

# SCHOOL CONTEXT STATEMENT

## 1. General Information

### Part A

<b>School Name</b>	ADELAIDE HIGH SCHOOL
<b>School No.</b>	0768
<b>Principal</b>	Ms C Green
<b>Postal Address</b>	West Terrace, Adelaide 5000
<b>Location Address</b>	West Terrace, Adelaide 5000
<b>District</b>	Eastern Adelaide
<b>Partnership</b>	Prospect
<b>Road distance from GPO</b>	1 km
<b>Phone No.</b>	08 8231 9373
<b>Fax No.</b>	08 8212 7827
<b>CPC attached</b>	NO

**Enrolment trends:** Approximately 1476. (Significant waiting list at all year levels).

**Year of opening:** 1908: The State's first High School. The school's centenary was celebrated in 2008.

**Public transport access:** Excellent bus, tram and train access. Several bus routes pass near the school and link to the city centre by the Free City Connector bus. Adelaide Railway Station is within easy walking distance.

February FTE Enrolment	2013	2014	2015	2016	2017	2018
Secondary Special, N.A.P. Ungraded etc.	14.0	13	18	20	22	
Year 8	223.0	229.0	265.0	301	299	306
Year 9	232.0	239.0	244.0	270	299	293
Year 10	242.0	259.0	261.0	248	300	316
Year 11	270.0	231.0	264.0	249	263	293
Year 12	267.0	238.0	264.0	227	278	268
Year 12 plus	0.0	0.0	0.0	0.0	0.0	0
TOTAL	1248.0	1249.0	1298.0	1315	1461	1476
July total FTE Enrolment			1295.0	1308	1455	
Male FTE			656.0	677	746	776
Female FTE			639.0	631	709	714
July School Card (Persons)	260.0	249.0	221.0	226	222	
nEsb Total (Persons)			817.0	883	936	945
Students receiving ESL support			436.0	598	716	685
Aboriginal FTE Enrolment			27.0	33	40	43
Disability A			13.0	18	17	19
Disability D			16.0	22	24	23
CHI			19.0	20.0	21	20

## 2. General Information

### Part B

**Staffing numbers:** February, 2018

- 150 including Special Interest Language - 7; Centre for the Deaf and Hearing Impaired 4; Ancillary – 983 hours per week.

#### Leadership Positions

Assistant Principal  
Data Management/Timetabling /Senior School Focus/House Leadership /CIS Accreditation

Assistant Principal  
Middle School Focus/Quality Assurance/CIS Accreditation/ Processes /Professional Learning / Whole School Operations / House Management

Assistant Principal  
Leadership in ICT: Curriculum and Learner and Management Systems /Resource Centre Management/ CIS Accreditation

Assistant Principal  
Middle School Curriculum/Year 7 – 8 Transition / Middle School Focus /House Leadership/CIS Accreditation

Assistant Principal (Curriculum/SACE/Student Voice/Senior School Focus/CIS Accreditation)

Assistant Principal  
Languages /International Programs / Global Education / CIS Accreditation

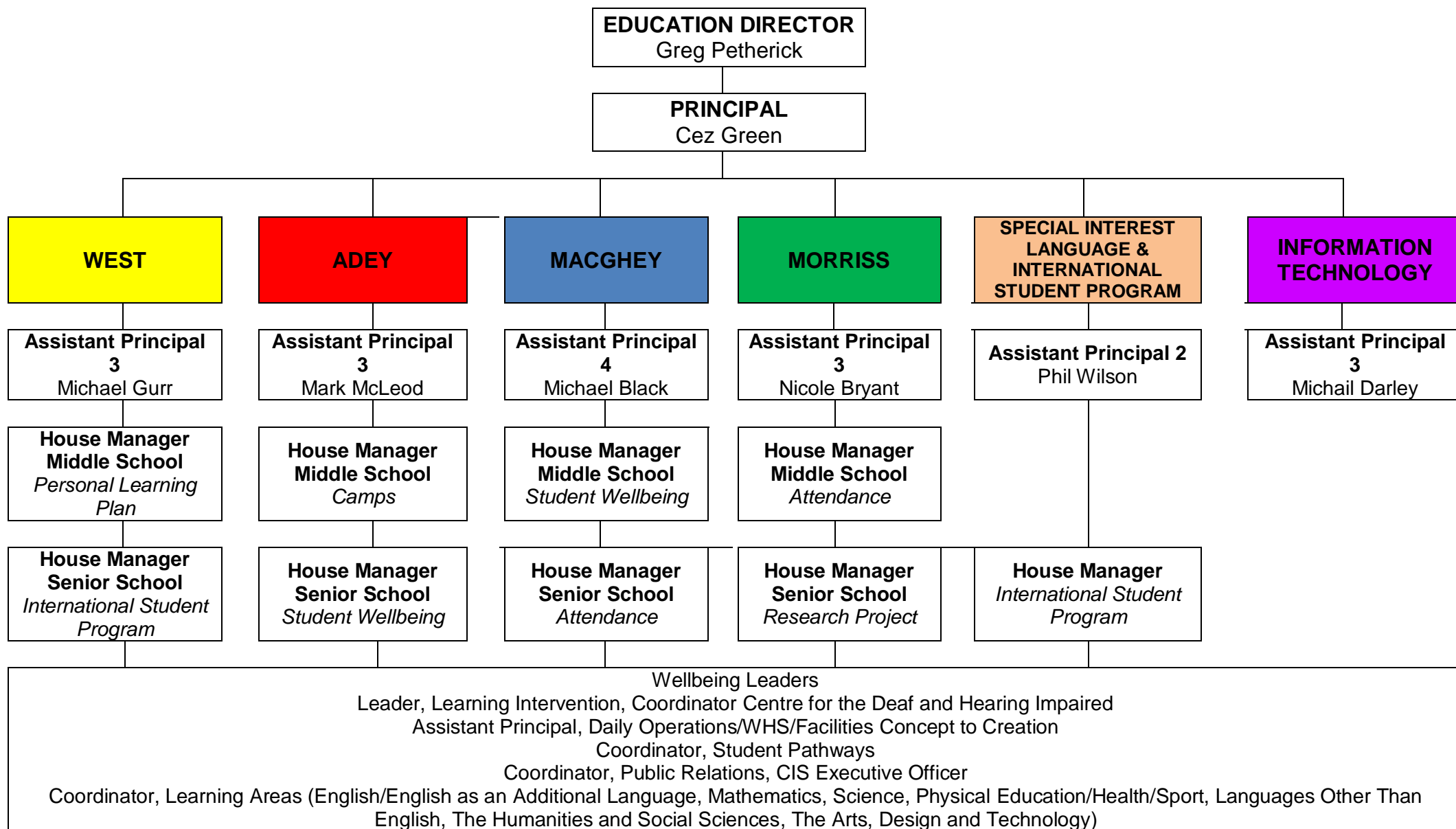
Senior Leader  
Daily Operations/ WHS/Facilities – Concept to Creation

Senior Leader  
Learning Intervention

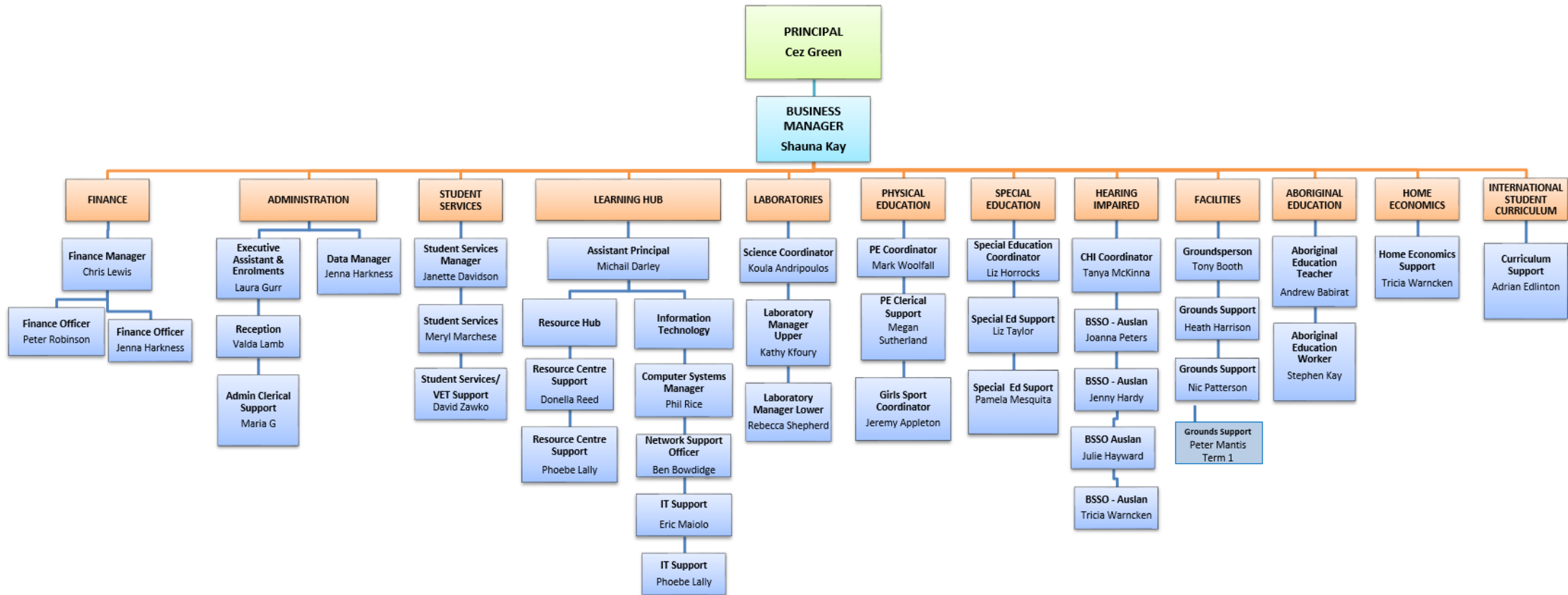
Coordinators  
Physical Education / Health / Sport; Mathematics; Science; Technology Studies / ICT; 2 Wellbeing Leaders; CHI; Student Pathways; English /English as an Additional Language; Languages Other Than English; Public Relations /CIS Executive Officer; The Arts; Humanities and the Social Sciences.

The school is organised into four Houses (Adey and West, named after former Principals of Adelaide High School, and Macghey and Morriss, named after former Principals of Adelaide Girls' High School), each with two House Managers and a Leadership Team member who lead the Houses and work with students and staff on behaviour management, achievement and well-being.

# Adelaide High School Leadership Structure 2018



# SSO Flowchart 2018



## Students and their welfare

**Houses:** The school is organised into four Houses (Adey and West, named after former Principals of Adelaide High School, and Macghey and Morriss, named after former Principals of Adelaide Girls' High School), each with two House Managers and a Leadership Team member who lead the Houses and work with students and staff on behaviour management, achievement and well-being.

**General characteristics:** The student community is diverse. Over 62% of the enrolment comes from non-English speaking backgrounds. Currently approximately 21% of students are School Card recipients. The enrolment figures reflect a high retention rate and the majority of students move on to tertiary study. The school has a strong and active Old Scholars Association, which provides significant support to the school community. The school also has an extensive International Student Program.

**Pastoral Care programs:** Teachers act in a pastoral care role in supporting students. There is a Pastoral Care Program implemented for each year level. An organised transition program for Year 8 students involves Pastoral Care teachers in class activities, including a camp. Completion of the Transition Portfolio and Personal Learning Plan is an important focus of the Pastoral Care program, as well as activities focussed on student wellbeing.

### **Support offered:**

Wellbeing Leaders, House Managers and Principal Leadership Team provide counselling services. Staff provide support for EAL and for Hearing Impaired students with appropriate expertise appointed to the school. Some Year 11/12 students undertake cross-age tutoring support programs with Middle School students. A Peer Leaders program supports Year 8 students in their orientation to high school. Former students of Adelaide High School who are undertaking university study tutor Senior School students.

Student Services staff provide a range of services for students, including first aid.

An Aboriginal Education Teacher and an Aboriginal Secondary Education Transition Officer (ASETO) support our indigenous students.

Student Counsellors and the VET and Enterprise Coordinator explore career pathways for Senior School students.

### **Student management:**

Adelaide High School is a safe, caring and orderly environment, which protects and reinforces the rights of students to learn and teachers to teach. In order to achieve effective school discipline, significant importance is given to the cornerstones of the discipline policy - respect, rights and responsibilities. In general, students are expected to behave in a manner, which reflects school values, and the school priorities. School Rules and consequences are documented in the School Diary, published annually in the Adelaide High School Information Booklet and provided to parents in the Year Level Consent Forms. In the main, the teacher working with the student will manage the consequence with the support of Student Counsellors, House Managers, and the school's Principal Leadership Team.

**Student Leadership:** Student Leadership groups at Adelaide High School include:

- 22 Prefects elected by staff and students.
- The General Assembly of the Student Representative Council (SRC), which is elected by students. Five senior students are then elected to Executive Office.
- The Peer Leaders group work with Year 8 students and international students inducting them into the school and providing anti-harassment and anti-racism training.
- The Interact Club, through Rotary, fundraise for local and international charities.
- House Captains, supported by Middle School Leaders, provide leadership for sporting events.
- In the Middle School, Middle School Leaders perform a similar ambassadorial role to the Prefects.
- International Ambassadors work with new International Students to assist in their transition to life at Adelaide High School.
- The Student Leadership Forum coordinates the work of each of the groups and includes members of the range of student leadership groups.

Students at Adelaide High School are actively encouraged to participate in decision-making forums and to gain experience as leaders. Student Leaders are voting members on a number of Governing Council sub-committees. All

members of the Adelaide High School community and the traditional student leadership groups hold student voice in high regard: Prefects, Student Representative Council, Interact, International Ambassadors, Peer Leaders, House Captains and Middle School Leaders are complemented by opportunities to participate in a diversity of leadership enhancing activities. These include Youth Parliament, SAPOL, activities connected with the Adelaide City Council, World Vision and a host of others.

Historically, students at Adelaide High School have made a firm commitment to promoting intercultural awareness and international understanding. The National Committee on Human Rights Education with a Citizen of Humanity Award has acknowledged the work of student leaders in the area of human rights. The physical symbol of this work is The Hallway of Human Rights – a specially designated space where students symbolically make commitment to the idea of universal human rights through painting, special ceremonies and visual displays.

Student leadership embraces the ideal stated simply in the school motto: *non-scholae sed vitae*.

**Special Programs:** Sixty Special Entry language students enrol in the school's Language Program through participation in a selection process. The school also runs selection processes through which students enrol in the school's Rowing and Cricket programs. Adelaide High School is an Associate School for Students with High Intellectual Potential.

The school has introduced a compacted accelerated course for students who have been identified as having gifts and talents. This program is known as the ALEAP Program. Students in this program undertake their studies in Years 8 to 10 in less than 3 years. The school also has a Centre for the Deaf and Hearing Impaired students.

The school also has a Centre for the Deaf and Hearing Impaired (CHI) students. The CHI caters for 20 students who access the mainstream curriculum through the provision and support from Teachers of the Deaf and Bilingual School Support Officers.

**International Programs:** Students participate in a range of programs, including an Intensive Secondary English Course (ISEC), long and short-term exchanges, study abroad programs and the South Australian Certificate of Education (SACE). The International programs are underpinned by the school's Vision and Priorities, and its international mindedness. Another key aspect of the International program is the school's active involvement in exchanges with sister schools in Japan, France, Germany, Spain, Greece and Italy.

### 3. Key School Policies

#### Vision and Priorities

*Not only for school but for life*  
*Non-scholae sed vitae*

#### Vision

Adelaide High School is a dynamic community, which is passionate about learning for life.

- Wellbeing: We encourage the social, emotional, intellectual and physical development of all members of our community.  
Respect, resilience and optimism help us flourish.
- Learning: We nurture independent, creative and collaborative learners.  
Curiosity and innovation motivate us to excel individually and collectively.
- Culture: We celebrate diversity, promote intercultural understandings and connect with communities here and across the world.  
We reflect on our past and learn in the present to shape our future.

#### Priorities

We are committed to:

- Wellbeing: A safe and welcoming environment based upon mutual respect.
- Learning: Engaging and challenging learning experiences through:
- Reflective, innovative and contemporary practices
  - Varied curriculum and co-curricular offerings
  - Learning within and beyond the classroom
- Culture: Developing compassionate, positive and contributing citizens.

#### Values

Respect, Resilience, Optimism, Compassion

## Our Strategic Intent 2015 - 2019

Our strategic intent is to develop global citizens who have engaged in learning that aspires to fulfil the school's motto ***not only for school but also for life*** within and across disciplines and within the broader community. The student driven document, *Scholae et Vitae*, identifies the qualities a graduate from Adelaide High School will possess at the end of his or her secondary education. The Adelaide High School Strategic Plan is to guide us on our improvement agenda, to align our identity with our improvement focus and clarify our objectives.

Graduates will have developed the following qualities during their time at Adelaide High School:

- Constructive personal and interpersonal abilities
- Entrepreneurship
- Citizenship
- Active global awareness
- Effective communication skills
- An ability to work as an effective team member
- Self-awareness and an ability to recognise and value the character strengths of others.

### Strategic Goals

- Adelaide High School is an inclusive and high performing community.
- All curricular and co-curricular programs are responsive to student and community interests.
- AHS members challenge themselves to achieve their personal best in a collaborative environment.
- AHS students attain high achievement across a range of contexts.
- Our students and school community sustain positive contributions to public education and our local, national and international communities.
- Innovation and tradition are recognisable aspects of the school.

The school is compliant with DECD processes with regard to Partnership Reviews and produces data and data analysis in the Annual Report that meets DECD and Commonwealth Government requirements.

In addition, the school is committed to quality practice and is using the Council of International Schools (CIS) process as the method of objectively judging performance and development. The school has undergone International Accreditation through the CIS. In March 2006, the school was assessed by a CIS team of educators from across the world, and subsequently granted accreditation. A summary of the Visiting Team Report is available on the school's website ([www.adelaidehs.sa.edu.au](http://www.adelaidehs.sa.edu.au)). A 5 Year Review and Visit took place in February 2011. A summary of the five Year Review is available on the school's website. The reaccreditation process began in July 2014 with the Preparatory Visit and the Reaccreditation Visit occurred in March 2016. The school has been successfully reaccredited with a number recommendations and commendations.



## 4. Curriculum

Middle School		Transition to SACE	Senior School	
Year 8	Year 9	Year 10	Stage 1	Stage 2
Arts	Arts	Arts	Arts	Arts
Art Drama Music	Art A & B Dance A&B Drama A & B Music Performance Music Technology	Art A & B Digital Art Design A and B Design C - Product Innovation  Drama A & B Media - Multimedia Music Performance Music Technology and Technical Production Theatre Production, Design & Management	Art - Painting & Drawing - General Art - Design A & B  Creative Arts - Design C - Product Innovation - Digital Art - Theatre Production Design & Management - Moving Image Media  Performing Arts - Drama A and B - Music Performance - Music Technology	Visual Art (Art or Design)  Creative Arts - Creative Art - Design & Design Innovation - Digital Art - Moving Image Media  Performing Arts - Drama - Musicianship - Solo Performance - Ensemble Performance - Music Technology - Music Individual Study
<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>
English	English	English	Essential English English  English as an Additional Language	- Essential English - English - English Literary Studies - English as an Additional Language - Essential English (EAL)
<b>Health and Physical Education</b>	<b>Health and Physical Education</b>	<b>Health and Physical Education</b>	<b>Health and Physical Education</b>	<b>Health and Physical Education</b>
Health & Physical Education (HPE) PE - Cricket PE - Rowing	HPE Physical Education A&B PE - Cricket PE - Rowing	HPE Outdoor Education Physical Education A&B SAPOL Youth Leadership PE - Cricket PE - Rowing	Fitness & Coaching Principles Health Food & Hospitality Food Processing Pathways (VET Course) Outdoor Education Physical Education A, B, C Workplace Practices – Specialist Sport	Child Studies Food & Hospitality Health Physical Outdoor Education
<b>Humanities and Social Sciences</b>	<b>Humanities and Social Sciences</b>	<b>Humanities and Social Sciences</b>	<b>Humanities and Social Sciences</b>	<b>Humanities and Social Sciences</b>
Geography Civics and Citizenship Economics and Business Indigenous Studies	History Civics and Citizenship	History Economics and Business	History Economics Legal Studies Philosophy Society & Culture Tourism	History Economics Legal Studies Philosophy Society & Culture Tourism

<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
Science	Science	Science	Biology Chemistry Earth and Environmental Science English as an Additional Language Physics Psychology	Biology Chemistry Geology Physics Psychology
<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>
Chinese French German Italian Modern Greek Cont Spanish Japanese	Chinese Background Chinese Continuers French German Italian Modern Greek Bkgd Modern Greek Cont Spanish Japanese	Chinese Background Chinese Continuers French Continuers German Continuers Italian Continuers Italian Beginners Japanese Continuers Modern Greek Bkgd. Modern Greek Cont. Spanish Continuers	Chinese Background Chinese Continuers French Continuers German Continuers Italian Continuers Italian Beginners Japanese Continuers Modern Greek Cont. Spanish Continuers	Chinese Background Chinese Continuers French Continuers German Continuers Italian Continuers Italian Beginners Japanese Continuers Modern Greek Cont. Spanish Continuers
<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>
Mathematics	Mathematics Core Mathematics Modified Mathematics Extended	Mathematics Core Mathematics Extended Numeracy for Work and Community Life	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
<b>Technology</b>	<b>Technology</b>	<b>Technology</b>	<b>Business, Enterprise &amp; Technology</b>	<b>Business, Enterprise &amp; Technology</b>
Design Technologies Digital Technologies Home Economics	Design Technologies - Construction Digital Technologies - Photography - Computer Aided Design CAD - Digital Systems (Electronics and Game) - Simple Programming (Coding and Electronics) Home Economics - Fabric and Textiles - Food Technology	Design Technologies - Construction - Construction 2 Digital Technologies - CAD and Graphics - Digital Photography - Digital Systems and Control Home Economics - Fabrics and Textiles - Food Technology - Food Processing (VET Integrated Pathway)  HEC continues in H&PE pathway. Stage 1 and 2. Information Processing and Publishing	Accounting Business and Enterprise  Design and Technology - CAD and Graphics - Digital Photography - Digital Systems and Control - Furniture Construction - Rapid Prototyping - Textiles, Fabrics, Fashion and Design Information Technology A (Systems and Web Programming)  Information Processing & Publishing	Accounting Business and Enterprise  Design and Technology - CAD and Graphics - Digital Photography - Digital Systems and Control - Furniture Construction - Rapid Prototyping - Textiles and Fashion  Information Processing & Publishing  Information Technology
		Cross Disciplinary Studies	Community Studies Personal Learning Plan Research Project	Community Studies Integrated Learning Research Project

		Study Abroad 3,6,9,12 months	ISEC (Intensive Secondary English) Study Abroad Program 3,6,9,12 months. International Student Program	International Student Program
		Vocational Education (VET)		
		Automotive – Vocational Preparation Automotive – Servicing Technology Barista SHORT COURSE Business Services Business Construction – Plumbing Early Childhood Education and care Electronics Event Management Fitness First Aid SHORT COURSE Hairdressing - Introduction to Hairdressing Hairdressing Hairdressing - Make-up and Fashion styling Hospitality, Partial Cert III Hospitality, Cert III TOP UP Hospitality, Cert III Hospitality, Cert II (Kitchen Operations) Interior Decorating and Design Make-Up and Skin Care, full Cert II Make-Up and Skin Care, partial Cert II Media Media (Game Design) Media – Intro to Graphic Design Music – Original Music Making Music – Performance and Preparation for Dream Auditions Music – Music Business - Intro to Music Festivals and Event Management Music – Music Business – Song Writing/performing/original music Cert III Nursing and Health Care Introduction Nursing Painting and Drawing Pharmacy Introduction Photography Digital Plumbing Pathways Responsible Service of Alcohol SHORT COURSE Textiles / Fashion Creative White Card Training SHORT COURSE		

**Special needs:** Programs are provided for students from non-English speaking background (nEsb), including in-class support, tutorial support and EAL classes. A Learning Support Senior Leader, in collaboration with the House Managers and School Leadership Team, ensures students who require Negotiated Education Plans, extension and acceleration are offered programs and learning strategies, which meet their needs. The School's Leadership Team works with the Learning Support Senior Leader to plan and offer extension, enrichment and acceleration. A Centre for the Deaf and Hearing Impaired (CHI) students is located on site and staff with expertise in teaching Deaf and Hearing Impaired students provide support for these students. On average, twenty students are enrolled in the Centre for the Deaf and Hearing Impaired. Staff support is provided for Deaf and Hearing Impaired students to undertake their learning within the mainstream program.

**Special curriculum features:** The school is the State’s Special Interest Language School, offering seven Languages other than English as a specialty within its curriculum (French, Italian, German, Modern Greek, Modern Standard Chinese, Japanese, and Spanish). The Special Interest Language component of the curriculum plays a pivotal role in curriculum offerings. 60 special language students enrolled at Year 8 commit to study two languages other than English until at least the end of Year 10. Students are able to enrol into the language program at all other year levels if vacancies exist in the school. The language program is a key component of the school’s international programs focus.

Adelaide High School is also an Associate S.H.I.P. (Students of High Intellectual Potential). School and offers programs for students with gifts and talents through the Extended Curriculum Group, Flinders University, competitions and online programs and subjects. A Learning Support Senior Leader manages the provision of programs for students with special needs. The school’s ALEAP program also provides an accelerated. Compacted program for a group of Middle School students.

Senior Students who have completed their SACE in particular subjects prior to the end of Year 12 are supported to access the Headstart program at the University of Adelaide.

Developing a whole school approach to pedagogy—through building common language, shared meaning and collective commitment to action—provides the basis for alignment of practice and a focused learning culture. For students, this means seamlessness in how learning is experienced, leading to improved engagement and achievement. (TfEL)

Adelaide High School is a dynamic community which is passionate about learning for life. *Non Scholae Sed Vitae*

Teaching and learning at AHS is informed and guided by the school’s Site Improvement Plan, Vision and Priorities, International Mindedness, the Graduate Qualities and the motto, “not only for school, but for life”. It reflects our dynamic community which is passionate about learning for life. The AHS Teaching and Learning Framework is continually evolving to meet the needs of contemporary learners.

As educators, we work individually and in teams to develop and review our teaching programs. Evidence of the effectiveness of our Framework is high student engagement and achievement, the post’ school destinations of our students and reflections provided by former scholars of the school, parents, staff and community members.

The Teaching and Learning Framework guides the school to create a diverse and stimulating environment in which learners are supported and challenged to identify and develop their unique talents. Our learning occurs through the formal curriculum and co-curricular opportunities. This Framework serves to guide all aspects of teaching and learning at AHS.

At Adelaide High School we have a clear, coherent vision for teaching and learning which is shared by all staff. The pedagogy is based on the “why”, “what” and “how” we teach, student’s learning and learning outcomes.

Our pedagogy is underpinned by contemporary research that is centred on innovative approaches from Australia and the world including:

- The Teaching for Effective Learning Framework TfEL
- Essential Learning and Innovation skills (from 21st Century learning)
- The Science and Art of Teaching – Marzano
- John Hattie – Learning to Excel
- Gonski 2.0
- Bright Start
- Life and Career Skills (21st Century learning)
- Essential Learning and Innovation Sills (21st Century Learning)
- Learner Intervention Division
- Eastern Cluster and Partnership Initiatives
- The Australian and SACE curriculum
- The General Capabilities
- The Cross Curriculum Priorities of the Australian Curriculum

In-school policies and practices also compliment the pedagogical framework:

- The AHS Vision and Priorities
- The AHS Strategic Plan 2015 - 2019
- The AHS Site Improvement Plan
- The AHS Graduate Qualities
- The AHS Co-Curricular Program
- Eastern Cluster Schools
- Adelaide Partnership Priorities, Policies and Practices
- Professional Learning processes and practices
- Department for Education driven data – NAPLAN, PAT and SACE

**Assessment procedures and reporting:** All students will be provided with an Assessment Plan for each subject undertaken across all year levels. Assessment plans and procedures operate within the context of the Australian Curriculum and the South Australian Certificate of Education (SACE) in the Senior School, with a similar model in the Middle School. Students work within a deadline policy and Middle School and SACE alerts are sent home when this is not met. Students may apply for an extension to the deadline for a task using a form available from Student Services.

For Years 8 - 11, four reports are prepared each year. Currently these comprise a comprehensive mid-semester report and a summary semester report. Year 12 students receive comprehensive reports at the end of Terms 1, 2 and 3 and a SACE Board certificate at the end of Term 4.

Learning Areas plan and deliver curriculum to Assessment Plans and report on student progress using a grade system (reflected in A – E), which is consistent across the school.

There are two Parent Teacher Interview Evenings held throughout the year, one in Term 2 and the other in term3.

Innovation in the curriculum is a whole school focus. Adelaide High School's Learning, Enrichment and Acceleration Program (ALEAP) is an innovative acceleration learning course compacting Year 8-10 in 2 years. The ALEAP program is in its third year and the first group of students graduated into the senior school at the end of 2016 with outstanding success. As a class, in the term three reports the students scored 108 A grades, 42 B grades and 12 C grades.

These students are doing individual courses in 2017 to suit their learning needs including:

- Full year 11 course
- Hybrid Year 10 and 11 course
- Hybrid Year 10 and 11 course with reinforcement of the Maths and English programs.

The students in year 1 of the ALEAP program have also showed steady growth and the ability to achieve well in the accelerated subjects.

Students in the ALEAP program have involved themselves in a large variety of co-curricular programs to develop their leadership, team, sporting, musical and citizenship skills.

**Open Access:** By negotiation with a Senior Student Counsellor for students with special circumstances.

## 5. Options for Selective Intake of Students

### 1. **Language Entry**

#### (a) *Year 8 Language Entry*

Sixty Year 7 students will be offered a place at Adelaide High School to study two languages from Year 8 to at least the end of Year 10.

Students are selected on the basis of

- Their performance in a series of language aptitude tests
- An interview at Adelaide High School
- An agreement to continue studying both languages to the end of Year 10
- A confidential report from the primary school Principal.

#### (b) *Years 9 – 13 Language Entry*

When vacancies exist in the school, we enrol students into the appropriate year level to participate in our language program.

Students are selected on the basis of

- School / Teacher report from the student's current school
- Achievements in Language studies in the language offered by Adelaide High School
- A stated commitment to continue studying the language into SACE
- An interview at Adelaide High School

A \$55 administrative fee is required with applications for Special Language entry.

### 2. **Existing Specialties: Cricket and Rowing**

Adelaide High School participates in the Head of the River Rowing Regatta and the National Five Highs' Cricket Carnival. When vacancies exist, we may enrol students who have skills in these sports or who show a commitment to play the sport during their enrolment at Adelaide High School.

A \$40 administrative fee is required with applications for Cricket or Rowing entry.

#### (a) *Enrolment in Year 8 through Cricket Option*

Students are selected on the basis of

- School / Teacher report from the student's current school
- A reference from the student's Cricket coach or Cricket club
- Achievements in a Cricket skills test organised by the school
- A stated commitment to continue in the sport
- An interview at Adelaide High School

#### (b) *Enrolment in Year 8 through Rowing Option*

Students are selected on the basis of

- School / Teacher report from the student's current school
- Achievements in Rowing skills test organised by the school
- A stated commitment to continue in the sport
- An interview at Adelaide High School

## 6. Other Co-Curricular Activities

### Sporting Activities

Sport plays an important part in the life of the school - e.g. weekly co-curricular competitions with other schools [South Australian Secondary Schools Sports Association (SASSSA) and Sports Association for Adelaide Schools (SAAS)], mid-week knockout competitions, lunchtime house sporting competitions, interstate exchanges with schools from Melbourne, involvement in a national cricket competition. Sports include athletics, badminton, basketball, chess, cricket, cross-country, football, hockey, lacrosse, netball, rowing, rugby, soccer, softball, squash, swimming, table tennis, tennis, theatre sports, triathlon, and volleyball.

Drama performances, Stage, Jazz, Concert and Greek Folk Bands, choir: Adelaide Vocal, Cabarets and Musicals, 'Running with Scissors' Theatre Company.

### Co-Curricular Activities

Activities include Chess, Christian Fellowship, Debating, Greek Dancing, Interact Club, Movie Making Club, various Leadership groups, Public Speaking Club, Art, Amnesty, ski trip, exchanges with other Australian, Japanese, Italian French, German, Greek and Spanish schools and study tours to China.

Ongoing	Responsible Staff Member
40 Hour Famine	Andrew Babirat
5 Highs Cricket Carnival	Phil Hopton
Achilles Cup - BOYS	Sue Shillabeer
Adelaide Vocal	Music Staff
Adopt a grave	Michael Gurr
Amnesty	Helen Manning-Bennett
Art Club	Tanya Fry
Asahi Visit	Helen Manning-Bennett
Athletics Carnival	Sue Shillabeer
AUSLAN Club	CHI
Birthing Kits	Mireille Le Dolédec
Borneo World Challenge	David Place / Dimitra Rozaklis
Boys Sport	Sue Shillabeer
Cabaret Night	Con Piliouras
Chess	Liz Horrocks
CHI	Tanya McKinna
Chill Room – Gaming Zone	Andrew Babirat
Christian Group	Andrew Babirat / Georgie Evans
City Bay Fun Run	Michael Black
Cricket	Phil Hopton
Debating	Helen Manning-Bennett
Ecovision	Michael Black
Football Presentation Night	Sue Shillabeer
Formula 1 in Schools	Trevor Warren
France Study Tour / Visits	Mireille Le Dolédec
Germany Study Tour / Visits	Phil Wilson
Girls Sport	Jeremy Appleton
Greece Study Tour	Dimitra Rozaklis
Greek Band	Con Piliouras

Greek Dancing	Dimitra Rozaklis
Head of the River	Lauren Kolega
House Captains	Michael Gurr
HPE Day	Mark Woolfall
Interact	Michael Black
Interschool Athletics Carnival	Sue Shillabeer / Jeremy Appleton
Interschool Swimming Carnival	Sue Shillabeer / Jeremy Appleton
Italy Study Tour / Visits	Livia D'Aloia / Alex Varricchio
Japanese Study Tour / Visits	Helen Manning-Bennett / Janine McSporran
Jazz Band	Con Piliouras
Jazz Night	Con Piliouras
Library Monitors	Marni Trevena
Mac.Roberston Exchange	Jeremy Appleton
Maths Club – Tutoring	Amy Worswick
Melbourne Exchange	Sue Shillabeer
Middle School Leaders	Mark Woolfall
Movie Making Club	Michail Darley
Music	Con Piliouras / Catherine Aldous
National Schools Volleyball Cup	Sue Shillabeer
Open Night	Julie Ralph
Orchestra	Catherine Aldous
Peer Leaders	Jessica Salem
PLP Night and Week	Michael Gurr
Prefects	Julie Ralph
Premier's <i>Be Active</i> Challenge	Mark Woolfall
Premier's Reading Challenge	Julie Ralph
Raukkan Visit	Nicole Bryant
Reading Club	Liz Horrocks
Relay for Life	Michael Gurr / Julie Ralph
Rowing	Lauren Kolega
Running With Scissors	David Tyler
Signing Choir	CHI
Ski Trip	Sue Shillabeer
Sound & Lighting technicians	Catherine Aldous
Spain Study Tour	Helen Manning-Bennett
SRC	Nicole Bryant
Stage Band	Con Piliouras
Student Magazine	Scott MacLeod
Swimming Carnival	Jeremy Appleton
Theatre Inside a Book	Electra Montiadis
Theatre Sports	Greg Maher / Tess Medlin
Tournament of Minds	Liz Horrocks
Tuesday Morning Breakfast	Andrew Babirat / Georgie Evans
Turn Your Health Around	Mark Woolfall
Year 8 Camp	Mark Woolfall / Michael Gurr
Year 9 Camp	Mark Woolfall / Michael Gurr



## 7. Staff (and their Welfare)

- **Staff profile:** Staff members are professional and are qualified for the areas in which they teach. There is a Professional Learning program in place. Teacher through collaboration with the Assistant Principal undertake professional development opportunities, Teachers adhere to DECD policies and practices. All staff reflect the schools Vision and Priorities through their practice.
- **Leadership structure:** Coordinators lead Learning Area faculty teams or across-school programs linked to the eight areas of learning and to School Priorities. Senior Leaders have whole of school responsibilities.
- **Staff support systems:** House teams, including members of the Leadership team, provide pastoral and organisational support. The school provides resources to support staff to meet the goals of their Professional Learning Plan.
- **Staff utilisation policies:** Teachers of Deaf and Hearing Impaired students work within mainstream classes to provide support, and offer programmed support lessons. English as an Additional Language (EAL) teachers provide support for non-English-speaking background (nEsb) students. Bilingual School Services Officers (BSSO's) support Deaf and Hearing Impaired students, International students and EALD students. School Services Officers (SSOs) provide administration and teacher support, mostly in areas outside the classroom.
- **Access to special staff:** The Music program is supported by Music Branch teachers. A single referral model provides support for students through Regional Office personnel.
- **Incentives:** The central location of the school and the opportunity to work with students from a very wide cultural background, many of whom have a positive approach to learning, is highly valued by staff and students.

## 8. School Facilities

**Buildings and grounds:** The school buildings occupy a small government educational reserve abutting the Parkland belt. The original building opened in 1951. Additions have been made to the campus since that time: the Technology Studies building in 1965, a major development behind the hall in 1982, the Gymnasium in 1992 and a Canteen shelter in 1995. The City Council Park 24 sporting areas are leased from the Adelaide City Council. In 2003 a major Capital Works program encompassed earthquake bracing and upgrade of the school hall and classrooms. In 2007 / 2008 redesign of the Technology Studies, Art and Home Economics areas was undertaken to provide additional classrooms.

In 2013, the school began an expansion program, which was completed in 2015. A new wing has been added to the school's facilities and one three-storey building has been totally refurbished.

Outdoor facilities were upgraded in 2014, providing students with modern sports facilities.

A STEAM Room has been developed in 2016 to provide an additional space for classes to develop products in relation to their learning in STEM and STEAM.

**Operation and Maintenance of School Facilities** Members of the Occupational Health, Safety and Welfare (WHS) Committee support the school's WHS representative. The WHS Committee meets regularly. Minutes of the WHS Committee are available for all staff to view. The WHS representative meets with the Principal, School Business Manager, WHS Coordinator and Facilities Manager on a weekly basis to address health, safety and maintenance issues and to develop school priorities for improving facilities.

The school uses a Department for Education and Child Development (DECD) STARS interactive software program to monitor WHS legislative obligations, Work Cover Prevention Performance Standards and Department for Education and Child Development (DECD) WHS policies and procedures are being met. The WHS representative's report is a standing agenda item at staff meetings. Learning Area Coordinators include WHS issues as part of Learning Area meetings. A process for reporting hazards and providing feedback is in place. A DECD WHS Advisor provides a consultancy service and advice when requested. Parents are advised of health and safety issues via newsletters and purpose focussed letters. Students are informed via daily notices, year level, or whole school

assemblies. Staff members are informed via staff meetings or WHS notices. The WHS representative has completed Level 1 and WHS training and Fire Wardens have participated in accredited training and development.

**Specialist facilities:** Art studios, Assembly Hall, Business Education rooms, Canteen and Shelter, Centre for the Deaf and Hearing Impaired students, Computer networks - Windows platform (including internet access and intranet, which incorporate a Virtual Library facility), Design and Technology – Construction Technology – Wood and Metal, Photography, Control Technology and Graphics Room, Drama studios, Gymnasium, Home Economics Centre – including a commercial kitchen, ISEC room, Language Centre, Music Centre, Mathematics Centre, Resource Centre, Science laboratories and lecture rooms, 2 STEAM rooms, study and break out areas for students and a rooftop area for Year 12 students. Three major grassed areas including two turf cricket pitches; a hard wicket and practice nets; tennis, futsal, handball and basketball courts; Rowing boatshed on the River Torrens and a shared boatshed on the West Lakes International Rowing course.

**Student facilities:** Learning Hub, colour printing, internet access, wireless network, Student Services area, Help Hub (Student Counsellors' and VET Coordinator suite).

**Staff facilities:** All staff members have personal workspace in a range of staff centres, including the staffroom. The staff have access to information technology terminals in a number of locations and wireless network.

**Access for students and staff with disabilities:** Disabled access is possible to all areas of the school. There are two lifts and toilet facilities for the disabled.

**Access to public transport:** Good.

## 9. School Operations

### Governance

#### Decision making structures

The Governing Council accepts responsibility for oversight of planning, policy, budget, monitoring and evaluation, and review within the framework of the Council of International Schools structure and DECD Governance requirements. Its work is supported by a number of Council subcommittees and school committees.

### Management

**Decision making structures:** There are three levels of staff decision making

- Participatory – Staff Meetings
- Representative – Coordinators' Meetings
- Administrative – Leadership Team and Principal Leadership Team

All groups within the school community have a right to be involved in the decision making process. Involvement will vary according to the issue under consideration.

Whole staff meetings are a forum for whole staff participation in decision-making.

Standing committees will be established at the beginning of each school year (or as required), e.g.

- Grounds and Facilities
- Governing Council
- Finance
- Uniform
- Occupational Health and Safety
- Sports
- Information and Communication Technology

Working Parties are established on a needs basis.

## 10. Local Community

- **General characteristics:** The school's district comprises Adelaide, Ashford, College Park, Everard Park, Forestville (part), Goodwood (part), Hackney, Keswick, Maylands, Mile End (parts), Mile End South, North Adelaide, St Peters (parts), Stepney, Thebarton, Wayville (parts), Ovingham, Fitzroy and Prospect Students who do not reside permanently in the Adelaide High School zone are able to apply for entry to the school through the Special Interest Language, Cricket and Rowing programs. Students with a bilateral hearing loss may apply to enter the school through the Centre for the Deaf and Hearing Impaired. The student community is culturally diverse.
- **Parent and community involvement:** Parents are represented on the Governing Council and its various committees. These committees are fundamentally involved in school governance and management. Other avenues of involvement are through the Old Scholars Association, Greek Parents Association, Rowing Club and Cricket Club. The community uses the school buildings extensively after hours for a range of activities.
- **Feeder school:** Adelaide High School enrolls students from over 60 primary schools on average each year.
- **Other local care and educational facilities:** Adelaide High School is the only State high school in the Adelaide Central Business District. There are universities and TAFE colleges nearby.
- **Commercial/industrial and shopping facilities:** The Central Business District is within easy walking distance of the school, enabling students to access this resource as part of their educational program.
- **Other local facilities:** Students access the Zoo, Adelaide Central Market, walking trails, Migration Museum, Art Gallery, Tandanya Aboriginal Centre, Adelaide Oval, cinemas, Festival Theatre and the Dame Roma Mitchell Centre, the University of South Australia, SAMHRI and the Royal Adelaide Hospital.
- **Availability of staff housing:** Not applicable.
- **Local Government body:** The school has established links with the Adelaide City Council to enrich student-learning opportunities.