



## ACCREDITATION SERVICE

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14<sup>th</sup> April 2011

Stephen Dowdy, Principal,  
Adelaide High School,  
West Terrace,  
Adelaide,  
South Australia 5000

Dear Steve,

### *CIS Response to Five Year Reports*

On behalf of the Board of Trustees of the Council of International Schools, the CIS Accreditation Service and its Advisors have now completed their study of your school's Five Year Report and the Five Year Visitors' Report which was submitted by Ray Davis and Bill Hatzis after their visit in February 2011. I am pleased to inform you that both reports have been accepted, and that therefore Adelaide High School continues its good standing as a CIS accredited school until the next required step.

The Five Year Visitors' Report contains a number of references to strong, improved or improving features at Adelaide High School. Identified Major School Strengths include:

- The school's revised philosophical statements provide a basis for all decision making, are the drivers of strategic planning, and are generally known and understood by the school community.
- The commitment of Adelaide High School to using the accreditation process as a tool for ongoing reflection and identification of commendable practice and areas for improvement.
- Adelaide High School is a learning focused school engaging both students and staff.
- The extensive progress which has been made in linking whole school curriculum review to Professional Learning.
- The H&PE Learning Area's 'Turn Your Health Around' program which has made comprehensive use of interdisciplinary units and had a school wide impact.
- The encouraging progress in the delivery of English language and ESL.
- The significant developments that have taken place in the use of ICT as a learning and administrative tool and to aid communication with the whole school community.

- The work undertaken in expanding Vocational Education and Training and the impact of the Work Education Team.
- The lively and highly productive professional staff dialogue concerning curriculum design and content, curriculum delivery and student learning.
- Teachers and managers demonstrate great enthusiasm towards continuous learning improvement.
- The inclusive philosophy that enables students with learning needs and hearing impaired students to be viewed as fully integrated members of the school community who are in receipt of individualised programs.
- The support provided for students with learning needs and the involvement of students in the development of their own NEP.
- The efforts of the school to significantly reduced the potential hazard associated with students entering and exiting the site across the extremely busy West Terrace.
- The emphasis the school placed upon developing IT as a learning tool and on the development of its learning technology infrastructure.

CIS was also pleased to read the following important phrases in the conclusion of the Visitors' Report:

*It was a real pleasure for the Visitor's to spend time with such a strongly learning focussed school community. Many of the developments that have taken place over the past five years have enhanced the whole school program and profile and ensured that the school has continued to seek excellence in all aspects of its operation.*

*The Visitors were highly impressed with the school atmosphere and the overriding ethos in which wellbeing, learning and culture form an integral part of a rigorous and vibrant learning community. The staff is clearly very talented, professionally dedicated and willing to make extra efforts on behalf of the students. There is a very good atmosphere of student-staff relationships and both students and staff are focussed on high quality learning. The leadership of the Principal is outstanding.*

The Visitors' Report also cites a number of areas that will all need attention over the coming months and years. In particular, the School should address the following issues:

- Consideration should now be given to developing methods by which the school is able to gauge and measure its success in achieving both its Vision and the School Priorities.
- The Governing Council should ensure that periodic review of the guiding statements of Vision and School Priorities is placed in the school calendar.
- The school is encouraged to continue providing opportunities for teachers to develop and share good practice in teaching and learning.
- It would be advantageous for the school, through a process of community dialogue, to create a school-wide definition of international learning / international mindedness.
- Continue to identify and implement appropriate teaching strategies across the curriculum that facilitates effective learning.
- Continue working with DECS to resolve the issue of the provision of adequate student learning and leisure space.
- Complete those further changes in linking whole school curriculum review to Professional Learning which are indicated as needed.

- Continue to provide professional development opportunities that will enrich the repertoire of teaching strategies.
- Continue to develop interdisciplinary curricular themes.
- Continue to empower teachers to utilise a wide range of appropriate teaching strategies across the curriculum.
- The Governing Council is encouraged to develop methods by which it may periodically evaluate its own performance.
- The Governing Council is urged to work closely with DECS to resolve the issue of facilities and student numbers in a timely manner.
- The school should look towards reviewing the processes and practices associated with the management of professional development with a view to improving coordination and documentation.
- Develop appropriate pedagogies and identify successful methodologies to make the most effective use of new learning technologies and to ensure that these technologies are used as an effective learning tool in all Learning Areas.
- The School takes steps to ensure that the performance management system is applied to all staff in a consistent manner and that the outcomes are linked directly to professional development and the improvement of teaching and learning.
- The school should look to strengthening the Student Counsellors' role in providing support for students in career and tertiary education counselling and ensure that all students are aware that this is one of the roles of the counsellors.
- It is strongly suggested that AHS continues to work with DECS to create long term strategic budget planning to ensure that major items of plant and equipment are included in a schedule of planned renewal and replacement.
- Continue to review the effectiveness of the school's communication with parents and the wider community, and ensure that publications are kept up to date.

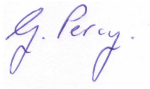
CIS was pleased to read that most of the areas for attention have already been identified by the school, and that planning is underway to produce improvement. I trust that the list of additional recommendations made by the Visitors will help the improvement process still further.

Looking a little further forward, I would remind you that Adelaide High School is due to host a routine Preparatory Visit in the second half of the calendar year 2014. This will be followed by a full Self-Study leading to a Team Visit in the first half of the calendar year 2016.

May I wish you Steve, and the entire school community, every success as you continue to seek school improvement within the accreditation process. Please do not hesitate to contact Associate Director of Accreditation Services / Regional Accreditation Officer Ray Davis [raydavis@cois.org](mailto:raydavis@cois.org) or me if there is any point that is unclear or on which you feel we could be of help.

Best wishes.

Yours sincerely,

A handwritten signature in blue ink that reads "G. Percy".

Gerry  
Dr. Gerry Percy  
Director of Accreditation Services  
Council of International Schools (CIS)

c.c. Anita Zocchi, Acting Principal Adelaide High School

*Please note:*

*You should have already received the Five Year Visitors' Report to which this letter refers.*

*If this is not the case, please contact Sue Collins at the CIS Accreditation Office*

*[SueCollins@cois.org](mailto:SueCollins@cois.org) so that she can re-send you a copy.*