



Selective Entry

Students from Years 8 – 12 may seek enrolment in the school's Rowing or Cricket programs. A talent selection process applies. Interviews and reports from primary schools also form part of the selection process.

Associate SHIP School

Students with High Intellectual Potential (SHIP) are provided with enrichment programs, including Tournament of the Minds, Mindshop Excellence Program, participation in Extended Curriculum Group courses, in-class extension, curriculum acceleration and co-curricular opportunities.

Centre for the Hearing Impaired

Adelaide High School offers a comprehensive education for Hearing Impaired students who undertake integrated mainstream courses with support from specialist Teachers of the Deaf.

English as a Second Language

Students from non-English speaking backgrounds are supported by specialist

teachers in mainstream classes and in programs specifically developed for them.

International Program

International students can participate in a range of study programs such as:

- Mainstream studies of the SACE
- Short and long term Study Abroad Programs
- Intensive Secondary English Course (ISEC)
- Exchanges

Adelaide High School students also participate in international exchange and study programs, usually linked to their languages study and sporting activities.

For further information on the International Student Program refer to the South Australian Government Schools website: www.internationalstudents.sa.edu.au

Information on enrolment at Adelaide High School for 2013

The information below is provided to inform parents and prospective students who wish to enrol at Adelaide High School.

It is important to note that the rights of existing students attending the school prior to 2010 and their siblings have been maintained. The new enrolment criteria only applies to students of families enrolling for the first time in the school in 2010 and later years.

Students wishing to enrol at Adelaide High School in 2013 can only be enrolled at the school in two ways:

- The student must be in Year 7 at the time of application and the family's primary place of residence is in the school's zone at the time of the Department of Education and Children's Services Year 7 / 8 transition program which concludes mid August 2012. Applications after that process is completed will not be accepted.
- The student must be in Year 7 at the time of the application and the student applies and is granted enrolment in one of the special interest programs conducted by the school.

Applications from students who have a sibling attending the school will only be accepted if that sibling was enrolled in the school at any year level in 2009. There will be no automatic sibling rights at the school from the beginning of 2010.

Students who wish to enrol at Adelaide High School must meet the criteria set out in the enrolment policy for the school. A copy of the policy is contained within each Year 7's Enrolment Pack. Alternatively copies of the policy can also be accessed from the school, the regional office or at http://www.adelaidehs.sa.edu.au/enrolment_options.htm



Parents are invited to contact Adelaide High School for additional information or to arrange an appointment with the Principal or a Senior Leader 2 to discuss any concerns and to answer any queries.

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
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Adelaide High School Information for 2013

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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.

Non scholae sed vitae

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.

Facilities and Activities

- Four ovals, tennis, netball and basketball courts, 2 Rowing Club boatsheds, gymnasium.
- Competitive sport in State, Zone, Knockout and Independent School competitions.
- House competition in four Houses (named after former Principals); annual Athletics Carnival and Swimming Carnival; House sport competitions are held in Term 1.
- Co-curricular activities including badminton, basketball, cricket, cross country, football, netball, rowing, soccer, softball, table tennis, tennis, volleyball, bands, chess, debating, girls' choir, Greek dancing, school musical, theatre sports, Interact, Peer Leaders program, Mindshop Excellence Program, Tournament of Minds.
- Participation in the annual Head of the River Rowing Regatta.
- Participation as the South Australian school in the national Five Highs Cricket Carnival.
- Complete site access for physically disabled students.

Supporting the School Community

Parent Involvement

Parent involvement is encouraged and welcomed.

Opportunities for parental involvement include:

- Governing Council
- Friends of the Rowers
- Greek Parents' Association and Vietnamese Parents' Association
- Canteen and Resource Centre
- Sports coaching
- Various school committees

Student Leadership

Opportunities for student leadership exist as elected representatives or members of service oriented student groups, including:

- Prefects
- Student Representative Council
- House Captains
- Sporting and cultural team captains
- Interact Club
- Peer Leaders Program
- Middle School Leaders

Social and Personal Development

The School is organised into 4 Houses each with Middle School and Senior School communities.

Each House has a Middle School which comprises Pastoral Care Groups in Years 8, 9 and 10. Pastoral Care Groups in the Senior School are vertically

grouped, with students continuing in their House. Year 8s participate in an orientation program including a Peer Leaders Program, a residential camp and a range of other activities. Each Year 8 Pastoral Care Group has two Pastoral Care teachers. Students also take part in a program designed to explore issues around gender, the development of a positive self esteem and anti-harassment strategies.

Year 9s participate in interclass activities that develop teamwork, class cohesion and school spirit. Students also take part in a program designed to explore issues of self esteem and resiliency, and engage in a camp which assists in meeting the requirements of the Duke of Edinburgh Award.

Year 10s undertake a career counselling program and a Work Ready program. Students take part in programs which enable them to build resiliency and explore issues related to study skills and time management. Students continue to work on programs designed to support them through their senior years of study, including time management, study skills and exploring post secondary options.

Counsellors

There are two Student Counsellors who provide students and parents with confidential counselling about personal, academic, course and vocational matters.

Expectations of Behaviour

There is an expectation that students respect others and the school environment.

The school rules are printed in the School Diary and other school publications. Consequences are clearly outlined and consistently applied.

School Uniform

School uniform, as approved by the Governing Council, is compulsory for all students.

Tradition at Adelaide High School

The school has a long and rich tradition which encourages students to participate in all facets of school life. Achievement can be seen in:

- Consistently high results in competitions and the SACE.
- Musical performances, performing arts nights and drama productions.
- Annual exchanges with the Mac.Robertson Girls' High School (Melbourne) and Melbourne High School. Sporting matches, theatre sports and debates are contested and musical items presented.
- Formal assemblies to celebrate special occasions and achievements:
 - student leadership
 - international understanding
 - interstate and international exchanges
 - sporting achievements
 - academic achievements
- An active Old Scholars' Association which supports the school community.

- Annual Conversazione for former female staff and students.

- Annual exchanges with Asahi High (Japan) IIS Biella (Italy), Lycée Saint Sauveur (France), Heriburg Gynasium (Germany) and a school in Jinan, Shandong Province, China, and overseas study tours to enhance our Languages program.

Curriculum

Middle School: Years 8 and 9

(Approximately 240 students per year level)
All students undertake a common curriculum with increasing subject choice occurring in Year 9. Students in Years 8 and 9 undertake studies which cover all 8 Learning Areas:

- English
- Society and Environment
- Arts (Music, Drama, Art)
- Science
- Mathematics
- Design and Technology
- Languages
- Health & Physical Education (including Home Economics)
- Students begin a Transition Portfolio in the Middle School

Year 10

(Approximately 240 students)

Year 10 students have increasing flexibility in

subject choice within the 8 learning areas, and may also have access to some Senior School curriculum offerings.

Senior School: Years 11 to 13

(Approximately 500 students)

Students choose from 80 semester and full year subjects to complete their South Australian Certificate of Education (SACE) at Stage 1 and 2 levels.

At Year 11 all students undertake a Research Project through which they will demonstrate the capacity to research and work independently and demonstrate skills in a range of areas.

A large selection of subjects allows for individual student needs, preparing them for post school options.

Adelaide High School offers access to subjects with Vocational Education and Training components with cross-accreditation to TAFE.

They are also able to undertake VET subjects through the school's membership of the Inner Northern Adelaide Partnership (INAP).

Students in all years undertake activities related to the Transition Portfolio.

Personal Learning Plan (PLP)

Students begin work on their Personal Learning Plan in Year 8 and complete it in Year 10 as part of the SACE. Assessment tasks may include course counselling and subject selection, Transition Portfolio, Work Experience and student reflection.

Assessment and Reporting

Comprehensive information about student learning is provided by:

- written reports each semester
- parent / teacher interviews

Promotion to the next year is dependent on a satisfactory year's work.

Information and Communication Technology (ICT)

At Adelaide High School, ICT is integrated in all subjects at all year levels and is supported by a wireless LAN. Students gain ICT skills most effectively from using ICT to research, communicate, present, analyse and solve problems within all areas of learning. The ICT facilities are extensive. Adelaide High School has a laptop program in which all students are supported with exclusive use of a laptop.

Special Interest Language School

Adelaide High School is a Special Interest Language School. Each year 60 students are selected to enter Year 8 on the basis of aptitude tests, a primary school report and an interview. Students undertake the study of 2 languages in our day program until at least the end of Year 10. All students study a language other than English in Years 8, 9 and 10. Students choose from: Chinese, French, German, Italian, Japanese, Modern Greek and Spanish.

