

SCHOOL CONTEXT STATEMENT

School number: 0768

School Name : ADELAIDE HIGH SCHOOL

School Number : 0768

1. General Information

Part A

School name : ADELAIDE HIGH SCHOOL
School No. : 0768
Principal : Ms Anita Zocchi
Postal Address : West Terrace, Adelaide 5000
Location Address : West Terrace, Adelaide 5000
District : Eastern Adelaide
Road distance from GPO : 1 km
Phone No. : 08 8231 9373 Fax No. : 08 8212 7827

CPC attached : NO

	2008	2009	2010	2011
February FTE Enrolment				
Primary Special, N.A.P. Ungraded etc.				
Reception				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				
Year 7				
Secondary Special, N.A.P. Ungraded etc.	18.8	18.0	20.0	17.0
Year 8	237.0	237.0	239.0	232.0
Year 9	227.0	241.0	240.0	238.0
Year 10	240.0	239.0	250.0	244.0
Year 11	267.0	268.0	259.0	284.0
Year 12	229.0	233.0	258.0	250.0
Year 12 plus	3.0	1.0	2.0	0.0
TOTAL	1222.8	1236.8	1266.0	1265.0
July total FTE Enrolment	1215.2	1219.6	1245.0	
Male FTE	639.0	636.0	664.0	
Female FTE	569.0	582.0	581.0	
July School Card (Persons)		238.0	277.0	
nEsb Total (Persons)		639.0	853.0	
Students receiving ESL support			739.0	
Aboriginal FTE Enrolment		17.0	21.0	

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'Schools/Placement' Section of the 'Legal and Policy Framework Library' available on the department CD ROM or web-site.

Part B

- Senior Leaders 2: Mr Michael Black, Mr Michael Claessen, Mr Michael Gurr, Ms Lorraine Securo, Mr Philip Wilson.
- **Staffing numbers:** at February, 2011
- 88.8 (including Special Interest Language - 5); Centre for Hearing Impaired 3.6; Ancillary - 879.5 hours per week.
- **Leadership Positions -**

Male: Senior Leader 2 (Data Management/Timetabling/Middle School Focus/House Leadership/CIS Accreditation); Senior Leader 2 (Curriculum/SACE/IB Diploma/Senior School Focus/CIS Accreditation); Senior Leader 2 (Middle School Curriculum/Year 7 – 8 Transition/Middle School Focus/House Leadership/CIS Accreditation); Senior Leader 2 (Languages/Global Education/CIS Accreditation Leadership); Coordinators – The Arts; Daily Operations/OHSW/Facilities; Information and Communication Technology across the Curriculum; Physical Education/Health/Home Economics/Sport; Mathematics; Science; Studies of Society and Environment; Technology Studies/ICT; Senior Student Counsellor.

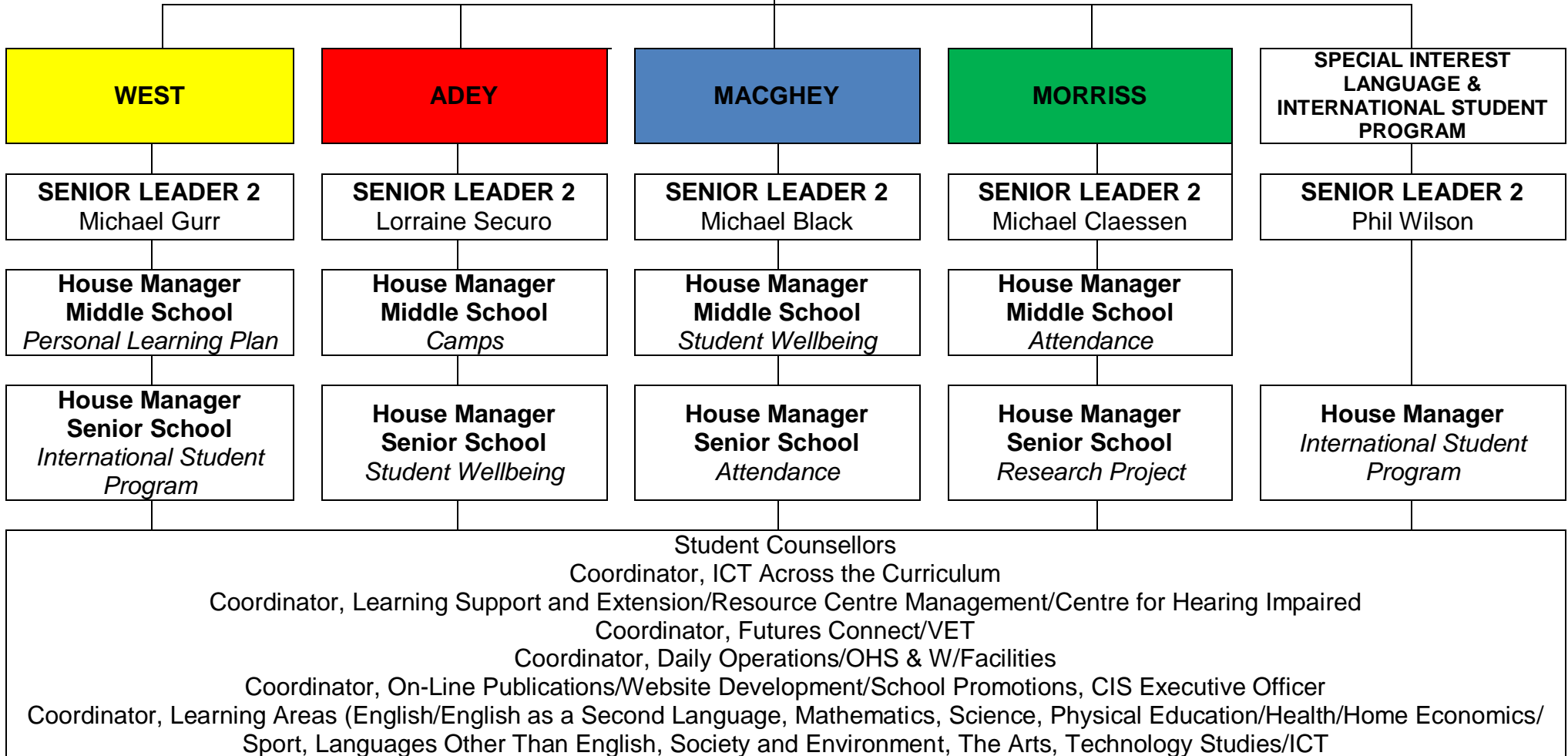
Female: Senior Leader 2, Senior School Focus/Quality Assurance Processes/Professional Development/House Management/CIS Accreditation; Coordinators – English/English as a Second Language; Futures Connect/VET; Languages Other Than English; Learning Support and Extension/Resource Centre Management/Centre for the Hearing Impaired; On-line Publications/Website Development/School Promotions/CIS Executive Officer, Senior Student Counsellor/ Indigenous Students/Senior School Tutorial Centre Coordinator.

The school is organised into four Houses (Adey & West, named after former Principals of Adelaide High School, and Macghey and Morriss, named after former Principals of Adelaide Girls' High School), each with a House Manager and a Senior Leader 2 who lead the Houses and work with students and staff on behaviour management, achievement and well-being.

Adelaide High School Leadership Structure 2011

REGIONAL DIRECTOR
Rod Nancarrow

PRINCIPAL
Anita Zocchi



- **Enrolment trends:** Approximately 1260. (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 and train access. Several bus routes pass near the school and link to city centre by the C Line buses. Adelaide Railway Station within easy walking distance.

2. Students and their welfare

- **General characteristics:** The student community is diverse. Over 60% 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:** Student Counsellors, House Managers and Leadership staff provide counselling services. Support for ESL and for Hearing Impaired students is provided by staff 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 Year 12 students. Student Services staff provide a range of services for students, including first aid. An Aboriginal Education Worker supports our indigenous students. The school utilises federally funded agencies such as Workskill to support students at risk. In addition, a Transition Coach employed by YouthJET works in partnership with Student Counsellors and the Futures Connect Coordinator to explore career pathways for some senior students at risk.
- **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 and other information booklet. 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 Leadership Team. Teachers may also refer students to the focus room for 'time out'.

- **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.
 - The Student Leadership Forum coordinates the work of each of the other 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. Student voice is held in high regard by all members of the Adelaide High School community and the traditional student leadership groups: Prefects, Student Representative Council, Interact, Peer Leaders and the House Captains 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. Student Leaders are voting members on a number of Governing Council sub-committees.

Historically, students at Adelaide High School have made a firm commitment to promoting intercultural awareness and international understanding. The work of student leaders in the area of human rights has been acknowledged by The National Committee on Human Rights Education with a citizen of Humanity Award. Student Leaders will continue to work with the Multicultural Education Committee in promoting student voice on human rights issues in 2008 and beyond. 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 display.

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

- **Special Programs:** Sixty Special Entry double 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 also has a Centre for Hearing Impaired students.

3. Key School Policies

- **Mission statement:**

Motto - “*Non Scholae Sed Vitae*” – “*Not only for school but for life*”

Vision

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. (Wellbeing Vision)

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. (Learning Vision)

We value teamwork, reflection and sharing good practice. (Culture Vision)

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:

1. a safe and welcoming environment based on respect. (Wellbeing Priority)
2. 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. (Learning Priority)
3. a school community that sets future directions, honours its traditions and acknowledges and celebrates its diversity. (Culture Priority)

- **Long-term objectives:**

Ongoing site refurbishment and additional school facilities to address enrolment demand.

The use of 21st century learning methodologies and interdisciplinary approaches to learning, including:

- ♦ incorporating Information and Communication Technology into teaching.
- ♦ incorporating global perspectives within all curriculum offerings

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). A 5 Year Review and Visit took place in February, 2011. A summary of the 5 Year Review is also available on the school's website.

The school wishes to maintain and build upon the active partnership with the Old Scholars Association and continue to maintain the links with old scholars to celebrate Adelaide High School traditions.

- **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 and Italy.

4. Curriculum

- **Subject offerings**

Years 8 - 10 : Active 8 – SAPOL Youth Leadership, Australian Studies, Chinese, Computer Art, Cricket PE, Design, Design and Technology (Computer Aided Design and Graphics, Construction Technology – Timber Construction, Metal Construction, Electronics and Robotics, Digital Photography), Drama, English, English as a Second Language, French, Geography, German, Health and Physical Education, History, Home Economics (Food and Nutrition, Clothing and Textiles), Indigenous Studies, Italian, Journalism, Modern Greek, Spanish, Japanese, Mathematics, Multimedia, Music, Outdoor Education, Physical Education, Science, Studies of Society and Environment, Theatre Production, Visual Arts, Word Processing/Desktop Publishing, Work Education.

Year 11 (SACE Stage 1): Accounting, Ancient Studies, Australian Studies, Community Studies, Biology, Business Studies, Chemistry, Chinese, Communication for the Hearing Impaired, Computing, Economics, English, English as a Second Language, French, Geography, Geology, German, Health Education, Home Economics, Integrated Learning, Italian Continuers, Italian Beginners, Italian (Accelerated), Japanese Continuers, Japanese Background Speakers, Japanese beginners, Journalism, Legal Studies, Mathematics (Mathematical Applications, Mathematical Studies, Specialist Mathematics, Mathematical Skills), Media Studies, Modern Greek, Modern History, Outdoor Education, Performing Arts (Drama, Music), Personal Learning Plan, Philosophy, Physical Education, Physics, Psychology, Practical Information Processing, SAPOL, Spanish, Studies of Asia, Studies of Societies, Design & Technology (Computer Aided Design, Electronics and Robotics, Welding & Fabrication, Digital Photography, Furniture – Carcase Construction), Theatre Production, Tourism, Visual Arts (Drawing and Painting, Ceramics and Sculpture, Computer Art, Design General Art, Releasing the Artist Within), Vocational Education (Architectural Drafting, Certificate 1 Automotive, Multimedia, Music Industry Skills, Retail Operations, Viticultural).

Year 12 (SACE Stage 2):

Higher Education Selection Score (HESS) General – Accounting, Biology, Business Studies, Chemistry, Child Studies, Chinese (Continuers and Background Speakers), Classical Studies, Drama, Economics, English Communication, English Studies, ESL Studies, French Continuers, Geology, German Continuers, Information Technology Studies, Hospitality, Italian Beginners, Italian Continuers, Japanese Beginners, Japanese Continuers, Japanese Background Speakers, Legal Studies, Mathematical Methods,

Mathematical Studies, Modern Greek Continuers, Modern History – Europe, Music, Philosophy, Physics, Physical Education, Psychology, Research Project, Studies of Societies, Spanish Continuers, Specialist Mathematics, Visual Art Studies, Tourism.

HESS Restricted – Art Practical, Craft Practical, Community Studies, Communication for the Hearing Impaired, Community Studies, Design Practical, Design and Technology [Computer Graphics, Electronics and Robotics, Digital Photography, Welding & Fabricating and Furniture Construction], Drama, English Communication, ESL, Information Processing and Publishing, Mathematical Applications, Music.

Vocational Education and Training (VET)/Futures Connect – Adelaide High School students in Years 10 to 12 are able to enrol in a variety of VET courses offered through our regional cluster, the Inner Northern Adelaide Partnership (INAP), of which we have been a member since 1997. There is a diverse range of courses offered, usually off-line and off-campus. These include Architectural Drafting, Certificate 1 Automotive, Certificate 1 Hospitality, Graphic Design, Multimedia, Music Industry Skills, Retail Operations and Certificate II Tourism. Students are able to gain a combination of SACE units; tafeSA Modules explore certain career pathways.

Students can also access other training opportunities offered by our local community partnership, YouthJET, and the Western VET Partnership.

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

Special needs: Programs are provided for students from non-English speaking background (nEsb), including in-class support, tutorial support and ESL classes. A Learning Support Coordinator, in collaboration with the House Managers and School Leadership team, ensure 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 Coordinator to plan and offer extension, enrichment and acceleration. A Centre for Hearing Impaired (CHI) students is located on site and staff with expertise in teaching hearing impaired students provide support for these students. On average, fifteen students are enrolled in the Centre for Hearing Impaired. Staff support is provided for 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, 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 on-line programs and subjects. A Learning Support Coordinator manages the provision of programs for students with special needs. A learning centre program gives gifted students from all levels the opportunity to develop their potential.

Mentor programs linking students with the University of Adelaide exist for Languages courses.

- **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 \$20 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 \$20 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
- **Teaching methodology:** An emphasis is given to explicit teaching, inclusive learning and assessment practices with international perspectives.
 - **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 South Australian Curriculum Standards and Accountability (SACSA) 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 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.

5. Sporting Activities

Sport plays an important part in the life of the school - eg. weekly co-curricular competitions with other schools [South Australian Secondary Schools Sports Association (SASSSA) and Sports Association for Adelaide Schools (SAAS)], mid-week knock-out 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, soft-lacrosse, squash, swimming, table tennis, tennis theatre sports, triathlon, and volleyball.

6. Other Co-Curricular Activities

Musicals, drama, orchestra, choir concerts, 'Running With Scissors' Theatre Company.

Activities include Chess, Christian Fellowship, computer activities, Debating, Greek Dancing, Interact Club, public speaking, ski trip, exchanges with other Australian, Japanese and Italian schools, Study tours to France, Spain, Greece and Germany.

Staff (and their Welfare)

- **Staff profile:** Staff members are professional and are qualified for the areas in which they teach. There is a Professional Development program in place for staff which responds to staff preferences for professional development, DECS requirements and achievement of the school's Vision and Priorities.
- **Leadership structure:** Coordinator/Seniors lead learning areas; Learning Area faculty teams or across-school programs linked to the eight areas of learning (as defined in the SACSA Framework) and to School Priorities.
- **Staff support systems:** House teams, including members of the Leadership team, provide pastoral and organisational support (see diagram Page 3). The school provides resources to support staff to meet the goals of their Performance Management Plan.
- **Staff utilisation policies:** Teachers of Hearing Impaired students work within mainstream classes to provide support, and offer programmed support lessons. English as a Second Language (ESL) teachers provide support for non-English-speaking background (nEsb) students. Bilingual School Services Officers (BSSO's) support International students and nEsb students. School Services Officers (SSO's) 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 District 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 programme 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.

The Adelaide High School site is used by the School of Languages from 4.30 pm to 8.30 pm Monday to Friday and Saturday mornings from 8.30 am to 12.00 noon to deliver a program of language education.

- **How many staff are involved in operation and maintenance of school facilities and what are their responsibilities?**

Members of the Occupational Health, Safety and Welfare (OHS & W) Committee support the school's OHS & W representative. The OHS & W Committee meets regularly. Minutes of the OHS & W Committee are available

for all staff to view. The OHS & W representative meets with the Principal, School Administrative Officer, OHSW 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 of Education and Children's Services (DECS) "Business Manager" interactive software program to monitor that OHS & W legislative obligations, Work Cover Prevention Performance Standards and Department of Education and Children's Services (DECS) OHS & W policies and procedures are being met. The OHS & W representative's report is a standing agenda item at staff meetings. Learning Area Coordinators include OHS & W issues as part of Learning Area meetings. A process for reporting hazards and providing feedback is in place. A DECS OHS & W 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 or year level or whole school assemblies. Staff are informed via staff meetings or OHS & W notices. The OHS & W representative has completed Level 1 and 2 OHS & W 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 Hearing Impaired students, Computer networks - Macintosh and Windows platforms (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 suite, Gymnasium, Home Economics Centre – including a commercial kitchen, ISEC room, Language suite, Music suite, Resource Centre, Science laboratories and lecture rooms, Senior School Centre, including an area called 'The Loft', which is a designated study area for senior students. Three major grassed areas including two turf cricket pitches; a hard wicket and practice nets; tennis and basketball courts; Rowing boathouse on the River Torrens and a shared Boathouse on the West Lakes International Rowing course.
- **Student facilities:** Senior School Centre, colour printing, internet access, wireless network, Student Services area, Student Counsellors' suite.
- **Staff facilities:** All staff members have personal work space in a range of staff centres, including the staff lounge; 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 is a lift and toilet facilities for the disabled.
- **Access to bus 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 DECS 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

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), eg

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

Working Parties are established on a needs basis.

- **Regular publications**: Annual Report, Curriculum handbooks, Daily Notices, Information Book, Policies and Practices Handbook, School Newsletter, SIBS (Students Information Brochure), Student and Parent term and weekly calendar updates, Yearbook. Information is also available on the school’s website.
- **Other communication**: SMS messaging to parents concerning student absences, electronic noticeboards, Student Diary, SACE Alerts, Deadline Extensions and Zero Marks Notification.
- **Special funding**

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) 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 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 Committee, Vietnamese Parents Committee, Rowing Club and Cricket Club. The school buildings are used extensively by the community after hours for a range of activities.

- **Feeder school:** Adelaide High School enrolls students from over 70 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.
- **Availability of staff housing:** Not applicable.
- **Local Government body:** The school has established links with the Adelaide City Council to enrich student learning opportunities.