variety of subjects and levels of study to choose from.

Students at Year 11 may do a set of subjects which lead to:

- employment at the end of (or during) the year, or
- further study the following year at Adelaide High, or
- further studies, such as apprenticeships, in the following year in other institutions, colleges of technical or further education, commercial colleges, nursing, defence forces, police work.

Parents are encouraged to note the subjects approved for the following year and contact the school if they have any concerns.

Promotion to Year 12 (SACE Stage 2)

Criteria for promotion to Year 12 and SACE Stage 2 subjects are printed in the SACE Curriculum Handbook. Satisfactory achievement at Year 11/SACE Stage 1, reflected in subject grades and teacher recommendations, is the most important criteria.

Information and Communication Technology

Adelaide High School has a Windows environment network available for student use. All subjects use computers or laptops to enhance students' research, communication and presentation skills.

Resource Centre

The Resource Centre is an important learning environment where students and staff can access many resources: from books to computers, from magazines to DVDs and videos, from Intranet to Internet, as well as equipment such as a photocopiers and CD players. There are areas set aside for Year 12/13 private study, class or small group research work, quiet reading and audio visual viewing.



In order to maintain a pleasant learning environment, some basic rules of behaviour are necessary:

- No eating or drinking in the Resource Centre at any time, including lunchtime.
- Students (except Year 12/13) coming to the Resource Centre during lesson time, without a supervising teacher, must have a diary note from their teacher.
- During lessons all students, with or without a teacher, are expected to work quietly, without disturbing or distracting others.
- Equipment and resources should be used carefully to avoid damage.
- At the end of each lesson and each lunchtime the Resource Centre should be left tidy and ready for the next group to use.

Hours of Opening

9.00 am to 4.00 pm
Recess – CLOSED

Borrowing Procedures

All print and non-print resources are catalogued on the automated library system. This includes text books. Students must bring their ID card in order to borrow any resources from the Resource Centre or Student Services.

If the ID card is lost, stolen or damaged, Resource Centre staff must be notified immediately so that the card can be made inactive and unusable to anyone else. Replacement cards cost \$10.00.

3 week loan

Most Resource Centre items – fiction and non-fiction

Overnight loan

Videos, magazines, encyclopaedias and reference books

3 day loan

Information File

Notices of overdue loans are sent to students via their school email account.

Printed overdue notices will be issued at the end of each term.

PLEASE NOTE: Students with overdue loans from any area are not allowed to borrow Resource Centre materials until those overdue items are returned.

The Resource Centre staff work with students to create a pleasant learning environment, where students and staff can find information readily and effectively, within and beyond the school.

Computers in the Resource Centre

The computers in the Resource Centre provide access to MS-Office programs, various CD-ROMs, the school Intranet and the Internet.

During lesson time, these computers must be used for school work. Students may check their Email and 'surf the net' at lunchtime or after school. Social networking sites and playing computer games are not permitted at any time. Netiquette rules are clearly displayed by each computer. Students who do not follow these will be subject to normal school discipline procedures and will lose computer network access for a specified period.



Adelaide High School

Rules

“If my actions or behaviour in any way offend, or interfere with the rights of others, then my actions and behaviour must be considered inappropriate.”

Our School rules are based on this single concept.

It is expected that courtesy and consideration will, at all times, be shown to members of staff, to fellow students and to school visitors.

Behaviour Management

At Adelaide High School we believe in maintaining a positive, safe and caring learning environment. This is achieved through the cooperation and support of the entire school community – students, staff and parents. We have a very clear Behaviour Management Policy, as outlined below. This policy is also reproduced in the School Diary.

School Rules

The rules of Adelaide High School are intended to make this a place where people can learn effectively, enjoy themselves and be confident that they, their property and their reputations are safe. All students are required to accept responsibility for their own behaviour.

Please note that the School Diary also contains explanations of school rules and outlines the school policies with regard to harassment, uniform, use of information and communication technology (ICT) at school and behaviour.

Expectation	What this means	What will happen if the rules are not respected
Respect yourself.	<p>Wear the School Uniform.</p> <p>Smoking or having cigarettes in your possession during school hours or on school related activities or whilst going to and from school, is prohibited.</p> <p>Taking alcohol or any drug not prescribed by a doctor for you is prohibited.</p>	<ul style="list-style-type: none"> • School Uniform School Uniform Policy, as outlined in the School diary, will be followed. • Smoking Cigarettes or tobacco will be confiscated and parents/carers will be contacted. Smokers receive detention for the first offence and suspension or exclusion for any subsequent offence. • Alcohol Parents/carers will be contacted and suspension or exclusion will result. Police may be notified. • Drugs Illegal drugs will result in Police involvement and suspension pending exclusion.
Respect your property.	<p>Look after your own personal property. Use your locker to secure valuables or hand them in to Student Services at the beginning of the day.</p> <p>Mobile phones, iPods and MP3 players are to be kept at home. They are the student’s responsibility.</p>	<ul style="list-style-type: none"> • Any personal property lost or stolen is the responsibility of the student. • Mobile phones must be switched off during lessons, exams and assemblies. • Mobile phones, iPods and MP3 players being used inappropriately and during lessons will be confiscated, placed for safe-keeping in the Front Office and returned to the student at the end of the day. Students are to provide proof of identity when collecting confiscated property. Inappropriate use of these devices may result in school consequences.



<p>Recognise and respect the rights of everyone who comes to Adelaide High School.</p>	<p>Show courtesy and politeness to other people. No physical abuse, hitting, pushing, touching, punching, or bullying will be tolerated. Verbal abuse, spreading rumours, sexual and racial harassment are unacceptable.</p> <p>Problems must be resolved with non-violent methods. Intimate contact at school is inappropriate.</p> <p>Students are not to be in possession of weapons in the school or on the way to or from the school. Abusive or foul language is unacceptable.</p> <p>Harassment procedures will be followed if bullying or harassment is happening.</p>	<ul style="list-style-type: none"> • Fighting, bullying, spreading rumours, abusive language, harassment These behaviours are unacceptable. Parents/carers will be notified and the students will face consequences. These will include counselling, suspension or exclusion. • Weapons will be confiscated and parents and Police will be notified. Exclusion will result. • Students who stand by and watch without trying to prevent incidents or who encourage others to bully or harass, will experience similar consequences.
<p>Respect the rights of teachers to teach and students to learn.</p>	<p>Allow others to learn. Be on time for lessons. Submit work on time. Do all homework and other set work. Cooperate with requests of staff.</p>	<ul style="list-style-type: none"> • Learning Students will be required to complete work which has been missed or is incomplete. This will be in students' own time or in detention. Students who prevent others from learning or refuse to follow instructions, will be removed from the group to complete work in the focus room. • Lateness Students late for school without notes, or late to lessons, will sign in at Student Services and report for community service at lunchtime.
<p>Attend School.</p>	<p>Remain in school grounds during school hours and attend all scheduled lessons and activities.</p>	<ul style="list-style-type: none"> • Students are not allowed to leave the school grounds during school hours without the permission of a parent/carer, acknowledgement of parent/carer permission by their Pastoral Care Group teacher and signing out through Student Services. Students who do not follow this process will receive detention initially. Repeated truancy may result in suspension.
<p>Respect your property and the property of others</p>	<p>Look after your personal and school property. Respect your environment by :</p> <ul style="list-style-type: none"> • Not damaging, stealing or mistreating the property of the school and others • Not writing on walls or the property of others • Not spitting • Not littering • Not damaging plants or walking on garden beds • Not chewing gum in school grounds • Not eating in buildings • Not staying in classrooms without a teacher's permission. • Not using the school's computers responsibly 	<ul style="list-style-type: none"> • Damaging property Student(s) responsible will either have to repair or replace the damage or contribute towards the cost of repair or replacement. Parents will be notified. Police may be notified. Exclusion may result. • Littering, spitting Students will have to clean up any mess, and other consequences such as community service will result. • In rooms without permission Students will be required to clean up rooms, or will be detained after school. Being in areas which are out of bounds will also result in similar action. • Computer misuse See Acceptable Use Policy

Behave responsibly and sensibly, demonstrate pride in Adelaide High School through your actions at school and on excursions and camps. Be courteous and helpful at all times.

Anti-Harassment Policy

- Everyone has the right to feel safe.
- Any kind of harassment is unacceptable because it harms the school community and the dignity and well-being of others.
- State laws, DECS and school policy protect your rights.

There are many forms of harassment. Here are some examples.

Racial

- Making degrading putdowns or gestures about your cultural background
- Calling you names because of your cultural background
- Telling jokes or showing offensive material
- Deliberately excluding you because of your background

Physical

- Hitting
- Pushing
- Punching
- Kicking
- Spitting
- Threatening
- Damaging work or belongings

Intellectual

- Calling you names or giving you a hard time because you may be good at school work, or find school work difficult

Verbal

- Name calling
- Putting you down
- Teasing

Sexual

- Touching or brushing against you when you've asked them to stop
- Ogling, whistling, gesturing or making comments about your body
- Writing rude, unpleasant notes about you
- Telling offensive jokes or showing offensive reading matter
- Making comments about sexuality

Cyberbullying

- Sending or receiving offensive text messages
- Writing offensive comments on MSN or other social networking sites
- Establishing offensive websites about others.

What can you do about harassment?

- Tell the person to stop it and say you do not like it.
- Talk to a close friend or a Peer Leader.
- Tell your parents/carers.
- Tell a trusted staff member. They may record the incident and help you talk to the person.
- Lodge a formal complaint with one of the Student Counsellors, House Managers, Assistant or Deputy Principal or the Principal.
- If you are still being harassed, tell a staff member again. This time the offender will be further counselled and/or disciplinary action will take place and be recorded.

Detention Policy

At Adelaide High School we have a Detention session after school on Tuesday, Wednesday and Thursday afternoons. Detention concludes at 4.00 pm.

Students may be placed on detention for infringement of school rules such as:

- Truancy
- Uniform infringements
- Litter infringements
- Chewing gum

Students will be given at least 24 hours notification of detention. They will receive an orange slip to take home for parents/carers to sign prior to attending detention. The student is to return the slip to school and hand the slip to the teacher on duty for detention. Failure to return a signed detention slip may result in another detention or another appropriate consequence.

Community Service

Students who sign in late on any school day without a note from parents/carers will be given yard duty on that day. Students report to staff on yard duty during recess or lunchtime and are required to pick up papers. Teachers may also place students on lunchtime yard duty for lateness to lesson.

Focus Room

Students may be sent to the Focus Room during lessons if they need to be removed from class due to inappropriate behaviour, consistent interruptions or failure to work. Students who are sent to the Focus Room, complete a contract where they reflect on the reasons they have been sent. This contract is then taken home for parents/carers to sign, and students are required to meet with the teacher concerned with a completed contract and negotiate their re-entry to class. Repeated referral to the Focus Room will result in parents, the teacher and House Manager meeting to explore strategies to further support the student.

Internal Suspension

Internal suspension is used as a consequence for various breaches of school discipline. It is a strategy which is not used lightly and it is arranged and managed by the Principal, Deputy / Assistant Principals and/or House Managers when other measures have not led to changes in behaviour. It is also a possible disciplinary option for the school after a student has been referred to the Focus Room for a 5th occasion.

A student on internal suspension must remain in a restricted area (usually the Focus Room).

The extent of the internal suspension could be from one to two days, but it may lead to external suspension in some cases if the student persists in displaying irresponsible behaviour.

Take Home

"Take home" is not suspension. It is used in a behavioural emergency.

This situation occurs when a student is unwilling or unable to comply with reasonable directions from teachers and is endangering himself or herself, or other members of the school community, or is interfering with the learning and teaching rights of other members of the school community. In such circumstances a student can be accompanied home by a parent.



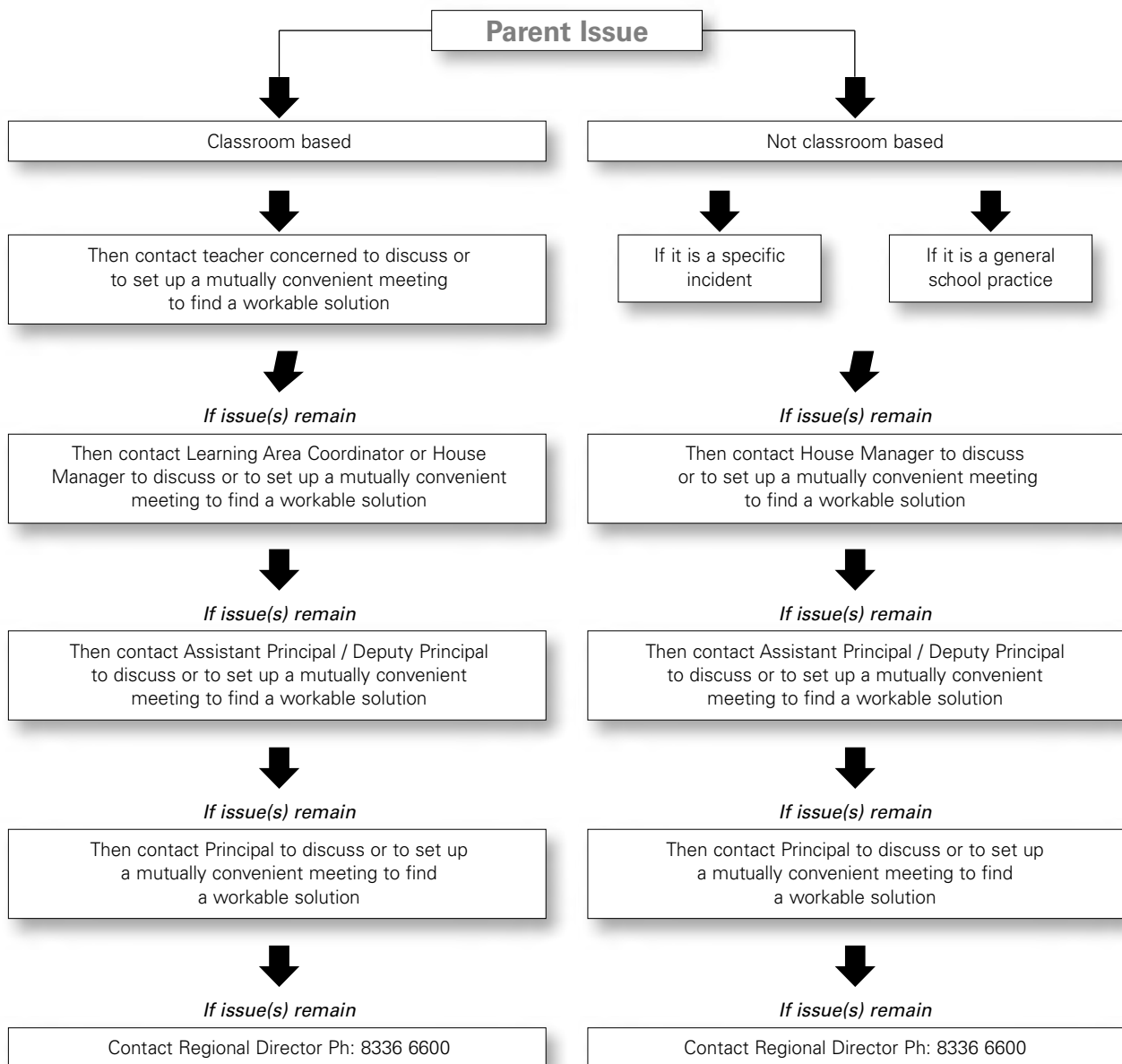
External Suspension

Suspension from school is an appropriate response when the Principal has reasonable grounds to believe that:

- the student has threatened or perpetrated violence;
- the student has acted in a manner which threatens the good order of the school by persistently refusing to follow the school's behaviour code;
- the student has acted in a manner which threatens the safety or well-being of a student, member of staff or other person through sexual or racist harassment, verbal abuse, bullying or any other means;
- the student is interfering with the rights of other students to learn and of teachers to teach;
- the student shows persistent and wilful inattention or indifference to school work.

Grievance Procedures

From time to time there is confusion about how parents can follow through on their concerns. In this diagram there is a clearer picture of the sequence that parents are asked to follow.



International Students are also able to contact the Director of International Education Services Ph: (08) 8226 3402

Student Access to School Buildings and Classrooms

Students are not permitted inside the school buildings before school, during the recess and lunch breaks and after school, apart from the exceptions given below.

(a) Before School

The corridor from the Physics entrance door to the quadrangle is for through traffic only.

After 8:30 am: Students may enter the corridors to access their lockers.

(b) At recess time

The Senior School Centre for Year 11, 12/13 students for study purposes only. The Library is closed.

(c) At lunch time

The Senior School Centre is for Year 11, 12/13 students for study purposes.

The corridor from the quadrangle entrance by Room 4 through to the Library doors is for Library users only.

(d) After School

From 3.10 pm to 4.00 pm on Monday to Thursday, the corridor from the quadrangle entrance by Room 4 through to the Library doors is for Library users only.

(e) To attend meetings, students may enter the building as required.

Food and drink must not be consumed in classrooms and corridors.

Chewing gum is not permitted on the site.

(f) Inclement Weather

When a 'wet recess' or 'wet lunch' is signalled by two (2) sirens, students may go to a designated area under staff supervision. Students are not to remain in corridors.

Toilets

Boys

- (a) Change rooms by Gymnasium
- (b) Near Room 8
- (c) Senior School Centre
(for Year 11, 12/13 only).

Girls

- (a) Northern end of Canteen building
- (b) Near Room 4
- (c) Opposite Room 22 (Not available out of lesson times).
- (d) Senior School Centre
(for Year 11, 12/13 only).

Leaving School Grounds

Students may only leave the school grounds during school hours if they have a note in their diary, signed by a parent/carer, and endorsed by the Pastoral Care Teacher or House Manager. They must report to Student Services and 'swipe out' using their ID card. Permission will not be given for students to leave the school grounds to purchase their lunch.

All Middle School students are to swipe out at Student Services only.

Student Movement

Students are expected to be quiet inside classrooms and in corridors.

Not to be Brought to School

- Thick texta-type pens must not be brought to school.
- Radios, cassette players, iPods, MP3 players, mobile phones, etc, should not be brought to school. The school takes no responsibility for these items.
- Steel rulers.

Attendance

If a student is absent from school, parents/carers are asked to notify the school by phone in the morning (phone Student Services on 8110 0443 or 8110 0434.)

Upon the student's return parents/carers are asked to write a note in the diary explaining the absence.

For Senior Students, if summative work has been missed or is late, a doctor's certificate will also be required.

On any day a student is absent and there has been no notification to the school, an SMS message will be sent to the parents/carers' mobile phone number, informing them of the absence.

Lateness

Students who arrive at the school after 8:40 am must report to Student Services and register their late arrival through the school's swipe card process. A note explaining the lateness is required in the diary. If the student does not have a note, the diary will be stamped, indicating the time of arrival.

Parents/carers should then indicate in the appropriate place the reason for the lateness and sign the diary. The signed diary note is to be shown to the Pastoral Care teacher the next school day. Students who are late without a note will be required to report for yard duty during recess or lunchtime.

Students Signing Out

Students signing out of the school for appointments or illness must first report to the Student Services Area to use the swipe card system to sign out of the school. Students attending an appointment must have a diary note from a parent/carer, signed by the Pastoral Care Teacher during morning Pastoral Care Group Period. Students leaving because of illness must first report to Student Services. Students will have their diary stamped and will also receive a receipt from the swipe card system, both of which will indicate the day and time of departure. The receipt should be pasted into their diary.

Lunch Passes

Students will not be given lunch passes to leave the school to purchase their lunch. No student is permitted to be off the school grounds at recess or lunchtime or if they have unsupervised study periods.

Procedure for Notifying Illness

For all first aid, students must go to the sickroom in the Student Services area of the school. Students requiring a bandaid or with a minor complaint are to go on their own. Students experiencing bleeding, dizziness, sprains, burns, etc. may be accompanied by another student. Where a student is unable to be moved, eg fractures or back injury, the First Aid Officer will go to them. All students leaving a classroom must have a note in their diary giving teacher's permission.



Where possible, students are to report to Students Services at change of lesson to avoid any unnecessary interruptions.

School policy re student illness/injury

Calling an ambulance etc.

The Department of Education and Children's Services (DECS) has an arrangement with the SA Ambulance Service that if an ambulance is required for any student and the parents do not have private insurance or an ambulance subscription, an ambulance can be called and used without any cost being incurred by parents. An account will be sent to parents/carers who must then complete a Statutory Declaration (obtainable from the school) and return this to the school with the ambulance account for payment by DECS. Parents are contacted as soon as possible in the event of an injury requiring immediate medical attention.

Sick Room

No student is to be in the Sick Room without permission. If a student needs to be sent home because of illness or injury, the school will contact a parent or other nominated person before that student is allowed to leave the school.

Medication

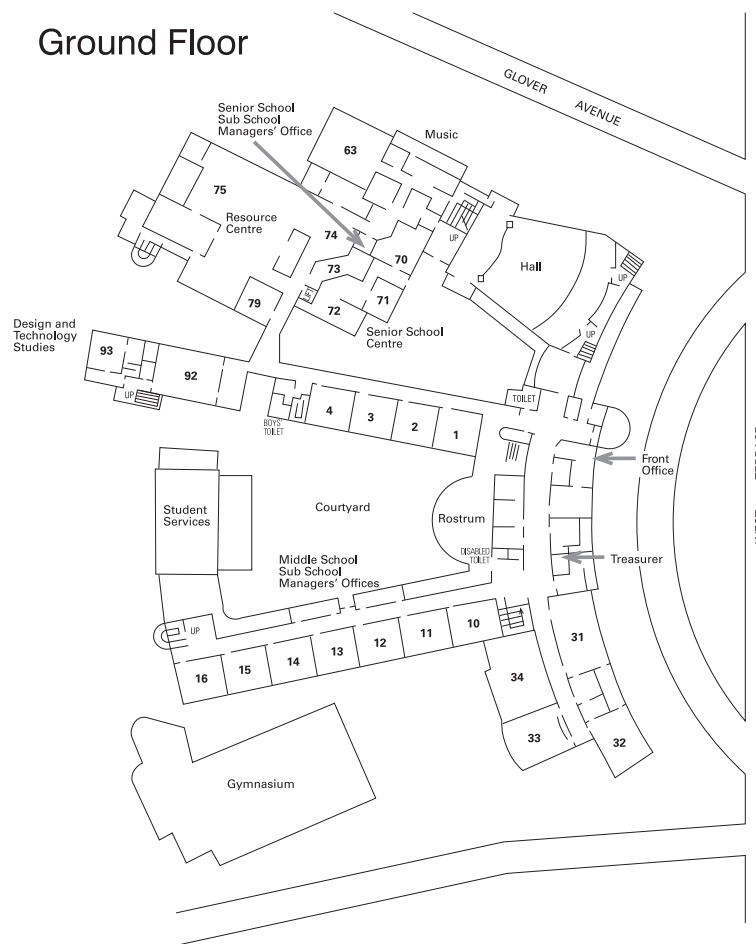
Medication brought to school must be left in the Sick Room and not taken to the classroom.

Term Dates 2012 – 2013

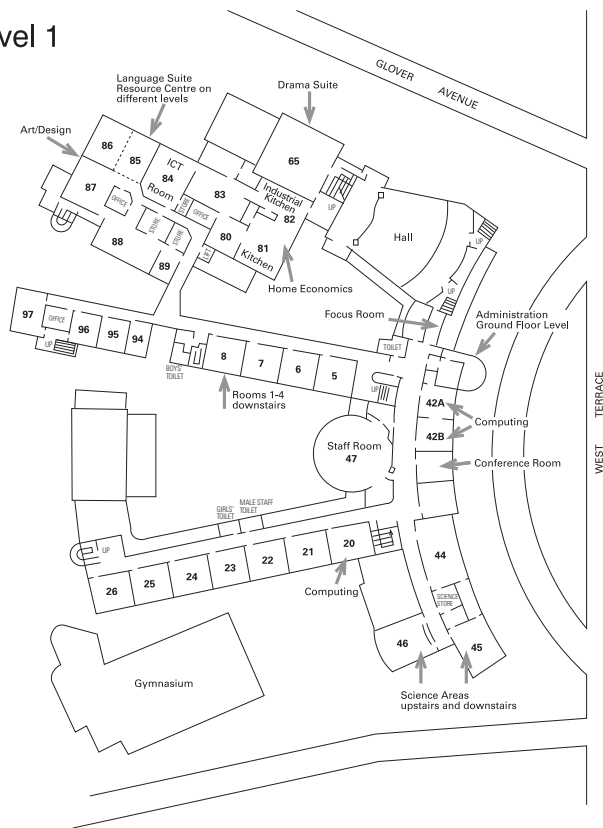
	Begins	Ends	Easter Sunday
2012			
Term 1	30 January	5 April	8 April
Term 2	23 April	29 June	
Term 3	16 July	21 September	
Term 4	8 October	14 December	
2013			
Term 1	29 January	12 April	31 March
Term 2	29 April	5 June	
Term 3	22 July	27 September	
Term 4	14 October	13 December	

Adelaide High School Maps

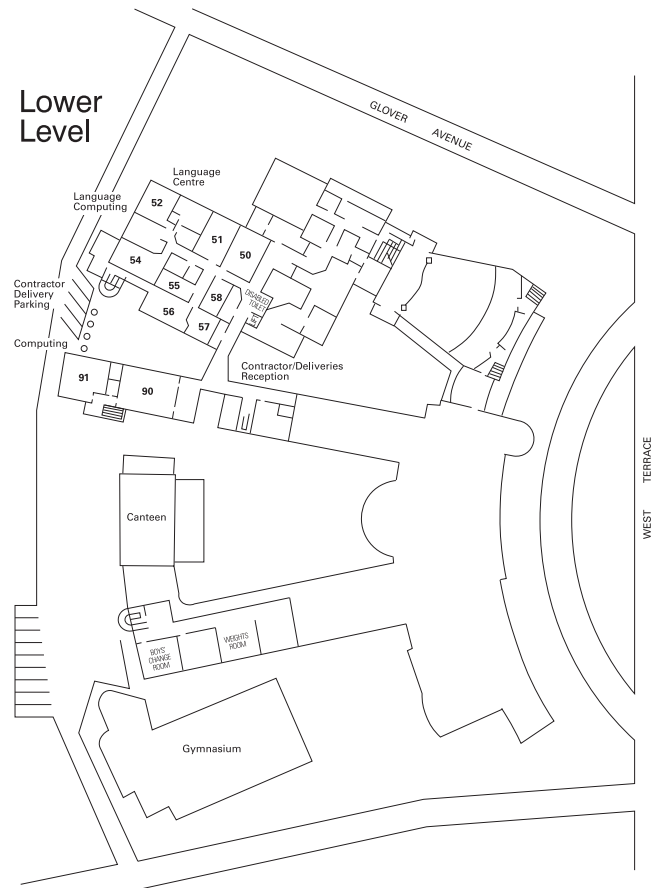
Ground Floor



Level 1



Lower Level





Adelaide High School

West Terrace Adelaide
South Australia 5000

T 61 8 8231 9373

F 61 8 8212 7827

E office@adelaidehs.sa.edu.au

W www.adelaidehs.sa.edu.au

Special Interest Language School
Associate School for Students of
High Intellectual Potential
Centre for Hearing Impaired
Programs of Excellence in Cricket
and Rowing



Department for Education and Child Development
T/A South Australian Government Schools CRICOS
Provider Number 00018A © Adelaide High School 2011