



**ADELAIDE
HIGH SCHOOL**

Not only for school **but for life**



2019

INFORMATION BOOK



Government of South Australia
Department for Education



PRINCIPAL'S MESSAGE

A MESSAGE FROM THE PRINCIPAL

Welcome to the Adelaide High School community in 2019. You are now a member of the State's first High School and a school that focuses on learning and developing skills "not only for school but for life".

Your school has a proud tradition of academic achievement and student success in SACE, state-wide and national subject, club and sporting competitions. Central to AHS's vision is the commitment to a collaborative culture that nurtures independent and creative learners, where curiosity and innovation motivate students, staff and the wider school community to excel individually and collectively. Teaching and learning is intentional and responsive to the diverse cultural, learning needs and interests of students.

You will be offered involvement in a broad range of co-curricular and team activities and we strongly encourage you to participate fully in school life. In that way you will challenge yourself, make friends and develop skills that will assist you in life beyond school.

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

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

In 2006 the school was awarded International Accreditation through the Council of International Schools. This award acknowledges the positive way the school community works, and commends the school on its focus on continuous improvement. In 2016 we were reaccredited by the Council of International Schools, and once again we were commended on our commitment to providing students with lifelong learning opportunities.

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

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

Adelaide High School nurtures a collaborative culture that supports innovation, intellectual stretch and creativity. Teaching and learning respond to your diverse learning needs and interests, and provide pathways to empower you to be self-directed, collaborative and cultivate the capabilities you need as a future innovator and problem solver.

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

Cez Green
Principal

Adelaide High School
Motto - "Non Scholae Sed Vitae" -
"Not only for school but for life"

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:

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



CONTENTS

Message from the Principal	1
School Vision and Priorities	1
School Songs	3
The School Badge and Motto	3
The Qualities of an Adelaide High School Graduate	3
Our History	3
Our Focus	3
The Aims of the School	3
Universal Declaration of Human Rights	4

GENERAL INFORMATION

Bell Times	5
Emergency Alarms	5
School Uniform	5
Bags	5
Lockers	5
Lost Property	5
Reporting Student Achievement	6
Homework Policy	6
Student Access to School Buildings and Classrooms	6
Toilets	6

FINANCE AND STUDENT SERVICES INFORMATION

Materials & Services Fees	6
Applying for School Card Assistance	6
Payment of School Fees	7
The Role of Student Services	7

INFORMATION AND COMMUNICATION TECHNOLOGY

Laptops	7
Acceptable Student Use of ICTs at Adelaide High School	7
Library	8

STUDENT WELLBEING

Pastoral Care Teachers	9
Student Wellbeing Leaders	9
Attendance	9
Lateness	9
Procedure for Notifying Illness	9
Sick Room	9
Calling an Ambulance etc.	9
Students Signing Out	9
Leaving School Grounds	9
Canteen	9
Lunch Passes	9
Associate SHIP School	10

BEHAVIOUR MANAGEMENT

Adelaide High School Rules	10
Anti-Harassment Policy	10
Detention Policy	10
Community Service	10
Withdrawal from Class	11
Internal Suspension	11
Take Home	11
External Suspension	11
Grievance Procedures	11
Middle School Deadline Policy	12
Senior School Deadline Policy	12
Promotion Policy	13

COMMUNICATION

Daymap Learner Management System and Parent Portal	14
Daily Notices	14
Diary Notes	14
School Website	14
Newsletter	14

PARENT INVOLVEMENT IN THE SCHOOL

Governing Council	14
Friends of the Rowers	14
Greek Parents' Association	14

HOUSE SYSTEM

Middle School and Senior School Houses	15
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STUDENT LEADERSHIP

The Prefect System	15
Student Representative Council (SRC)	15
House Leaders	15
Middle School Leaders	15
Peer Leaders	15
Interact	16
International Ambassadors	16

SCHOOL AWARDS AND ASSEMBLIES

School Assemblies	16
Senior Speech Day Assembly	16
Middle Speech Day Assembly	17
Sports Assembly	17

CO-CURRICULAR ACTIVITIES

Instrumental Music Program	17
School Sport	18
Melbourne / Mac.Robertson Exchange	18

OTHER GENERAL INFORMATION

Subject Choices for 2019	19
Adelaide High School Maps	23
Term Dates 2019 – 2020	24

SCHOOL SONGS

(Sung at formal school assemblies)

School Hymn

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

War Cry

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

Advance Australia Fair

Australians all let us rejoice
For we are young and free;
We've golden soil and wealth for toil,
Our home is girt by sea.
Our land abounds in nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.

Beneath our radiant Southern Cross
We'll toil with hearts and hands,
To make this Commonwealth of ours
Renowned of all the lands.
For those who've come across the seas
We've boundless plains to share.
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.

THE SCHOOL BADGE AND MOTTO

Non Scholae Sed Vitae

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

THE QUALITIES OF AN ADELAIDE HIGH GRADUATE

The qualities that the graduands have developed over time include:

- 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.

OUR HISTORY

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

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

We celebrated the school's Centenary in 2008.

OUR FOCUS

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

Our emphasis is to provide a caring and supportive environment.

The school will also:

- Continue as the Special Interest Language School by offering Languages other than English as a specialty within the curriculum.

- Offer a mainstream program for a small number of hearing impaired or Deaf students.
- Develop strategic alliances using local and global communities as a resource for learning.
- Continue to offer the Cricket and Rowing Programs.

THE AIMS OF THE SCHOOL

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



UNIVERSAL DECLARATION OF HUMAN RIGHTS

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

1. When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
2. Everyone can claim the following rights, despite:
 - a different sex
 - a different skin colour
 - speaking a different language
 - thinking different things
 - believing in another religion
 - owning more or less
 - being born in another social group
 - coming from another country

It also makes no difference whether the country you live in is independent or not.
3. You have the right to live, and to live in freedom and safety.
4. Nobody has the right to treat you as his or her slave and you should not make anyone your slave.
5. Nobody has the right to torture you.
6. You should be legally protected in the same way everywhere, and like everyone else.
7. The law is the same for everyone; it should be applied in the same way to all.
8. You should be able to ask for legal help when the rights your country grants you are not respected.
9. Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.
10. If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.
11. You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.

12. You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.
13. You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.
14. If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
15. You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.
16. As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your region should be impediments. Men and women have the same rights when they are married and also when they are separated.

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

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

GENERAL INFORMATION

BELL TIMES

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

Students in the Senior School will be dismissed at 3.20pm on Monday and Thursday.

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

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

All students are required to attend Pastoral Care Group time.

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

EMERGENCY ALARMS

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

Listen for instructions from teacher, then follow the exit signs out of the building. Proceed to the oval in a quiet, orderly manner, assembling in your home class group.

Do not use the lift.

- (b) Invacuation – Continuous bells

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

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

SCHOOL UNIFORM

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

The wearing of the school uniform is one of the strong traditions of Adelaide High School.

The school recognises the diversity of its community and respects the cultural and religious beliefs of its members. At times, therefore, special allowances are made to support the beliefs of students and families with regard to the uniform. In cases where the uniform code does not cater for individual requirements, parents /carers are requested to discuss this with the House Assistant Principal. The House Assistant Principal will make a decision regarding any exceptions.

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

The Governing Council takes the view that it is the responsibility of parents to see that a child leaves home correctly dressed. All students are required to observe the school's uniform and appearance requirements. Students arriving out of uniform have the choice of:

1. Being withdrawn from their classes and working under supervision
2. Changing into a loan school uniform
3. Contacting parents and being picked up from school, or having a school uniform brought in.

For comprehensive information on the uniform, please refer to the Adelaide High School Uniform Brochure which is available from the school and on the website: <http://www.adelaidehs.sa.edu.au/Enrolment/Uniform>.

Uniform Shop

The School Uniform Shop, which is located at the back of the Canteen in the Main Quad, sells new uniforms and is open between 8.00am and 9.00am on Mondays and Wednesdays, and from 3.00pm to 4.00pm on Thursdays during school terms. It is also open on the first Saturday of the month from 9.00am – 12 noon, except on long weekends.

Details about additional trading hours, school uniform costs and the contact details for Campus School and College Wear, the suppliers of the Adelaide High School uniform, can be found on the school website: <http://www.adelaidehs.sa.edu.au/Enrolment/Uniform>.

Second Hand Uniforms

Second Hand Uniforms can be purchased from the Canteen area. Opening hours for 2019 are yet to be confirmed but will be advertised on the Uniform page of the website: <http://www.adelaidehs.sa.edu.au/Enrolment/Uniform>.

BAGS

Middle School students are encouraged to be organised with their materials and use of their locker. Students are not permitted to carry their bags around the school or to classes.

LOCKERS

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

The padlock remains the property of the school.

Students are strongly encouraged to only carry materials needed for individual lessons and leave other books etc. in their lockers.

LOST PROPERTY

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

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



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

REPORTING STUDENT ACHIEVEMENT

For Years 8 to 12, reports are provided to parents/carers at the end of each term with grades and recommendations for improvement. In addition to this, students will receive a mid-term report which is published on Daymap. Results of assessment tasks are published on Daymap for parents/carers.

Parent Teacher Interview Nights are arranged after each of the first two assessment periods, where parents can talk to teachers about their son's or daughter's progress. These occur in Terms 2 and 3.

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

HOMEWORK POLICY

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

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

It may serve any one of the following purposes:

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

The time allocation guidelines are:

Year 8

3 subjects, 20 minutes each
60 minutes per night

Year 9

3 subjects, 25 minutes each
75 minutes per night

Year 10

4 subjects, 30 minutes each
2 hours per night

Year 11

4 or 5 subjects per night
1 1/2 hours per subject per week

Year 12

30 minutes for each of
4 subjects per night

STUDENT ACCESS TO SCHOOL BUILDINGS AND CLASSROOMS

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

(a) Before school

The Hallway of Human Rights is open in the morning with food and drinks available for student purchase. This is an area where staff greet students on arrival. The Hub is open for student use and the Library is open from 8.15am. After 8.30am: Students may enter the corridors to access their lockers.

(b) At recess time

The Hub is open for student use. Breakout areas on Level 1 of Building 7 are for Year 11 and 12 students for study purposes only. The Maths Centre and Library are open for students.

(c) At lunch time

The Hub is open for student use. Breakout areas on Level 1 of Building 7 are for Year 11 and 12 students for study purposes only. The rooftop (Cloud 12) is available for Year 12s only. The Maths Centre and Library are open for students.

(d) After school

The Library and the Hub are open from 3.10pm to 4.00pm Monday to Thursday for study purposes.

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

Apart from water, food and drink must not be consumed in classrooms and corridors. Chewing gum is not permitted on the site.

(f) Inclement weather

When a 'wet recess' or 'wet lunch' is signalled by two sirens, students may go to a designated area under staff supervision. Students can remain in corridors if food and drink are not consumed.

TOILETS

Boys

- (a) Change rooms by Gymnasium
- (b) Near Room 8
- (c) Senior School Centre
- (d) The eastern and western ends of The Hub

Girls

- (a) Northern end of Canteen building
- (b) Near Room 4
- (c) Opposite Room 22
- (d) Senior School Centre
- (e) Change rooms in the Gymnasium
- (f) The eastern and western ends of The Hub

FINANCE AND STUDENT SERVICES INFORMATION

MATERIALS & SERVICES FEES

Materials & Services Fees are invoiced to families in January of each year or following enrolment of a student. Subject fees will vary depending on the co-curricular options selected by students and are invoiced at the start of each semester. Statements are sent regularly during the year to update families on the balance of funds owed to the school.

A **book deposit** of \$100 for hire of text and library books and other equipment is payable at the time of enrolment. The deposit is refunded when a student leaves Adelaide High School providing all resources are returned in good condition.

APPLYING FOR SCHOOL CARD ASSISTANCE

You may be eligible for support with payment of Materials & Services Fees and subject fees if you are a low income earner. **School Card assistance must be applied for each year** as the assessment process is based on your income for the prior financial year. We recommend that you lodge your application for School Card assistance with the school early each year. This will allow you to establish a payment plan with the school early in the year if your School Card application is not approved.

Forms to apply for School Card assistance are available from the Finance Office or the South Australian Government website at: www.sa.gov.au

PAYMENT OF SCHOOL FEES

Your early attention to the payment of school fees would be appreciated. Payment is due by the end of Term 1 each year. The following options are available for making payments:

1. BPoint: Payments online – <http://www.adelaidehs.sa.edu.au/Enrolment/fees> – Visa or Mastercard
2. QKR: Download the free QKR app and add Adelaide High School to your payment list to start making easy, secure and convenient payments to Adelaide High School.
3. By post, phone or in person at the Finance Office during school hours – we accept cash, cheques, EFTPOS, Visa or Mastercard.
4. Direct debit from your nominated account – access the school website at: <http://www.adelaidehs.sa.edu.au/enrolment/Fees> and Stationery Lists and follow the link 'Click here to pay your invoice online now'.

This service also allows the option of setting up an instalment payment plan. These payment plans need to be established in writing with the school and commence prior to 8 February and be finalised by 30 June 2019. Please see the Finance Office for the Instalment Agreement Form.

The Finance Office is open to accept payments daily from 8.30am – 2.00pm and 3.00pm – 3.45pm

While every effort is made to avoid sending overdue school fees to debt collection, we ask that you finalise your account by 30 June each year or make contact with the Finance Office where your circumstances will be treated confidentially.

THE ROLE OF STUDENT SERVICES

The Student Services office is available to support students with a range of services including:

- Accepting payments for excursions, camps and school fees
- Borrowing and returning text books

- Checking timetables and locating teaching staff
- Signing into school after 8.40am
- Signing out of school for appointments
- Receive emails, SMS or phone calls from parents/carers reporting student absences
- First aid and medical issues
- Distributing urgent messages to students from parents
- Extra copies of notices and forms
- Emergency loan of uniform items.

The Student Services office can be contacted at: 8110 0434 or 8110 0443.

INFORMATION AND COMMUNICATION TECHNOLOGY

Adelaide High School has a Windows environment network available for student use. All subjects use digital devices to enhance students' research, communication and presentation skills, collaborative learning and higher order thinking skills.

LAPTOPS

Adelaide High School maintains a 1-1 laptop program for students. Each year, commencing students have the option of purchasing a recommended laptop device through the school. This device is configured to connect to the school's networked resources. The school provides on-site support and the laptop purchase includes warranty and accidental damage cover.

Students wishing to bring their own device to school will have assistance to connect to the AHS network, but iPads and smaller tablet devices are not recommended.

If you have chosen to purchase a laptop from the school the laptop will be prepared and distributed to students during the first week of school. Students and parents must sign the 'Laptop User Contract' and return it to school prior to the laptop being issued. If parents have paid a 50% deposit for the laptop, the balance will be invoiced early in Semester 2 and payment will be due by 30 October 2019.

ACCEPTABLE STUDENT USE OF ICTS AT ADELAIDE HIGH SCHOOL

The Internet

1. Students will refrain from accessing any news groups, chat groups, links, social networking sites, web pages or other areas of cyberspace that would be considered offensive in the judgement of the Principal or her delegate because of pornographic, racist, violent, illegal or other content.
2. Accordingly, students are responsible for monitoring and appropriately rejecting such inappropriate materials, links, dialogue and information accessed / received.
3. Students will not use valuable computer / Internet time using social networking or chat sites, or playing games.
4. Students will be courteous and use appropriate language. Therefore, students will refrain from using obscene, harassing or abusive language and will report any cases of such usage against them to their teacher, teacher-librarian or a member of the school's Leadership Team.
5. Students accept responsibility to keep illegal or offensive material from entering the school. Therefore, students will not download or store software, games, music, graphics, videos or text material that are illegal or offensive and students will not violate any copyright laws by posting or distributing such material.
6. Students will not use school or personal computers or networks to bully, harass or invade the privacy of other users or in any way deprive them of their rights to safe and effective use of ICT facilities.

The AHS Network

1. Students will abide by log-in procedures to access the computer network.
2. Students will not use the log-in names of others for computer or internet access, nor give their own for others to use.
3. Students will exercise extreme caution to not reveal personal information, including names, addresses, credit card details or telephone numbers. Students will not reveal other peoples' details under any circumstances.



4. Material sent and received using the network may be monitored, and filtering and/or monitoring software may be used to restrict access to certain sites and data, including email. Where a student is suspected of an electronic crime, this will be reported to the South Australia Police. Where a personal electronic device such as a mobile phone is used to capture images of a crime, such as an assault, the device will be confiscated and handed to the police.

Electronic Devices, including Mobile Phones and other Portable Devices

1. At Adelaide High School we encourage students to be creative in their learning and teachers to use ICT to support student learning across the curriculum. We recognise that mobile phones are able to store student generated material for school and can be used to enhance learning.
2. Students should keep their phone in their bag unless they have teacher permission to use it as part of the learning program, in which case:
 - The phone should be on silent at all times
 - It should be placed on the desk with the screen facing up so it can be seen at all times
 - It should only be used as part of the learning program.
3. At no time can the phone be used
 - During exams
 - During assemblies
 - As a tool for harassment.
4. Phones that are used in inappropriate ways (for example to record or film others without their consent) or are used under the desk during lessons, will result in it being confiscated, placed for safe keeping in the Front Office and, in some cases, school consequences such as suspension or suspension pending exclusion may apply.
5. Mobile phones that have been confiscated may be collected at the end of the day from the Front Office. Students are to provide proof of identity before collecting phones.
6. The school will not be able to take responsibility for the loss or theft of mobile phones, or any other electronic devices students bring to school.

7. Students will not store, distribute or install on school computers or any other storage media or use from the internet or a portable device any application software, games or multimedia content without authorisation.
8. Student owned ICT equipment/devices, such as a laptop, mobile phone, USB/portable drive brought to school or a school related activity, are also covered by this policy. Any images or material on such equipment/devices must be appropriate to the school environment.

Adelaide High School takes no responsibility for personal devices not purchased through the school other than to provide connectivity to approved users under the terms of the Policy. In particular; repairs, configuration, software installation and maintenance of personal devices are the responsibility of the owner. No responsibility can be attributed to Adelaide High School for damage or loss of personal devices or data contained therein.

LIBRARY

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

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

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

Hours of Opening

8.00am to 4.00pm including Pastoral Care and lunch.

Borrowing Procedures

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

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

3 week loan

Most Library items – fiction and non-fiction.

Overnight loan

Videos, magazines, encyclopaedias and reference books.

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

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

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

Computers in the Library

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

STUDENT WELLBEING

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

PASTORAL CARE TEACHERS

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

STUDENT WELLBEING LEADERS

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

ATTENDANCE

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

Upon the student's return, if parents/carers have not contacted the school previously, they are asked to write a note in the Diary explaining legitimate absence. We look forward to working in partnership with parents to maximise student attendance.

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

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

LATENESS

Punctuality to school and classes is expected in order to maximise student learning.

Students who arrive after 8.40am must report to Student Services and register their late arrival through the school's swipe card process where a receipt will be issued indicating the time of arrival.

A note explaining the lateness is required in the diary. If the student does not have a note, parents/carers should write and sign a diary note which the student should show to the Pastoral Care teacher the next school day. Students who are late without a note will be required to report for yard duty during recess or lunchtime.

Students who are marked as an unexplained absence at Pastoral Care group time are logged into our SMS notification system unless they follow the correct swipe in process before 11.30am.

PROCEDURE FOR NOTIFYING ILLNESS

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

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

SICK ROOM

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

CALLING AN AMBULANCE ETC.

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

STUDENTS SIGNING OUT

Students signing out of the school for appointments or illness must first report to the Student Services Area to use the swipe card system to sign out of the school. Students attending an appointment must have a diary note from a parent/carer, signed by the Pastoral Care Teacher during morning Pastoral Care Group period. Students leaving because of illness must first report

to Student Services. Students will have their diary stamped and will also receive a receipt from the swipe card system, both of which will indicate the day and time of departure. The receipt should be pasted into their diary.

LEAVING SCHOOL GROUNDS

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

CANTEEN

There is a Canteen on site which provides a range of healthy foods, from sandwiches through to hot food. There is a range of specials available which changes seasonally.

Year 12 students may access the Canteen anytime until the end of lunch, while Years 8-11 students may access the Canteen only before school and at recess and lunchtimes.

Lunch orders can be placed before school, or online via QKR.

Payments can be made in cash or by debit card (no cash out).

The Canteen provides a breakfast bar in the Hallway of Human Rights each morning from 8.00am – 8.30am.

The Canteen price list is attached to the first newsletter of the year and is also available from the Newsletter page of the school website: <http://www.adelaidehs.sa.edu.au/Newsletter/Newsletter---Notices>.

LUNCH PASSES

Students will not be given lunch passes to leave the school to purchase their lunch. No student is permitted to be off the school grounds at recess or lunchtime or if they have unsupervised study periods. Students are not permitted to use Uber Eats or other food delivery companies to bring food to school for them.



ASSOCIATE SHIP SCHOOL

Students with High Intellectual Potential (SHIP) are provided with enrichment programs, including Tournament of the Minds, in-class extension, curriculum acceleration and co-curricular opportunities.

Once accepted into Adelaide High School, students can apply to join ALEAP (Adelaide's Learning Enrichment and Acceleration Program). This is an accelerated Middle School program where students complete Middle School in 2 years, providing them with a range of pathways in the Senior School.

Other opportunities are offered for individuals to have their learning accelerated in one or more subjects.

BEHAVIOUR MANAGEMENT

ADELAIDE HIGH SCHOOL RULES

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

Our School rules are based on this single concept.

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

Behaviour Management

The Adelaide High School Vision and Priorities guide the school community in the way we behave and engage with others. We are fully committed to maintaining a safe and welcoming environment based on mutual respect in order to develop compassionate, positive and contributing citizens. This is achieved through the cooperation and support of the entire school community – staff, students and parents/carers. We have a very clear Behaviour Management Policy which is applied consistently across the school.

School Rules

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

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

ANTI-HARASSMENT POLICY

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

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

Racial

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

Physical

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

Intellectual

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

Verbal

- Name calling
- Putting you down
- Teasing

Sexual

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

Cyberbullying

- Sending or receiving offensive text messages

- Writing offensive comments on social networking sites
- Establishing offensive websites about others.

(Please refer to the Acceptable Student Use of ICTs at Adelaide High School.)

What can you do about harassment?

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

DETENTION POLICY

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

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

- Truancy
- Uniform infringements
- Litter infringements
- Not following school policies

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

COMMUNITY SERVICE

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

WITHDRAWAL FROM CLASS

Students may be withdrawn from class during lessons due to inappropriate behaviour, consistent interruptions or failure to work. Repeated withdrawal from class will result in parents, the teacher and the House Manager meeting to explore strategies to further support the student.

INTERNAL SUSPENSION

Internal suspension is used as a consequence for various breaches of school discipline. It is a strategy which is not used lightly and it is arranged and managed by the Principal, Assistant Principals and/or House Managers when other measures have not led to changes in behaviour.

A student on internal suspension must remain in a restricted area supervised by staff.

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

TAKE HOME

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

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

EXTERNAL SUSPENSION

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

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

GRIEVANCE PROCEDURES

The school encourages parent involvement and follows up on student issues. The diagram highlights the process of clarifying issues.

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

Parent/Carer Concern		
↓ Classroom based	↓ Not classroom based	
↓ Contact teacher concerned to discuss or to set up a mutually convenient meeting or to find a workable solution.	↓ If it is a specific incident	↓ If it is a general school practice
↓ If issue(s) remain Then contact Learning Area Coordinator or House Manager to discuss or to set up a mutually convenient meeting to find a workable solution.	↓ Contact House Manager to discuss or to set up a mutually convenient meeting to find a workable solution.	
↓ If issue(s) remain Then contact Assistant Principal to discuss or to set up a mutually convenient meeting to find a workable solution.	↓ If issue(s) remain Then contact Assistant Principal to discuss or to set up a mutually convenient meeting to find a workable solution.	
↓ If issue(s) remain Then contact Principal to discuss or to set up a mutually convenient meeting to find a workable solution.	↓ If issue(s) remain Then contact Principal to discuss or to set up a mutually convenient meeting to find a workable solution.	
↓ If issue(s) remain Contact Regional Director Ph: 8336 6600	↓ If issue(s) remain Contact Regional Director Ph: 8336 6600	



MIDDLE SCHOOL DEADLINE POLICY

The Deadline and Assessment Policy is a companion policy which works within the framework of the Adelaide High School Assessment and Reporting Policy. It also supports students to plan and achieve their best, following the principles of positive education and growth mindsets where students are challenged to achieve their goals, showing resilient and grit.

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

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

(Please see glossary for definitions of terms.)

Student Responsibilities

Students are required to:

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

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

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

- A doctor's certificate or a letter from a parent/carer

OR

- A note from the House Manager or Student Counsellor.

If a student does not submit work by the due date, they will be required to attend the lunchtime catchup room until the task is completed (up to 3 days). The Detention process is used after the 3 day process. Support is provided to the student throughout this process.

Teacher Responsibilities

Teachers are required to:

- Ensure there is a detailed teaching plan which illustrates the nature of the learning tasks (formative tasks) and assessment tasks (summative tasks), and which shows the scope and sequence of the learning task.
 - Ensure there is a coherent link between the learning tasks and the assessment tasks and the methodology used.
 - Provide students with the appropriate support and scaffolding to complete the task.
 - Provide students and parents via Daymap with an assessment plan, highlighting the assessment tasks, due dates and weightings of each task.
 - Provide students with an assessment plan, highlighting the assessment task, due dates and weightings of each task.
 - Ensure that the methodologies used allow for a range of learning styles.
 - Use a variety of resources to support teaching and learning.
 - Allow for redeemability where appropriate.
 - Provide students with relevant and concise feedback which will help them address areas for improvement and which highlights successes.
 - Allow adequate time in class and at home for assessment tasks to be completed.
- If a student wishes to negotiate an extension to the deadline, the teacher will consider each case on an individual basis. Factors which may be taken into account are:
- Prior illness or injury of the student
 - Misadventure
 - Family/personal issues
 - Other school commitments such as involvement in exchanges and the musical production.

Parent/Carer Responsibilities

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

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

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

SENIOR SCHOOL DEADLINE POLICY

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

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

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

1. Assessment Deadlines in SACE Courses

An assessment plan is to be made available to students at the beginning of each course, including a schedule of assessment deadlines for all summative tasks. (Assessment deadlines state the date, and may include the time that an item is due). At Stage 2 level, students not submitting work by the deadline will be put in Supported Study for up to two days. If the work is still not submitted, they will be Internally Suspended for one day and Externally Suspended until the task is submitted.

At Stage 1, students not submitting work by the due date will follow the same process as described for Stage 2. Work for the compulsory subjects of Maths, English and Research Project must be submitted at C level. All other late submitted work will be graded at C, D or E level only.

2. Extensions

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

3. Variation to Assessment Arrangements

Students who have been legitimately unable to meet a deadline are given an alternative opportunity to demonstrate achievement of the course objectives. This may involve any of the following, as appropriate:

- Replacing one task with a different kind of task
- Delaying the presentation of a task

- Using another planned task
- Using alternative methods to help a student complete the task
- Providing predicted marks based on formative work

4. Reasons for Missing Deadlines

4.1 Illness and Injury

Students sometimes miss an assessment deadline or test as a result of illness or injury. In such cases the student is required to notify the teacher concerned. This should be before the assessment item is due, or on the day of the test. Variation to assessment arrangements should then be put in place. In the case of illness a medical certificate must be produced. A medical certificate or parental note is also required for any student claiming absence through illness on the day of a test. SACE Board policy requires students to provide medical practitioner's report on the appropriate Special Provisions form should they suffer illness or misadventure on the day of a SACE Board final examination or state wide deadline.

4.2 Mishaps

Students who miss an assessment deadline through mishaps beyond their control should put their reasons for requesting a variation to assessment to the relevant teacher. Where a teacher is in doubt about acceptability of reasons they should refer the matter to a counsellor or SACE Coordinator for a final decision. Students who do not meet our Deadline Policy will be supported to ensure work is submitted. This intervention will be administered by the House Manager and Assistant Principal for the student's House.

5. Teacher Intervention in Summative Assessment

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

6. Resubmission of Work

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

7. Plagiarism

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

8. Long Term Impairment

This would generally be described as a disability which has existed for several years, possibly since birth. Applications to the SACE Board for special provisions for physical Long Term Impairment need to demonstrate reduced effectiveness in meeting SACE curriculum pattern specifications in a reasonable time frame. The SACE Board accepts the principle of equivalent learning in these circumstances. Applicants need to provide appropriate medical documentation that would show the nature, severity, and duration of the impairment. Variation to assessment conditions such as time or special equipment may then be approved so long as the same objectives are being assessed using the same assessment criteria.

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

Glossary

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

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

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

PROMOTION POLICY

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

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

Promotion to Years 9 and 10

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

Promotion to Year 11 (SACE Stage 1)

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

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

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

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

Promotion to Year 12 (SACE Stage 2)

Criteria for promotion to Year 12 and SACE Stage 2 subjects are printed in the Year 8-12 Curriculum Handbook. Satisfactory achievement at Year 11/SACE Stage 1, reflected in subject grades and teacher recommendations, is the most important criteria.



COMMUNICATION

The school welcomes parent contact and involvement at the school. Parents are encouraged to contact the school and speak with staff whenever they have a concern or question. Contact can be made via telephone, email or a note in the diary.

Staff email addresses are available on the school's website: <http://www.adelaidehs.sa.edu.au/Contact/Staff-Contact>.

Formal Parent Teacher Interviews are held twice a year, in Term 2 and another in Term 3. However, parents are encouraged not to wait until these occasions to address issues or queries. Staff can be contacted and meeting or interview times can be held outside the formal Parent Teacher Interview structure.

DAYMAP LEARNER MANAGEMENT SYSTEM AND PARENT PORTAL

One of the key uses of digital technologies at Adelaide High School is the use of the Daymap Learner Management System. Staff use Daymap to mark subject rolls, create bulletins and calendar items, create lesson plans, set homework, set and mark assignments and construct end-of term reports. Students use Daymap to check timetables, submit assignments, plan work schedules and read bulletin notices. The Parent Portal allows parents to see student timetables, lesson attendance, assignments and published grades. All members of the AHS community can access Daymap from anywhere on the Internet, via the Portal menu on the school Website or through the Daymap App. Teachers and students use their school network username and password. Parents use the contact email address they have given the school and the username of their child to create their own login/password to access Daymap for any or all of their children who attend the school.

DAILY NOTICES

Daily Bulletin Notices concerning meetings, sport practices and matches, co-curricular activities etc. are available on Daymap and students are encouraged to read them throughout the day, with time provided in Pastoral Care to do so. Messages may also be sent to students via Daymap and email, and students are asked to check these forms of communication regularly.

DIARY NOTES

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

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

SCHOOL WEBSITE

www.adelaidehs.sa.edu.au

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

Parents can register their details on the website to automatically receive email notification of Latest News pages (School Latest News, Cricket, Rowing, Boys' and Girls' Sport) and the addition of school notices and newsletters.

Parents are also encouraged to contact staff via email. Staff addresses are available on the school's website: <http://www.adelaidehs.sa.edu.au/Contact/Staff-Contact>.

NEWSLETTER

A newsletter is produced and distributed to the school community twice a term. The newsletter provides an opportunity to:

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

The newsletter is available online on the school's website: <http://www.adelaidehs.sa.edu.au/Newsletter--Notices>.

Email and Daymap alerts are sent to parents/carers when newsletters are uploaded to the website.

PARENT/CARER INVOLVEMENT IN THE SCHOOL

GOVERNING COUNCIL

Parents, staff, students and representatives of the community are elected annually to the Governing Council, which meets regularly to discuss and decide matters concerned with school finance, facilities etc. and to receive reports of the school's activities. There are a number of committees which operate in the school. Committees include Finance, Grounds and Uniform. Governing Council members may elect to take part in these.

FRIENDS OF THE ROWERS

The Friends of the Rowers consists of a group of interested parents who assist with the organisation of fundraising, social activities and regatta hostings for the Rowing Club. The Committee meets monthly at the Torrens boatshed during the rowing season. Meeting times are listed on the rowing calendar. The funds raised by the club assist with the purchase and maintenance of rowing equipment.

GREEK PARENTS' ASSOCIATION

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

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

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

HOUSE SYSTEM

Students compete in House competitions in Athletics and Swimming and other sporting and cultural activities. Students also gain points for their House by participating in academic competitions, playing sport, hosting exchange students and through involvement in a wide variety of other activities. The Houses compete all

year for the S J Dowdy House Cup. The 4 Houses – Adey (Red), West (Yellow), Morriss (Green) and Macghey (Blue) are named after the first 2 Principals of Adelaide High School and the first 2 Principals of Adelaide Girls' High School.

Mr WJ Adey CMG, 1908 – 1920

Mr Adey was the first Principal of Adelaide High School and later went on to be Superintendent of Secondary Education and Director of Education. During his time as Principal he oversaw the development of the State's first high school and the introduction of the Prefect system, the school magazine, school sport, the orchestra and the school choir. He fostered many of the traditions we at Adelaide High School still hold dear today.

Mr RA West OBE, 1920 – 1948

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

Miss MV Macghey OBE, 1951 – 1958

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

Miss E Morriss MBE, 1959 – 1962

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

House badges are available from Student Services.

MIDDLE SCHOOL AND SENIOR SCHOOL HOUSES

Students in the Middle School and the Senior School are divided into 4 Houses. Each Middle School House has Pastoral Care Groups in Years 8, 9 and 10 while the Senior School has Pastoral Care Groups of Year 11 and 12 students. Students are allocated to a House on arrival to AHS.

In most cases, this is the same House as their siblings. Students stay in their House throughout their journey through the school.

STUDENT LEADERSHIP

THE PREFECT SYSTEM

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

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

Prefects are students who endeavour to be positive role models and to provide leadership to the school. They assist at numerous school events including Open Night, Head of the River, Parent Teacher Nights and the Old Scholars Conversazione. They also organise numerous fundraising activities. All Prefects visit Year 8 and Year 9 Pastoral Care Groups for Pastoral Care once a week to help Year 8 students learn about Adelaide High School traditions and activities and to support Year 9 students.

STUDENT REPRESENTATIVE COUNCIL (SRC)

The SRC comprises students from all year levels. Two students per year level per House are elected at Years 8 to 10. Five students per House are elected at Years 11 and 12. The Council then elects its own President and other office bearers. The Council meets on a regular basis at lunch times to:

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

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

HOUSE LEADERS

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

The House Leaders assist House Managers with the running of House Assemblies, manage House notice boards, act as role models for students and attend House meetings as student representatives.

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

MIDDLE SCHOOL LEADERS

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

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

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

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

PEER LEADERS

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

- Make the Year 8 students feel welcome
- Help build trusting relationships amongst the students
- Train the Year 8 students in the school's Anti-Harassment program
- Organise a House competition for the Year 8s to participate in

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



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

INTERACT

The Interact Club is the youth group associated with Rotary International. It is also a fundraising group which works with a variety of organisations and the City of Adelaide Rotary Club. Membership of Interact is open to all students and the students within Interact elect the Executive.

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

INTERNATIONAL AMBASSADORS

Each year, 16 students (4 from each House) are elected to be International Ambassadors.

The role of the International Ambassadors is to:

- Welcome International students to the school and provide orientation
- Develop intercultural understanding in the school
- Facilitate formation of friendships between local and International students
- Plan and hold events to include International students in the life of the School and its broader community
- Provide opportunities for development of English language skills and understanding for ISPs

SCHOOL AWARDS AND ASSEMBLIES

SCHOOL ASSEMBLIES

Formal school assemblies are part of the tradition of Adelaide High School. For special occasions, formal assemblies are held in the School Hall and the Gym.

The Leadership Assembly and International Understandings Assembly are held in Term 1 while the Sports Assembly is held in late Term 3.

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

Other assemblies of the whole school are held as required.

Year level and House assemblies are also held whenever necessary.

At the Senior School Speech Day Assembly, Middle School Speech Day Assembly and Sports Assembly, students are recognised for their achievements and service to the school. Following are the criteria for academic, service and sporting awards.

SENIOR SPEECH DAY ASSEMBLY

Subject Prizes

These are awarded to a student who demonstrates attitude, application and achievement over the whole year. These awards reflect the pillars underpinning PERMA in positive psychology (positive emotions, engagement, relationships, meaning and accomplishment.)

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

Senior School Special and Service Prizes

The Shirley Harris Awards for Service to the School

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

- Library
- Art
- SRC
- School Concerts & Productions
- Language
- Sport School
- Clubs
- Music, etc.

The June Porter, City of Adelaide Prize

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

The Hayward Bequest Prize

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

The A H Campbell Prize for Citizenship

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

The Caltex Award (Best All Rounder)

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

A Zocchi Award for Graduate Qualities

This prize is awarded to a student who has demonstrated an outstanding commitment to Adelaide High School's Graduate Qualities across their 5 years of schooling.

The Head Prefect Prizes

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

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

The Old Scholars Prizes

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

The D J Symonds Prize for Languages / Mathematics

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

The T R Brown Award for Service to Sport

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

The C H Brideson Prize for Service to Music

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

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

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

MIDDLE SPEECH DAY ASSEMBLY

Subject Prizes

These are awarded to a student who demonstrates attitude, application and achievement over the whole year. These awards reflect the pillars underpinning PERMA in positive psychology (positive emotions, engagement, relationships, meaning and accomplishment.)

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

Middle School Special and Service Prizes

Tanya Robertson Award

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

Zonta Club Of Adelaide Scholarship

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

Stephen J Dowdy Citizenship Awards

Awarded for involvement in co-curricular and community activities, being a positive role model, upholding values and traditions of the school and promoting international and intercultural understandings.

SPORTS ASSEMBLY

School Blue

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

The criteria are:

1. Involvement in, service to and leadership of the sport

(Including coaching, umpiring or organisation of sport within the school, captaincy / leadership roles)

2. Commitment to the greater AHS sporting program

(e.g. Middle School Sports Leader, House Captain or Vice Captain, participation in Interschool Swimming or Athletics Carnivals, involvement in other sports.)

3. General attitude towards the school's academic program

4. Attributes as a role model

(Evidence of attributes as a role model within the school community and within all sports represented.)

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

CO-CURRICULAR ACTIVITIES

Information about all co-curricular activities and sports offered by the school can be found in the publication "Co-Curricular Activities at Adelaide High School" which is available on the school's website and Intranet.

CO-CURRICULAR ACTIVITIES

- Auslan Club
- Birthing Kit Packing
- Chess Club
- Chill Room – Gaming Zone
- Christian Group
- Debating
- Ecovision
- Face Time
- F1 in Schools
- Greek Dancing
- Harry Potter Club
- Library Monitors
- Moviemaking Club
- Premier's *be active* Challenge
- Premier's Reading Challenge
- Running With Scissors Theatre Company
- Salvation Army Dinner Preparation
- Signing Choir
- Student Magazine
- Tea Club
- Theatre Sports
- Tournament of Minds

INSTRUMENTAL MUSIC PROGRAM

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

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

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

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

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

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

Students involved in the instrumental program are expected to join a performing group as soon as they reach an appropriate level. These can include Concert Band, Jazz Band, Stage Band, Greek Band and Adelaide Vocal.

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**CONTACT PERSON: MR C PILIOURAS,
 MR T MOORS & MS C ALDOUS**



SCHOOL SPORT

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

Girls	Boys
Athletics	Athletics
Badminton	Badminton
Basketball	Basketball
Cricket	Cricket
Cross Country	Cross Country
Dance	Football
Football	Hockey
Hockey	Indoor Cricket
Indoor Cricket	Indoor Soccer
Indoor Soccer	Rowing
Netball	Rugby
Rowing	Soccer
Softball	Squash
Soccer	Swimming
Squash	Table Tennis
Swimming	Tennis
Table Tennis	Touch Football
Tennis	Triathlon
Touch Football	Volleyball
Triathlon	
Volleyball	

MELBOURNE / MAC. ROBERTSON EXCHANGE

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

The exchanges take place in Term 3 each year with the girls' and boys' teams alternating hosting and visiting the Victorian schools. The exchanges last from Sunday to Wednesday with the visiting students being billeted by Adelaide High School students. When our students attend an exchange in Melbourne they are billeted with Melbourne High School (boys) or Mac.Robertson Girls' High School (girls) students. In 2019 the boys' exchange will be in Adelaide whilst the girls' exchange will be held in Melbourne.

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

There are competitions in the following sports:

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

OTHER GENERAL INFORMATION

SUBJECT CHOICES FOR 2019

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 Drama A & B Music Performance Music Technology	Art A & B Dance 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	Dance Design A & B Design C - Product Innovation Digital Art Drama A and B General Art Moving Image Media Music Performance Music Technology Painting & Drawing Theatre Production Design & Management	Creative Art Design & Design Innovation Digital Art Moving Image Media Music Explorations Music Studies Performance - Ensemble Performance - Solo Visual Art (Art or Design)
English	English	English	English	English
English	English	English	Essential English English as an Additional Language (EAL)	Essential English English English for EAL English Literary Studies English as an Additional Language (EAL)
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education
Health & Physical Education (HPE) HPE - Cricket HPE - Rowing	HPE Physical Education A&B PE - Cricket PE - Rowing	HPE Outdoor Education PE - Cricket PE - Rowing Physical Education A&B	Fitness & Coaching Principles Food & Hospitality Food Processing Pathway (VET Course) Health Outdoor Education Physical Education A, B Workplace Practices – Specialist Sport	Child Studies Food & Hospitality Health Physical Education Outdoor Education



SUBJECT CHOICES FOR 2019

Middle School		Transition to SACE	Senior School	
Year 8	Year 9	Year 10	Stage 1	Stage 2
Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences
History Geography Civics and Citizenship Economics and Business Aboriginal Studies	History Civics and Business	History Civics and Business	Aboriginal Studies Australian and International Politics History Economics Legal Studies A & B Philosophy Society & Culture	Economics Legal Studies Modern History Philosophy Society & Culture
Science	Science	Science	Science	Science
Science	Science	Science	Biology Chemistry Earth and Environmental Science Nutrition Physics Psychology	Biology Chemistry Earth and Environmental Science Nutrition Physics Psychology
Languages	Languages	Languages	Languages	Languages
Auslan Chinese French German Italian Japanese Modern Greek Cont. Spanish	Chinese Background Chinese Continuers French German Italian Japanese Modern Greek Background Modern Greek Cont. Spanish	Chinese Background Chinese Continuers French Continuers German Continuers Italian Continuers Italian Beginners Japanese Continuers Modern Greek Background 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
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Mathematics	Mathematics Modified Mathematics Core Mathematics Extended	Essential Mathematics Mathematics Core Mathematics Extended	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics

In the second semester of Year 10, students may choose (with teacher recommendation) Stage 1 units from: HPE (PE, Health, Home Economics - Food and Hospitality, Fabrics and Textiles, or Outdoor Education), Business, Enterprise and Technology, Humanities and Social Sciences, The Arts and Certificate III Pathways. SAPOL is a full year course gaining 20 SACE points.

Middle School		Transition to SACE	Senior School	
Year 8	Year 9	Year 10	Stage 1	Stage 2
Technology	Technology	Technology	Business, Enterprise & Technology	Business, Enterprise & Technology
Design Technologies Digital Technologies Home Economics	Design Technologies • Construction Digital Technologies • Photography • Computer Aided Design (CAD) • Digital Systems (Electronics and Game Design) • Simple Programming (Coding and Robotics) Home Economics • Fabric and Textiles • Food Technology	Design Technologies • Construction 01 • Construction 02 Digital Technologies • CAD & Graphics • Digital Photography • Digital Systems & Control Home Economics • Fabric & Textiles • Food Technology • Food Processing (VET Integrated Pathway) (Please note that Home Economics continues in the Health and Physical Education Learning Area in Stage 1 and 2.) Information Processing & Publishing	Accounting Business & Enterprise Design and Technology • CAD • Digital Photography • Digital Systems & Control • Furniture Construction • Rapid Prototyping • Textiles, Fabric, Fashion and Design Digital Technologies A (Programming and Data Analytics) Digital Technologies B (Programming and Creativity & Innovation) Information Processing & Publishing	Accounting Business & Enterprise Design and Technology • CAD • Digital Photography • Digital Systems & Control • Furniture Construction • Rapid Prototyping • Textiles & Fashion Information Processing & Publishing Digital Technologies
		Cross-disciplinary Studies	Cross-disciplinary Studies	Cross-disciplinary Studies
		Innovation Studies Personal Learning Plan SAPOL Youth Leadership	Community Studies Innovation Studies Integrated Learning Research Project	Community Studies Integrated Learning Research Project

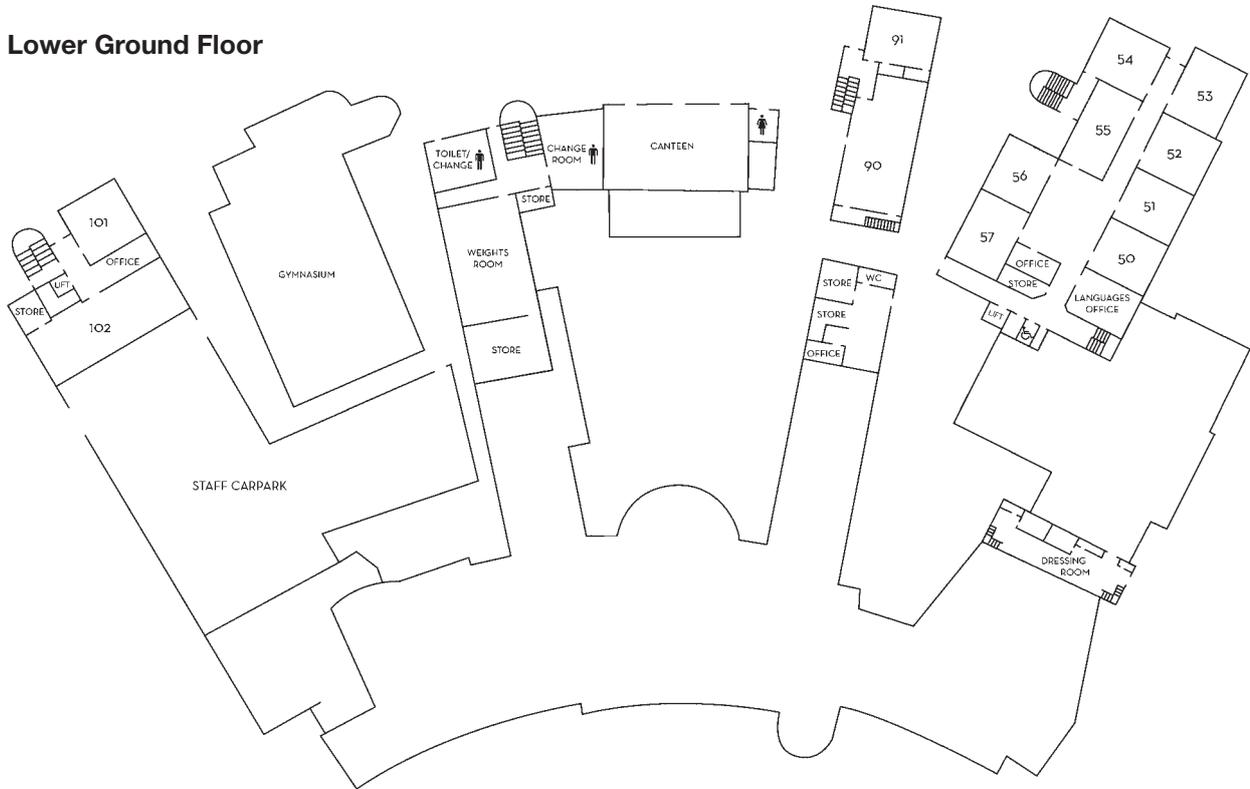


**SUBJECT CHOICES
FOR 2019**

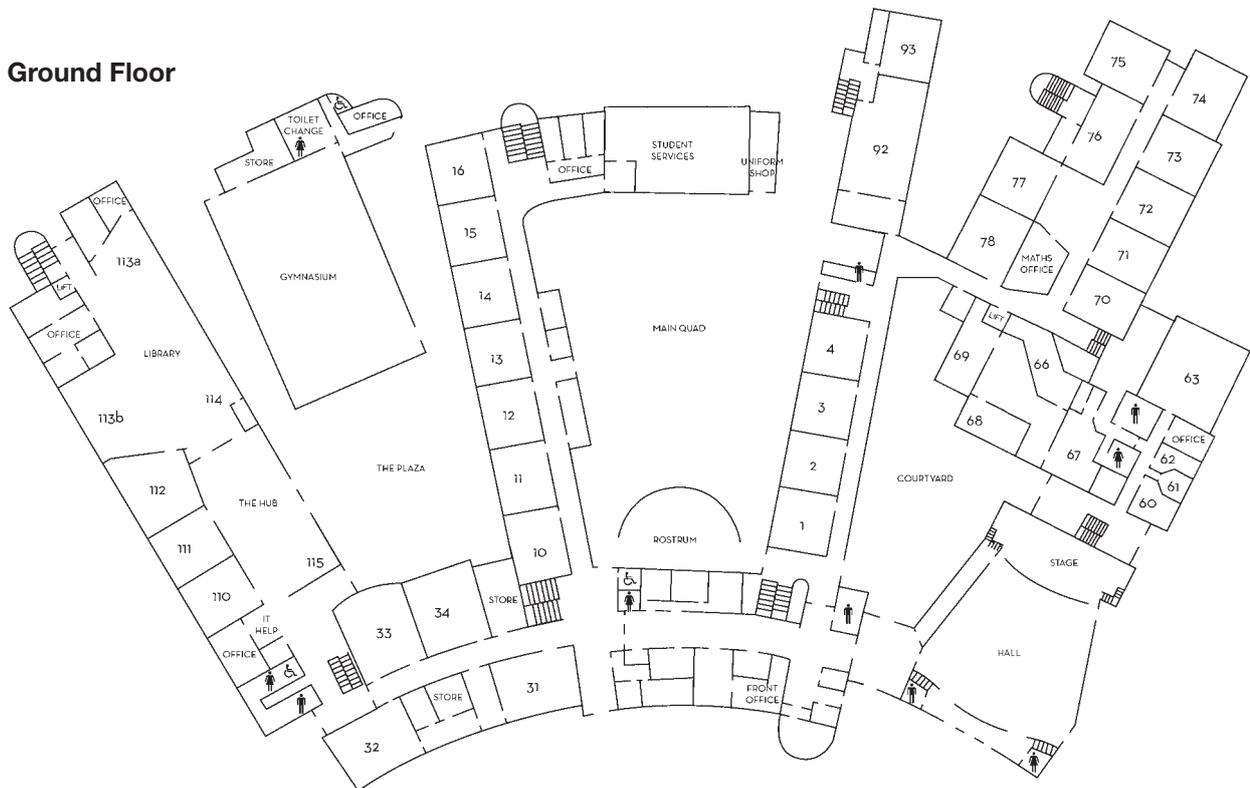
Middle School		Transition to SACE	Senior School	
Year 8	Year 9	Year 10	Stage 1	Stage 2
		Vocational Education		
		Automotive, Certificate I Automotive – Vocational Preparation Automotive, Certificate II Automotive – Servicing Technology Barista Short Course Business, Micro-Business, Certificate III Business, Certificate III Business, partial Certificate III Construction, Certificate II Construction / Doorways to Construction Construction, Certificate II Construction Pathways Construction, Partial Certificate III Construction / Doorways to Construction Plus Digital Photography and Lighting (Partial Certificate III in Visual Arts) Early Childhood Education and Care, full Certificate III Early Childhood Education and Care, Partial Certificate III Electro-technology, Certificate II Engineering, Certificate II Event Management (Partial Certificate III in Hospitality) First Aid Short Course Fitness, Certificate III Hair and Fashion Styling Pathway, Certificate III in Make-Up Hairdressing, Certificate II Hospitality, Certificate III in Hospitality Hospitality, Partial Certificate III in Hospitality Hospitality, Certificate II Kitchen Operations Individual Support, Certificate III in Individual Support Make Up, Certificate III Make Up Make Up, Partial Certificate III in Make Up Make Up, Certificate II Retail Make Up Media, Game Design: 3D Character Design and Digital Effects Music, Certificate III in Music Industry Plumbing Pathways, Certificate II Metal Roofing and Cladding Plumbing, Certificate I in Construction / Doorways 2 Construction – Plumbing Plumbing, partial Certificate III in Roof Plumbing / Doorways 2 Construction – Plumbing Plus Responsible Service of Alcohol (RSA) Short Course Scientific Studies: Stage 2 White Card Training for the Construction Industry – Short Course		
		International Program	International Program	International Program
		Study Abroad Program (3,6,9,12 months)	ISEC (Intensive Secondary English Course) Study Abroad Program (3,6,9,12 months) International Student Program	International Student Program

SCHOOL MAPS

Lower Ground Floor

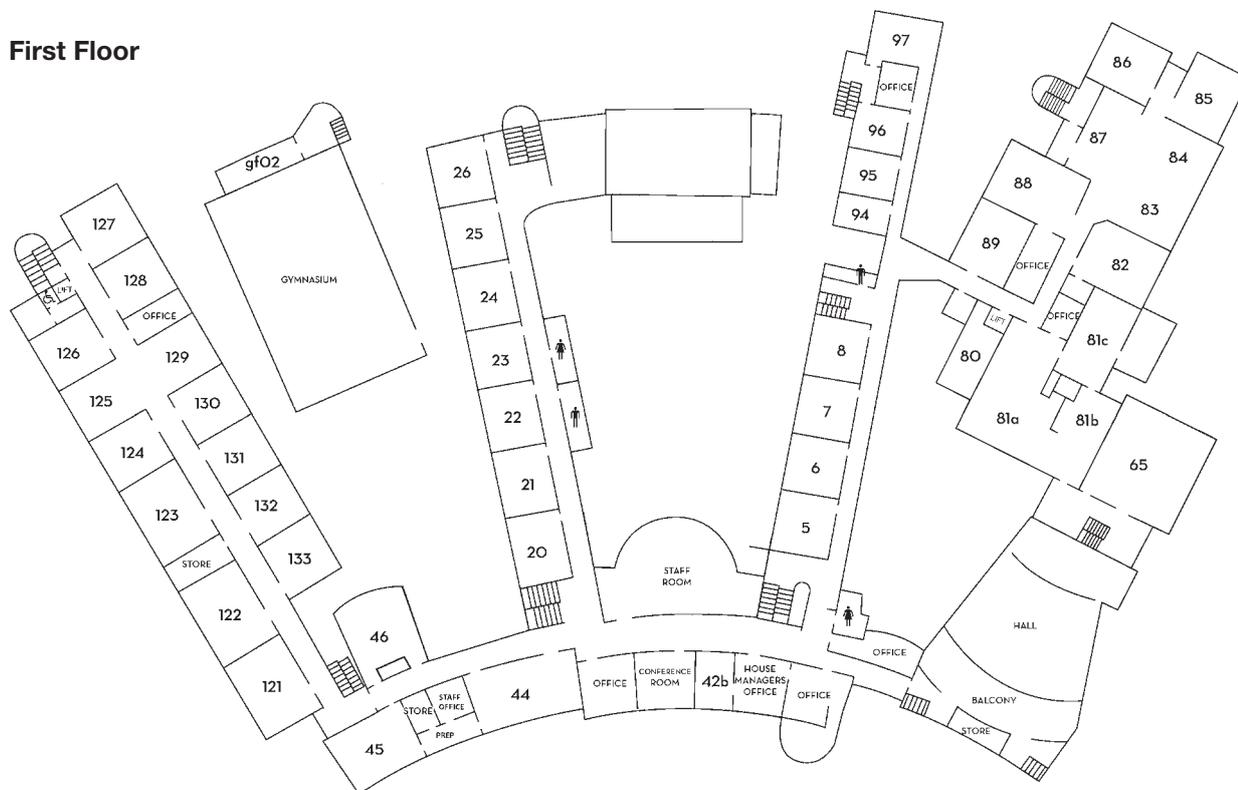


Ground Floor





First Floor



**TERM DATES
2019 - 2020**

2019	Begins	Ends	Good Friday
Term 1	29 January	12 April	29 March
Term 2	29 April	5 July	
Term 3	22 July	27 September	
Term 4	14 October	13 December	

2020	Begins	Ends	Good Friday
Term 1	28 January	9 April	10 April
Term 2	27 April	3 July	
Term 3	20 July	25 September	
Term 4	12 October	11 December	

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

Adelaide High School

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