

<b>School Name:</b>	Adelaide High School
<b>Date of Completion of the Visiting Team Components:</b>	Friday 11 March 2016



# **ADELAIDE HIGH SCHOOL TEAM VISIT REPORT 2016**

# PART TWO – SECTION A

## SCHOOL GUIDING STATEMENTS

### STANDARD A1

Standard rating.

4

#### Evidence supporting the rating.

There is abundant evidence that Adelaide High School (AHS) has established Guiding Statements that drive policies, decisions, actions and assessments in all areas of the school. The key component in determining the ethos of the school is the motto: “*Not only for school **but for life***”, but the Statements also include a Vision with reference to well-being, learning and culture, and a set of priorities that articulate how the school aims to achieve the Vision.

These statements are displayed prominently in publications and throughout the school. In the Endicott Survey, the Board, parents, staff and students responded very positively in responses relating to and about the Guiding Statements. All groups reported they were familiar with the Statements and agreed that they were appropriate. However, the school recognises that with 79.9% of students agreeing that they were familiar with the Guiding Statements, there is still some work to do to raise awareness still further. In discussions with staff, students, parents and members of the Governing Council, it was evident to the Visiting Team that there is a very strong commitment to the ethos arising out of the Motto, Vision and Priorities.

The school has started to consider ways to evaluate the effectiveness of the Motto, Vision and Priorities and has identified a range of data that will prove valuable as the evaluation process is developed further.

#### Significant Commendations

The Visiting Team commends:

A1a - the Governing Body and administration for developing Guiding Statements through a process that considered input from all members of the school community.

#### Significant Recommendations

The Visiting Team recommends:

A1d – a committee is established in order to undertake a formal process, and define indicators, to assess the school’s success in achieving its Vision and Priorities.

## **STANDARD A2**

### **Standard rating.**

4

#### **Evidence supporting the rating.**

AHS developed a statement on International Mindedness and intercultural understanding in 2015, following lengthy consultation within the community. There is abundant evidence of the school's commitment to internationalism through the curricular, extracurricular and co-curricular programs. During the Visit, the Team observed numerous lessons that explicitly and implicitly reflected the school's strong commitment to interculturalism. Examples include the teaching of Indigenous Studies in Year 8, the seven foreign languages that are taught (including the signed sister agreements with overseas schools to broaden linguistic experiences for students), curriculum input in Humanities and Social Sciences (HASS) and the preparation of international food dishes as part of the Home Economics curriculum. In addition to those examples included above, there were numerous other discussions throughout the week that confirmed a strong commitment among teachers at AHS to ensuring a curriculum that offers students an educational environment in which internationalism is valued and the school's diversity considered an asset.

There is a wide range of opportunities for AHS students to travel overseas on international study tours. These have included trips to Greece, Japan, Germany, France, Italy and Spain in recent years.

International students are admitted through the International Student Program. The culture of the school ensures that these students contribute very effectively to the culture of inclusivity that prevails. Students are also admitted through the short term Study Abroad Program and teachers participate in the Language Teacher Association Exchange Program.

AHS families have the opportunity to host international students, and the annual election of International Prefects strongly supports the school's formal commitment to students who are enrolled through the DECD International Student Program. Further support is provided by International Ambassadors appointed through an initiative for local students to assist international students in the transition to AHS.

Students spoke very positively about a wide range of other opportunities to experience interculturalism and internationalism. These included the World Challenge expedition to Borneo and the Prefects' fund raising for the East Bali Poverty Project.

#### **Significant Commendations**

The Visiting Team commends:

A2b - the PLT, staff and students for the very strong commitment to internationalism and interculturalism.

#### **Significant Recommendations**

The Visiting Team recommends:

A2b - the PLT develops a mechanism to measure its effectiveness in embedding the school's revised definition of internationalism and interculturalism into daily practice.

## **STANDARD A3**

### **Standard rating.**

4

### **Evidence supporting the rating**

Throughout the curricular and extracurricular programs there were examples that AHS demonstrates a clear commitment to internationalism and interculturalism.

The Self-Study Committee documented the range of opportunities for students and staff to serve the local and global communities through meaningful and reflective service and in conversations with team members, students expressed their appreciation for these experiences. The curriculum provides abundant opportunities for students to address global issues and to discuss substantive matters or principles from multiple perspectives. The school is rightly proud of its Special Interest Language Program.

Routine practices across the school demonstrate a laudable commitment to human rights, environmental awareness and service. Examples of good practice include the Ecovision program in which over 150 students are involved in re-vegetating the local area, and raising funds for the Rotary program to provide birth kits to less developed countries. These examples, however, represent just part of an extensive program. which strongly supports the school's motto: "*Not only for school **but for life***".

The school offers a very wide range of student leadership opportunities, with over 300 students in positions of responsibility at the time of the Visit. Examples include Prefects, Student Council representatives, House Leaders, Peer Leaders and Middle School Leaders, thus providing opportunities to acquire and refine the skills of leading, collaborating, adapting to the ideas of others, constructive problem-solving and conflict resolution through experiencing leadership in authentic contexts.

### **Significant Commendations**

The Visiting Team commends:

A3b, A3c - the SLT and teaching staff for developing curricular, extracurricular and co-curricular programs that promote a strong culture of appreciating diversity.

### **Significant Recommendations**

None.

## **STANDARD A4**

### **Standard rating.**

4

### **Evidence supporting the rating**

The school's website and a wide range of print publications present an accurate portrayal of the school's academic program. The admission materials available on the school's website and various brochures include a detailed description of the curriculum, special programs and services offered to ensure a successful experience for all admitted students. These materials also provide prospective parents with information about school expectations and the typical qualities of an AHS Graduate. The material also includes details of the extracurricular program as well as main policies, subject choices and the school's approach to behaviour management.

Admission practices are determined by government policy. As such, AHS has a clearly defined catchment zone and students entering Year 8 who live within the Zone have automatic entry. The school has clearly defined entry criteria for three specific programs - Special Interest Language, rowing and cricket - for which out-of-zone students may apply.

Admission processes include various tests and assessments and those with special needs are assessed by the Guidance Officer and/or Speech Pathologist.

Students who enter the school via the DECD International Student Program undertake International English Language Testing System (IELTS) tests prior to acceptance into the program, to ensure that they can benefit from the curriculum on offer and also to identify areas in which the school may need to provide additional support.

Aboriginal students are able to enter the school through the government's "Enter for Success" initiative and at the time of the Visit, the school had about 50 students registered through this program. Any Aboriginal student moving from Year 7 to Year 8 is able to enrol into their school of choice.

The AHS Centre for Hearing Impairment provides for 20 students.

At the time of the Visit, the school's leadership were considering the possible impact of a second city high school on the catchment of AHS.

### **Significant Commendations**

The Visiting Team commends:

A4a - the school's PR Coordinators and PLT for the publication of a range of high quality publications which accurately reflect the school's Guiding Statements, programs and policies thereby enabling parents to appraise the school's suitability for their children.

### **Significant Recommendations**

None.

## PART TWO – SECTION B

### TEACHING & LEARNING: MIDDLE SCHOOL

#### STANDARD B1

##### Standard rating.

3

##### Evidence supporting the rating

AHS provides an extensive curriculum regulated by the DECD, which the school has a statutory responsibility to offer. The school is fully implementing the Australian Curriculum throughout the Middle School, parts of which have been integrated into the extensive pastoral care program which includes the Turn Your Health Around (TYHA) program.

The school has developed a range of internal curriculum policies that supplement the programs on offer to students in both the curricular and co-curricular programs.

There is some evidence that there is alignment between the written curriculum and the taught curriculum although this was not reflected in all Learning Areas.

The Visiting Team acknowledges the extensive work the school has undertaken in the development of the Vision and Priorities, the Teaching and Learning Framework (TLF) and International Mindedness documentation through the Adelaide Dreaming Project. However, some inconsistencies were noted in the use of innovative teaching processes throughout the school.

##### Significant Commendations

The Visiting Team commends:

B1e - the work of the PLT in developing and implementing the current Teaching and Learning Framework

##### Significant Recommendations

The Visiting Team recommends:

B1e - the school investigates a whole-school Pedagogical Framework to develop consistent classroom pedagogy linked to the TLF, Vision and Priorities

## **STANDARD B2**

### **Standard rating.**

3

### **Evidence supporting the rating**

Teaching at AHS caters for a broad range of learning styles and needs across the curriculum, and the Visiting Team observed numerous examples of student engagement in the learning process throughout the Middle School. AHS aims to provide all students with a curriculum that is challenging including those on the Adelaide Learning Extension and Acceleration Program (ALEAP).

The Middle School pastoral care program provides multiple opportunities for students to engage in activities designed to promote self-awareness of their individual learning styles. This program is complemented through the use of student diaries in dedicated pastoral care classes throughout the school year.

AHS acknowledges that a utilisation of a range of teaching methods to elicit higher order thinking processes are an integral part of a student's ability to complete assessment tasks. The Visiting Team noted that there are multiple avenues and platforms for students to engage in these skills; however, it could not always identify how students are being explicitly taught these skills.

The Visiting Team noted multiple examples of teachers engaging in the use of a variety of technologies to deliver the curriculum. The school invests a significant amount of capital through infrastructure and professional development in the Blended Learning area and staff are engaging in this pedagogical model. The Visiting Team observed the systematic use of the Daymap program.

### **Significant Commendations**

The Visiting Team commends:

B2b - the staff for the implementation of the ALEAP of identified students in the Middle School and their use of data to refine the program for individual students.

### **Significant Recommendations**

The Visiting Team recommends:

B2b - the school develops a whole-school pedagogical approach to the explicit teaching of higher order thinking skills so as to ensure consistency with the TLF.

B2f - the PLT continues to provide professional development on blended pedagogies.

## **STANDARD B3**

### **Standard rating.**

3

### **Evidence supporting the rating**

AHS has written curriculum materials throughout the Middle School that vertically and horizontally articulate the mandated curriculum and the Pastoral Care program, and specify the intended learning outcomes. Through the TLF documentation each faculty member is expected to provide the students with a range of curriculum materials, including assessment plans, assessment tasks, class notes and homework. These documents are made available to students on Daymap.

The school has written curriculum materials that include references to assessments; however, the Visiting Team noted that the consistency of this documentation varied across the school and within Learning Areas. AHS measures student progress through standardised tests. The Visiting Team through interviews with the Middle School Committee identified that data is used at the PLT level to inform decisions relating to student achievement. However, the gathering, interpretation and analysis of this data is inconsistent.

The school has a commitment to providing a multidisciplinary approach to learning through the pastoral care and other co-curricular learning opportunities. These links are made evident through the Turn Your Health Around Project, The Duke of Edinburgh Award, Running with Scissors and numerous other links developed by Learning Areas.

AHS has a clearly articulated Line Management structure where an Assistant Principal (AP) is assigned Middle School curriculum leadership. Learning Area Coordinators are tasked with the development, implementation and review of programs. The school has clearly articulated meeting schedules in place to strengthen the horizontal curriculum articulation.

The school recognises that peer-to-peer observations would strengthen the collaborative approach to learning and enhance curriculum delivery, although welcomed by some staff, this was inconsistently applied.

### **Significant Commendations**

The Visiting Team commends:

B3f - the students and staff for the multidisciplinary experiences available at AHS.

### **Significant Recommendations**

The Visiting Team recommends:

B3a – B3e - the PLT in consultation with teachers revise the TLF to include reference to learning outcomes, content and sequence, methodology, resources, assessment and references to links within and across disciplines to ensure consistency in pedagogical practice across the school.

B3h, B3i - the school continues to develop a peer observation process to support the development of exemplary pedagogical practice.

## **STANDARD B4**

### **Standard rating.**

4

### **Evidence supporting the rating**

The Visiting Team agrees with the school's Self-Study report and believes that the curriculum of the school is enhanced by its cultural diversity and that this diversity is a contributing factor in the development of students as Global Citizens while also developing their commitment to service.

### **Significant Commendations**

None.

### **Significant Recommendations**

None.

## **STANDARD B5**

### **Standard rating.**

3

### **Evidence supporting the rating**

The Visiting Team observed evidence of a professional learning culture in the school which is documented through the Professional Learning Program (PLP). The school is also an active participant in the Eastern Cluster Partnership.

AHS teachers engage in a Professional Learning Plan in which they identify elements of their pedagogical practice for improvement. A member of the school's Leadership Team is assigned to monitor individual teacher development. AHS is active in providing professional development (PD) for staff that links to improved student progress. Staff can also request individualised PD that links to their PLP.

### **Significant Commendations**

The Visiting Team commends:

B5e - the PLT for the use of data to inform the direction of the PLP and its support of staff in providing targeted PD opportunities.

### **Significant Recommendations**

The Visiting Team recommends:

B5a - the school continues to engage in a professional learning cycle to ensure teaching staff deliver challenging higher order assessment tasks.

B5a - the school continues to participate in the Eastern Cluster Partnership.

## **STANDARD B6**

### **Standard rating.**

3

### **Evidence supporting the rating**

Through numerous classroom observations and discussions with teaching staff, the Visiting Team observed a range of pedagogical practices to suit the subject matter being taught and the needs of the students. With the refurbishment of the buildings, where possible, the school has set up classrooms to reflect the philosophy outlined in the Vision and Priorities. Teachers are building their capacity to provide an integrated approach to learning using technology which is supported through the school Site Improvement Plan and the whole school PLP.

The physical environment available to students for learning is exceptional and the school takes great pride in providing the best facilities for students. Teachers are engaging in collaborative teaching and facilitating e-learning opportunities for students, however not all students are taking advantage of these.

The Visiting Team observed teachers using different methods of instruction that addressed the learning needs of the EALD and Hearing Impaired students. Staff have received PD in this area. AHS also provides an Intensive Secondary English course for international students and AUSLAN interpreters for the students with hearing difficulties which complement the strategies the teachers are implementing.

### **Significant Commendations**

The Visiting Team commends:

B6b - the school's innovative building project and refurbishment in order to facilitate collaborative learning.

### **Significant Recommendations**

The Visiting team recommends:

B6a - staff continue to develop and implement teaching strategies which promote the collaborative approach to learning.

B6b – teachers use appropriate differentiation strategies in planning so that all students remain actively engaged in their learning.

## **STANDARD B7**

### **Standard rating.**

3

### **Evidence supporting the rating**

Class sizes are defined according to the DECD ratios although the school makes every effort to keep class sizes below this number. The school must also comply with the staffing formula mandated through DECD; teacher timetables are written according to teacher qualifications, management responsibilities and school needs.

The new building, which houses the library and ICT Hub, provides up-to-date technologies, digital library resources and an array of printed texts, both fiction and non-fiction.

The school has extensively upgraded the technology infrastructure, which has positively impacted on the ability of both staff and students to access online teaching and learning resources.

There is widespread acknowledgement that the library staff are helpful and supportive, although some students indicated they have issues in locating information.

AHS has an extensive array of specialised equipment in all learning areas. The vibrant co-curricular program is also well resourced. Equipment is kept in very good order; this was especially evident in the cricket and rowing programs.

### **Significant Commendations**

The Visiting Team commends:

B7c - the school in the ongoing development of the new Hub.

### **Significant Recommendations**

None.

## **STANDARD B8**

### **Standard rating.**

3

### **Evidence supporting the rating**

Learning Areas develop summative assessment tasks that are consistent with the Australian Curriculum which provides opportunities for teachers to ascertain student achievement levels. AHS teachers also use a variety of formative assessment tasks that inform teachers of the students' understanding of a topic.

The Visiting Team identified assessment instruments that have marking criteria for summative assessment in the Middle School, however the storage of these instruments appears to be highly individualised. The Visiting Team noted a level of dissatisfaction amongst the student body with existing feedback methods. Students' comments suggested that a more comprehensive and consistent policy of feedback from teachers would be beneficial.

All teachers provide students and parents with expected learner outcomes for each unit of work and assessment plans through the Daymap system.

The school, through the Eastern Cluster Partnership, is engaged in developing common tasks in some Learning Areas, which are used to benchmark the AHS students with other schools. This has facilitated a collaborative approach to the analysis of student achievement.

The Principal, Senior Leaders and Learning Area Coordinators engage in a rigorous analysis of assessment data including SACE, NAPLAN and ACER, the results of which are used to determine when intervention may be required to support student progress.

### **Significant Commendations**

The Visiting Team Commends:

B8d - the Principal, PLT and Learning Area Coordinators for using data to inform continuous improvement strategies.

### **Significant Recommendations**

The Visiting Team recommends:

B8a - the Learning Area Coordinators develop a centralised method of storing assessment and teaching resources to foster collaboration between teachers and to provide an opportunity for the PLT to monitor consistency between the planned and taught curriculum.

## **STANDARD B9**

### **Standard rating.**

3

### **Evidence supporting the rating**

The school curriculum review is led by the Principal, Senior Leaders and Learning Area Coordinators. They meet regularly to discuss current trends in education and have responded recently through developing the collaborative learning classroom and the ICT infrastructure.

The school encourages curriculum innovation and provides opportunities to staff to undertake PD in this area. AHS is currently involved with the University of South Australia (UniSA) in projects across a number of Learning Areas.

Revisions in the curriculum are driven by the Learning Area Coordinators and PLT and are reflective of the schools' Vision and Priorities, Site Improvement Plan, and the Australian Curriculum.

### **Significant Commendations**

The Visiting Team commends:

B9b – the PLT for supporting curriculum pilot programs to further establish links with relevant partners.

### **Significant Recommendations**

The Visiting Team recommends:

B9b – staff continue to identify opportunities for collaboration in innovative teaching pedagogies.

## **STANDARD B10**

### **Standard rating.**

4

### **Evidence supporting the rating**

The school has developed a process of drawing together individual and class data in a format that is available to all class teachers using the Filemaker and Daymap systems. The collation of this data is comprehensive, however the Visiting Team noted that staff engagement in the analysis and use of this in differentiating the curriculum is inconsistent.

AHS provides each parent with two summative student reports which are complemented by two parent teacher interview evenings. All parents have access to student achievement data through the Daymap system and it is the responsibility of the teacher to upload assessment results.

AHS has a documented Communication Policy. Parents' comments to the Visiting Team suggested there had been improvement in this area in recent months.

### **Significant Commendations**

None.

### **Significant Recommendations**

The Visiting Team recommends:

B10a – The Principal Leadership Team provides staff with professional development to enable them to analyse individual student achievement data in a more meaningful way.

B10b – the PLT investigates systems for students to take the lead in achievement interviews between staff and parents.

## PART TWO – SECTION B

### TEACHING & LEARNING: SENIOR SCHOOL

#### Standard rating.

3

#### Evidence supporting the rating

The school has embraced the vision of well-being, learning and culture, as is evident by its programs, teacher engagement and student commentary. An effective pastoral care program and numerous other initiatives prioritise student well-being. The school offers a wide range of subjects that cater for diverse interests and academic endeavour.

Use of technology in the classroom is extensive with a range of initiatives and methodologies. Furthermore, there is routine student engagement with the technology. While it has been demonstrated that all teachers utilise ICT in the classroom, there is a wide range of skills and competencies in the development and delivery of these technologies.

The implementation of the school's House system has been highly successful. Students clearly demonstrate ownership over their respective Houses with a sense of comradery and spirited, healthy competition. Students across all year levels demonstrated pride in their House and indicated a motivation for improvement in all aspects of academia, physical pursuits and other activities to forward their House's status. Moreover, the esprit de corps engendered by this initiative, encourages participation and contribution in both a team and an individual context.

Use of Daymap was extensive and clearly valued by both staff and students to access a range of curriculum and administrative materials.

A comprehensive TLF has been drafted for teaching staff guidance. While there are many commonalities between such frameworks as Teaching for Effective Learning (TfEL) and Australian Standards of Teaching (ASOT), the school may benefit from a more structured approach to its documentation to ensure expectations and standards are consistent across this section of the school.

The school has implemented many initiatives aimed at improving teaching and learning. Feedback from students is currently used to evaluate teaching practices, although this is not embedded in policy.

Teachers are highly valued by the students for their skills and accessibility. Relationships between the teaching body and students demonstrate a high degree of mutual respect which is embedded in the AHS culture.

#### Significant Commendations

The Visiting Team commends:

B1c - the PLT for the academic opportunities available to the student body.

B1e – teaching staff for their strong support of individual students.

#### Significant Recommendations

The Visiting Team recommends:

B1b - the PLT promotes consistency in pedagogical practice across the school.

B1b - AHS continues training and development of ICT across all disciplines.

## **STANDARD B2**

### **Standard rating.**

3

### **Evidence supporting the rating**

A wide range of subject offerings and programs are evident across all Learning Areas.

Learning is supported by a variety of tools and techniques that encompass, but do not rely upon, technology. However, where technology is used, it is very effective in terms of student engagement, examples include 3D printing and flipped classroom resources. In addition, the school has provided learning spaces across a range of disciplines to aid student learning and encourage collaborative approaches, including student common areas, specialist music rooms and the arts innovation space.

There is a very strong focus on research tasks extending through Years 10, 11 and 12. Support and opportunities for students are made available by highly motivated staff who deliver programs allowing students to engage in projects with opportunities for extension and excellence which is evidenced by the school's results.

The development of higher order thinking skills by teachers is inconsistent across the school. Student feedback suggests that a challenging curriculum is a feature of most Learning Areas, although some are of the opinion that their previous learning has not prepared them for these challenges.

Differentiation in the classroom is supported by data that allows for the identification of individuals. However, while teachers are able to identify areas of need with regard to differentiation, strategies to address these are inconsistently applied.

### **Significant Commendations**

None.

### **Significant Recommendations**

The Visiting Team recommends:

B2a – the PLT and Learning Area Coordinators support the continued development of flipped learning activities through appropriate PD including peer observation.

B2d – the PLT continues to develop strategies to embed the development of higher order thinking skills in students and methods of measuring the effectiveness of these initiatives.

## **STANDARD B3**

### **Standard rating.**

3

### **Evidence supporting the rating**

While the curriculum is prescribed, SACE only provide an outline of considerations for developing teaching and learning strategies, as such the school can and does exercise significant autonomy in the design of its curriculum. The school's documentation outlines both horizontal and vertical articulation of the SACE.

Teachers access the TLF as a guide for the development of their own methodologies, teaching materials and resources in each Program of Work. While much of this material is shared with colleagues, this is inconsistent across Learning Areas.

Assessment plans are provided to parents and students. These plans outline the dates, subjects and type of assessment. Assessment criteria are provided to all students for both summative and formative tasks. Teachers draft their own assessment criteria and as such, there is some inconsistency.

Interdisciplinary collaboration is acknowledged as an important area of development and is an initiative the school intends to continue.

Regular meetings involving the Eastern Cluster Partnership is perceived as a valuable mechanism for collaboration and provides opportunities for improvements in learning, assessment and curriculum content.

### **Significant Commendations**

None.

### **Significant Recommendations**

The Visiting Team recommends:

B3f – teachers strengthen interdisciplinary approaches to teaching and learning.

## **STANDARD B4**

### **Standard rating.**

4

### **Evidence supporting the rating**

AHS has implemented a range of initiatives that expose students to local and international cultural experiences. These initiatives encourage students to mature into compassionate local and global citizens. Initiatives implemented include: cultural excursions, human rights awareness activities (including the Hallway of Human rights) and Harmony Day. However, the school has worked to move its students beyond an academic understanding of culture. Individual values are influenced through the immersion of students into a culture of inclusivity.

### **Significant Commendations**

None.

### **Significant Recommendations**

None.

## **STANDARD B5**

### **Standard rating.**

3

### **Evidence supporting the rating**

The school makes available a range of professional development opportunities for teachers. AHS is implementing the requirements of the Australian Curriculum in the Senior School in 2016 and a PD program has been provided for this purpose. Staff have attended professional development that provides for both individual and team improvement. SACE related workshops feature heavily and this is consistent with the school's priority towards SACE assessment practices.

Training in planning for interdisciplinary units of work has been undertaken by a number of staff, however this aspect of teaching and learning is still in the development stage. Significant investment into PD relating to technology was noted by the Visiting Team and this supports the school's priority in developing initiatives such as flipped classrooms.

Despite the range of PD being offered, staff indicated through the Endicott Survey that they required further development in the areas of curriculum design and assessment, however this is being addressed through the new Collaborative Learning Teams.

### **Significant Commendations**

None.

### **Significant Recommendations**

The Visiting Team recommends:

B5a - the PLT continues to encourage collaboration in curriculum design and development.

## **STANDARD B6**

### **Standard rating.**

3

#### **Evidence supporting the rating**

There is an expectation that teachers use a range of methodologies to deliver the curriculum. The TLF and the Self-Study feature a comprehensive list of teaching practices and the Visiting Team noted effective use of these. Diverse teaching practices are complemented by innovative facilities and creative floor plans that include break out rooms, common areas and glass fronted classrooms. These facilities are indicative of a forward thinking, progressive leadership team.

Within each classroom, peer discussion is encouraged by the classroom layout and breakout spaces which facilitate student collaboration and shared learning.

The vast majority of students were engaged in their learning, as evidenced by student commentary, high attendance rates and involvement in extracurricular activities.

For students whose first language is not English, the school offers a highly effective Intensive Secondary English Course (ISEC), which provides them with language tuition to enable them to transfer successfully into mainstream classes. Students who have benefited from this program indicated that it was an essential contributor to their confidence and academic success. Furthermore, ISEC epitomises the school's Vision and Priorities as it encompasses all aspects of wellbeing, learning and culture.

Teachers have a high level of awareness of the range of language competencies among students in their classes and it is common practice to ensure that tasks and instructions cater for these students.

#### **Significant Recommendations**

The Visiting Team commends:

B6b - the PLT for the development and implementation of effective learning environments.

B6d - the EAL team for the effective implementation of the ISEC program.

#### **Significant Recommendations**

The Visiting Team recommends:

B6c - the PLT ensures consistency in the application of strategies to cater for the needs of those students for whom English is not their first language.

## **STANDARD B7**

### **Standard rating.**

4

### **Evidence supporting the rating**

Class sizes in AHS adhere to DECD requirements. The school manages class sizes to ensure high needs classes have lower staff: student ratios.

The high quality ICT resources used by many teachers are a significant asset to the school's teaching methodologies. Resources available to students include online and hard copy texts, a number of online self-learning options and support from both library staff and teachers.

Students are also supported in learning and access to resources through the school's one-to-one laptop program, which ensures all students have access to intranet and internet resources. School-wide Wi-Fi facilitates access to these services. The school also offers a maintenance program for student laptops. Classroom facilities include visualisers, high definition large screen monitors and audio.

Teachers and students appreciate the high level of support from non-teaching staff across the school.

Teachers' timetables generally reflect their area of expertise. Where appropriate expertise is not possible, teachers receive significant support to ensure the quality of teaching is not compromised. The Visiting Team also observed evidence of a philosophy of skilling all staff, across all year levels, and where appropriate, across disciplines. This upskilling and cross-skilling is facilitated in part by peer observation and mentoring. Mentoring programs also extend to alumni and senior students who deliver both formal and informal mentoring programs to students across all year levels.

The Visiting Team noted the Centre for Hearing Impaired (CHI) ensures the successful mainstreaming of these students.

### **Significant Commendations**

The Visiting Team commends:

B7c – the PLT for providing teachers and students with access to quality technology and media resources.

B7f – the CHI staff whose services enhance the learning of hearing impaired students.

### **Significant Recommendations**

None.

## **STANDARD B8**

### **Standard rating.**

3

### **Evidence supporting the rating**

The school has provided training in the form of workshops run by the SACE Board to develop teacher understanding of examination processes and the application of the Performance Standards. In addition, training on SACE Board Moderation, exam setting and marking have also been undertaken by a number of staff. Students benefit from these activities, although not all teachers have had or taken the opportunity.

While teachers design their own assessment tasks and grading standards, there was a range of opinion amongst the student body around task and grading clarity.

AHS recognises the need to embed formative assessment into its teaching practices and a number of staff have attended PD for this purpose. This area is still being developed and considerable variation between staff exists in the format and detail of formative feedback provided to students.

### **Significant Commendations**

None.

### **Significant Recommendations**

The Visiting team recommends:

B8a - the PLT continues to provide professional development to strengthen staff understanding of SACE assessment procedures.

B8b - the PLT continues to develop processes which ensure consistency in grading, moderation, and feedback to students.

## **STANDARD B9**

### **Standard rating.**

3

### **Evidence supporting the rating**

AHS has implemented a range of curriculum initiatives to enhance student learning. A significant development is the relationship with UniSA, and an Memorandum of Understanding (MOU) with the College of UniSA for the ongoing development of Biology, Physics and Chemistry resources. These relationships are made possible by the exceptional skills that exist within its teaching team and the support provided by AHS leadership.

A further significant initiative currently in development is the school's STEAM room. This is proposed to be a multidisciplinary facility that engages and develops students across maths/science/art/technology and humanities. Once implemented, this facility will be a major addition to the school's interdisciplinary offerings.

The Visiting Team noted excellence in ICT and flipped learning applications in many areas across the school.

### **Significant Commendations**

The Visiting Team commends:

B9b - staff for the development of links with tertiary academic institutions.

B9b - the teachers involved in the development of innovative practices in STEAM.

### **Significant Recommendations**

None.

## **STANDARD B10**

### **Standard rating.**

3

### **Evidence supporting the rating**

Data to monitor student performance is accessed through Daymap and Filemaker Pro software. Integrated into this software are reports for both teaching staff and parents. These reports include NAPLAN, ACER and past assessment information. Reports to parents, however, are restricted to assessment calendars, unit curriculum material and whole-school data, the latter of which is accessed via the My School website. Additional information is provided to parents through conventional means such as phone contact, SMS, letters and email. The school provides more detailed data to parents if requested.

The identification of students at risk is largely through analysis of this data and intervention strategies are implemented. The principle system used to flag these students is the Traffic Light system, which colour codes students according to a number of indicators including grades, behaviour and attendance. Staff have applauded this system and believe it has made a significant impact on the early identification of students requiring additional support.

Analysis of Middle School data serves to identify aspects of student strengths and weaknesses which is used in the transition to Senior School. The implementation of differentiation strategies and counselling for appropriate subject selection also require Middle School data.

All students are constantly monitored through the use of data to support the school's vision of well-being and learning.

### **Significant Commendations**

None.

### **Significant Recommendations**

The Visiting Team recommends:

B10a - the PLT develops a culture across the school where differentiation is considered the norm in all lessons to ensure that all students face an appropriate level of challenge.

## PART TWO – SECTION B

### TEACHING & LEARNING: WHOLE SCHOOL

#### STANDARD B1

##### Standard rating.

3

##### Evidence supporting the rating

The central proposition in the AHS motto “not only for school **but for life**” is visible in the school environment. The Vision for teaching clearly articulates the aspirational aim that AHS nurture independent, creative and collaborative learners. It also states that “curiosity and innovation motivate us to excel individually and collectively”. The Visiting Team observed students engaged in learning and, positive student and teacher relationships. The school’s Perception Survey and Endicott Survey revealed high satisfaction of students and parents who responded positively to their education. Staff and student enthusiasm for the school was repeatedly expressed through interactions with the Visiting Team.

The curriculum is reflective of the school’s priorities of well-being, learning and culture. The extensive number of curricular and co-curricular offerings cater for a wide range of student needs, interests and abilities. These lead to pathways in further education and employment with 70 Stage 1, 60 Stage 2 subjects and 43 Vocational and Education Offerings. The mandated curriculum is the Australian Curriculum and the SACE.

The focus on both well-being and learning is supported through the student-led development of the Graduate Qualities of personal and interpersonal skills, entrepreneurship, citizenship, global awareness, communication skills, team work and self-awareness. The goal of mapping the Graduate Qualities across the curriculum including the pastoral care program is evident in the Learning Areas where a common proforma is used.

There is a range of policies that guide staff regarding student expectations, program development and classroom management including the statement of International Mindedness and intercultural understanding and the Teaching and Learning Framework (TLF). The school has maintained the focus on embedding Indigenous and Asian perspectives in all Middle School subjects as suggested in the Preparatory Visit Report through the implementation of the General Capabilities of the Australian Curriculum and through its co-curricular activities

The TLF pulls together the school’s Motto, Vision and Priorities, curriculum and co-curricular programs into a coherent document. While the implementation of this Framework is in its developmental stage, this document has the potential to direct professional learning and classroom practice and to outline expectations of pedagogical practices.

The Visiting Team noted the work that had occurred since the Preliminary Report in the exploration of concepts relating to teaching and relevant professional learning in areas such as the use of ICT, literacy and STEAM (science, technology, engineering, arts and mathematics).

There is strong evidence in both the Self-Study and throughout the Visit that confirms the school’s commitment to celebrating excellence. All activities are documented and acknowledged through a wide range of communication forums to celebrate the high standard of educational curriculum and co-curricular success and other achievements. Student success is celebrated through assemblies, newsletters, school website, intranet news, and a very comprehensive Year Book (Vitae).

The Visiting Team saw some alignment between what was being taught in the classroom and the written curriculum. The school is developing strategies to refine peer observation and students’ feedback to further enhance the alignment of the intentions of the taught curriculum and student learning.

**Significant Commendations**

The Visiting Team commends:

B1c – teaching staff for the extensive range of academic, extracurricular and co-curricular offerings.

B1e – the extensive work of the PLT in developing and implementing the current TLF.

**Significant Recommendations**

The Visiting Team recommends:

B1e - the school investigates a whole school Pedagogical Framework to develop consistent classroom pedagogy to ensure alignment with the TLF, Motto and Vision and Priorities.

## STANDARD B2

### Standard rating.

3

#### Evidence supporting the rating

AHS caters for students with wide and varied needs, including deaf and hearing impaired, gifted and talented, Aboriginal and EALD. The Visiting Team noted that the AHS curriculum provides access to an extensive range of programs aimed at meeting the diverse academic, social, physical and emotional needs of students. Many of these curriculum offerings are set out in the curriculum handbook.

The use of Daymap allows teachers to host curriculum documents online for greater collaboration between staff, students and parents to access this information and facilitates students' ability to independently manage the learning process. Students and parents interviewed valued the use of Daymap and reported that it indeed assists them in meeting their learning requirements. There is an expectation for staff to upload information onto Daymap, which is clearly outlined in the TLF; however, the quality of the material uploaded is inconsistent, as is its use.

The Visiting Team was interested in determining what measures were in place to ensure that curriculum design, teaching strategies, and support resources exist to allow for intellectual stretch and challenge. There is provision within the curriculum documentation of assessment plans, individualised learning plans and, through acceleration of students into courses 'above' their year level, to stretch and challenge students. A range of learning areas provided evidence of transferable learning skills that extend beyond the classroom. These include problem solving in mathematics, planning and time management in home economics, and opportunities to work collaboratively and create products with real world applications such as the F1 in Schools Technology Challenge conducted through design and technology.

The extensive range of curriculum offerings aligning with the Australian Curriculum and the SACE provide students with opportunities to learn, develop and apply skills in critical thinking, evaluating, interpreting, synthesizing and problem solving.

Student leaders are active supporters of the House system, which provides further opportunities to reinforce the practical use of the Graduate Qualities and the pastoral care curriculum. The Student Perception Survey indicates that the majority of students, enjoyed competitions between houses (88%) and acknowledged the impact of the Student Leaders (87%). The Team noted that the students were proud of their School and their contribution to its improvement.

The long term objective of incorporating 21st century learning methods and interdisciplinary approaches to learning will provide further opportunities for students to engage in learning that requires intellectual stretch and challenge. The inclusion of interdisciplinary units of work and cross-disciplinary learning, with STEAM as a feature of this, is pivotal to the achievement of this long term goal.

Currently, while there is provision within curriculum documentation for differentiation this is inconsistent. The pedagogy used to enhance higher order thinking skills is individualised.

Teachers continue to enhance their understanding of how technology can enable students to lead their own learning. The use of blended learning techniques have been enhanced by the use of apps such as Verso and Plickers, Camtasia, Glogster and ClickView. The school's partnership with UniSA has resulted in online courses and revision materials for mathematical studies, physics, chemistry and biology. Students report that they believe integration of technology into their learning is beneficial and particularly cite the use of Daymap by teachers to upload curriculum documentation as a positive development.

#### Significant Commendations

The Visiting Team commends:

B2b - staff for the implementation of the ALEAP program.

#### Significant Recommendations

The Visiting Team recommends:

B2b - the PLT maintains a professional development focus on developing skills among staff to effectively implement higher order thinking skills.

B2f – teachers continue to explore ways in which ICT can be used meaningfully to enhance classroom practice and improve student engagement and outcomes.

## **STANDARD B3**

### **Standard rating.**

3

### **Evidence supporting the rating**

The school has had a concentrated focus on the development of the AHS Teaching and Learning Framework, which has formed an essential part of the formal curriculum review process, as is the mandated Australian Curriculum and the SACE. The formal review process is aligned with the introduction of the Australian Curriculum and the modifications of the SACE.

The scope and sequence documentation reflects the horizontal and vertical articulation of the curriculum in line with these mandated curriculum frameworks. The school plans to review this documentation and identify overlaps and gaps caused by the introduction of the Australian Curriculum.

Curriculum documentation and support material are extensive. Each teacher is expected to create a Program of Work for each subject, which contains the content, a description of the student cohort, a weekly planner, assessment tasks and resources and review questions. Assessment Plans and tasks are available on Daymap and saved on the school network. The content and detail of these documents vary between teachers with some or all of learning outcomes, accelerated learning, assessment instruments or supporting resources represented on Daymap. The most notable variation occurs in the extent to which students are provided with assessment criteria.

The school's meeting structure and the Eastern Cluster Partnership have provided teachers and coordinators the opportunity to develop a common understanding of curriculum content, learning and assessment. This cluster was established initially to support staff to develop a deeper understanding of the SACE curriculum and has progressed to the implementation of the Australian Curriculum. It also provides invaluable opportunities for networking and developing innovative practice from other leaders and teachers across the Eastern Area.

The cross-curricular priorities of the Australian Curriculum and the interdisciplinary approaches of the PLP, community Studies and Research Project of the SACE, provide links across the disciplines. The formal and informal curriculum, including pastoral offerings provide multidisciplinary learning opportunities. The school has identified this as a priority area and wishes to continue to develop authentic multidisciplinary learning.

### **Significant Commendations**

The Visiting Team commends:

B3f - the student's leadership of the Pastoral Care program and the schools' co-curricular programs for the multidisciplinary experiences students are involved in.

### **Significant Recommendations**

The Visiting Team recommends:

B3a – B3e - the PLT, in consultation with teachers, revises the TLF to include reference to learning outcomes, content and sequence, methodology, resources, assessment and references to links within and across disciplines to ensure consistency in pedagogical practice.

B3f - the PLT continues to explore opportunities for interdisciplinary approaches, particularly in the area of STEAM.

## **STANDARD B4**

### **Standard rating.**

4

### **Evidence supporting the rating**

The Visiting Team concurs with the evidence provided in the Self-Study and the Preliminary Report in relation to International Mindedness and related activities. AHS has a strong commitment to International Mindedness and is continuing to explore new ways to benefit from cultural opportunities from within the school community, for example, the inclusion of a Greek band in the music program.

### **Significant Commendations**

B4a - staff for continuing to recognise the value of using cultural diversity as a teaching resource in the classroom.

### **Significant Recommendations**

None.

## **STANDARD B5**

### **Standard rating.**

3

### **Evidence supporting the rating**

AHS has a sustained and focused culture of PD for staff aligned to its Vision, Site Improvement Plan and to the TLF. The school provides a range of opportunities for staff development. The PD priorities of Literacy and Learning, Positive Psychology, ICT pedagogies and Interdisciplinary task design have been collaboratively developed.

PD of ICT pedagogies has impacted on the manner in which students learn. The Visiting Team observed students actively using and incorporating technology to enhance their learning. The Endicott Survey indicated dissatisfaction by a small percentage of staff with the level of PD offered. The Survey indicated that 33% of teachers reported that they do not access Professional Learning and 28% of teachers indicated that they don't meet with colleagues for interdisciplinary learning. The Visiting Team noted the work which had occurred since the Preliminary Report in the exploration of concepts relating to teaching and relevant professional learning in areas such as the use of ICT, literacy and STEAM.

The school has a robust Professional Learning Plan (PLP), which all teachers must complete as mandated by the DECD. The plans involve areas for improvement, professional learning needs, a Collaborative Learning Team Focus and student and colleague feedback. The introduction of the Professional Learning Teams (PLT) whereby all Learning Area teaching staff meet to focus on an inquiry question of interest has been well received by staff. There appears to be some mandated use of data and research into this practice

The school is a member of the Eastern Secondary Schools Network, which provides opportunities for staff to work with local schools on building teaching-staff capacity in pedagogical practices. The Visiting Team noted that the school collaborates with UniSA for inquiry in maths and science learning and within the new DECD Partnerships Schools in pedagogy for Years 7-8 mathematics.

### **Significant Commendations**

The Visiting Team commends:

B5e - the PLT for the use of data to inform and support staff in the school's Professional Development Priorities.

### **Significant Recommendations**

The Visiting Team recommends:

B5a - the PLT ensures consistent approaches to Professional Learning to support the school's goals for improvement through the Collaborative Team Action initiative.

B5a - staff continue to work in professional learning communities and in the Eastern Cluster Partnership to collaborate and develop innovative practices related to teaching and learning.

## **STANDARD B6**

### **Standard rating.**

3

### **Evidence supporting the rating**

Considerable effort and funds have ensured the facilities and teaching methodologies recognise the different ways that students learn. The school facilities have been significantly upgraded and include a new Learning Hub incorporating a resource centre, ICT help desk, study, break out areas, learning lanes and classrooms. There are new science labs, a roof top area for the Year 12 students, an Arts Innovation Centre and newly resurfaced courts. The learning spaces are designed in a flexible and open manner to provide for multiple purposes, innovative approaches and de-privatisation of practice. The staff, students and parents interviewed commented favourably on the building developments.

The TLF provides extensive detail on teaching and learning expectations and reflects the school's priority on ensuring that teachers identify and address the learning needs of their students. The Visiting Team believed that student engagement was generally strong. This view is reinforced by the 93% of student attendance over the past four years and high levels of attendance across the Senior School. The perception data on student learning indicated that 95% of students either agreed or strongly agreed with the statement that they wanted to learn.

AHS has developed a variety of structural strategies to support differentiation in the classroom. These included acceleration practices, and extension and enrichment activities, individual plans for students with special needs, and in and out of class support. The Visiting Team also noted that the teaching methods and student learning activities were varied according to the nature of the subject matter.

The school delivers an extensive co-curricular program that seeks to engage students in learning outside of the classroom and enhance Graduate Qualities.

The Endicott Survey indicated that "64% of students felt their learning styles are catered for and 62.2% of students believed that if they had trouble learning a lesson one way, teachers tried to teach me another". However, this means that approximately 30% of students did not believe their learning needs were being met. This was consistent with the opinions of some of the students interviewed.

### **Significant Commendations**

The Visiting Team commends:

B6b - the school's innovative refurbishment of the physical classroom environment.

### **Significant Recommendations**

The Visiting Team recommends:

B6b – teachers use appropriate differentiation strategies in planning so that all students remain actively engaged and challenged in their learning.

B6c - the school continues to research and implement pedagogical practices to ensure optimum use of the innovative refurbishment.

## **STANDARD B7**

### **Standard rating.**

3

### **Evidence supporting the rating**

The Visiting Team noted AHS assigns teaching staff according to their areas of expertise and provides up-to-date resources and learning materials throughout all Learning Areas.

The design of learning spaces reflects the school's desire to provide a collaborative, positive learning environment to implement the curriculum and allows access and full participation by students. The Visiting Team noted the wide range of resources available in the school including a purpose-built hub that is fully utilised by students.

The school is well resourced in regards to curriculum materials and professional development provisions. The Visiting Team noted staff satisfaction with the available curriculum resources. The Library Team are committed in obtaining relevant and engaging resources and providing open access for their students. The hub is considered a valuable resource by staff, students and parents and has extended opening hours. The Visiting Team noted the hub was well utilised by students for learning purposes, and students appeared engaged and on task.

The school has a Bring Your Own Device (BYOD) program. However, provision is made for students who can't provide their own laptops. In addition there are specialist computer labs. The BYOD program is a significant initiative that allows students to access learning in a way that engages them in the learning journey. It also allows students to take responsibility for their own learning. The ICT department, located in the hub, has a team of dedicated and educationally focused staff who provide ICT Professional Learning and technical support. The IT Team members are qualified and collaborate with staff and students to provide ease of access to ICT.

### **Significant Commendations**

The Visiting Team commends:

B7a - the Library Team and ICT Help Desk staff for providing a positive learning environment.

B7b - the Governing Council and the PLT for providing excellent ICT resources and staff support.

### **Significant Recommendations**

None.

## **STANDARD B8**

### **Standard rating.**

3

### **Evidence supporting the rating**

The TLF outlines the formal requirements for assessment. The Visiting Team noted that both summative and formative assessment is considered a responsibility of teachers as set out in the Assessment Policy.

This curriculum material is primarily hosted on Daymap, however other documents were uploaded on Google Docs, Moodle and the curriculum drive. The primary curriculum documents for each subject did not contain specific criteria and were not always obvious in the documents viewed. There was use of rubrics in some Learning Areas.

There was a range of curriculum materials viewed by the Visiting Team, with programs of work indicating some assessment tasks. Some formative assessment methods were outlined in Learning Areas documentation.

An array of sophisticated data is available to all staff for planning and is used to determine possible interventions. These include, but are not restricted to, ACER PAT Maths, reading and science and AGAT tests, competition results, achievement data and SACE results.

Some Learning Areas use collaboratively developed common tasks and tests. The results are used to inform teaching and to benchmark student achievement. The school also participates in Clarifying Forums to develop a deeper understanding of the Performance Standards required.

Students interviewed reported that the most frequent form of feedback is from summative assessment and sometimes through pre-tests. Feedback is through a combination of written notes, verbal or via software applications. Students believe they would benefit from more frequent feedback. A number of staff have attended PD in this area.

### **Significant Commendations**

The Visiting Team commends:

B8d - the PLT for using data to inform continuous improvement strategies.

### **Significant Recommendations**

The Visiting Team recommends:

B8a - the Learning Area Coordinators institute a centralised method of storing assessment and teaching resources to foster collaboration between teachers and to provide an opportunity for the PLT to monitor consistency between the planned and taught curriculum.

B8b - the PLT continues to develop processes that ensure consistency in moderation and timely feedback to students.

B8b - the Learning Area Coordinators ensure that all teachers provide students with grading standards and criteria which are clearly stated, available in advance and are aligned with the school's Assessment Policy to ensure consistency.

## **STANDARD B9**

### **Standard rating.**

3

### **Evidence supporting the rating**

AHS has a strong focus on achieving excellence in teaching and learning. The Visiting Team noted a collaborative environment among staff in developing a student pathway-driven curriculum that progresses through to a SACE completion rate of 97% of students' transition through to tertiary study with the mean ATAR score of 74.6%.

There is a variety of forums for reflecting on curriculum and teaching practices from formal calendared meetings through to informal conversations. Staff have indicated a need to review gaps and overlaps arising from the implementation of the Australian Curriculum and the co-curricular program.

Evidence that current educational practices are being addressed is apparent in the school's goals, the Site Learning Plan and Professional Learning provisions. Staff are committed to an improvement plan for curriculum delivery as seen in initiatives such as the use of relevant and current technology, being a focus school for SHineSA, TYHA and the array of educational PD opportunities available to staff.

The school has developed a Memorandum of Understanding with the University of South Australia's Educational Faculty to develop resources in physics, biology and chemistry and interdisciplinary units of work in STEAM.

### **Significant Commendations**

The Visiting Team commends:

B9a - the teaching staff for their commitment to curriculum development.

B9b - the PLT for building partnerships with the University of SA.

B9c – the PLT for providing teachers and students with access to quality technology and media resources.

### **Significant Recommendations**

The Visiting Team recommends:

B9a – the Learning Area Coordinators collaborate to develop, review and revise the curriculum on a regular basis.

## **STANDARD B10**

### **Standard rating.**

4

### **Evidence supporting the rating**

The Assessment Policy has a clear purpose which is accessible to staff, students and parents. The Visiting Team noted that the grading scheme is clearly stated in School documentation and parents receive communication about expectations.

The Visiting Team noted a comprehensive reporting schedule. Students receive written reports and are invited to attend Parent Teacher evenings held twice each academic year. The traffic light system provides an indication of students' progress and flags potential students at risk. This data, along with progress interviews, are recorded to track individual student academic performance and staff use this data to identify students requiring support.

Continuous student reporting through Daymap may be an effective tool in giving students immediate feedback and allowing them to see where they are in relation to both skills and attitudes to learning, however this is currently inconsistently used by staff. All reports on Daymap are accessible to parents through a parent portal.

Student achievement data is provided using Daymap and Filemaker Pro software allowing staff access to sophisticated data sets for individual students and the school to evaluate the school's progress in achieving the targets set within the Site Improvement Plan. The school collects the PAT data for Years 8-10 and is working through processes to effectively use this in the classroom. Other data sets are analysed to determine the success of curriculum and co-curricular programs and adjustments are made accordingly.

There was evidence of reporting student achievement across a range of communication channels. This was observed in displays in reception and other areas. Student groups took ownership and considerable pride in their achievements in relation to human rights, their houses, sport and student leadership.

### **Significant Commendations**

None.

### **Significant Recommendations**

The Visiting Team recommends:

B10a - the Learning Area Coordinators consider ways to track, analyse and use data in a more systematic way.

B10a – the PLT and teachers develop a culture across the school where differentiation is considered the norm in all lessons to ensure all students face an appropriate level of challenge as a matter of routine.

# PART TWO – SECTION C

## GOVERNANCE & LEADERSHIP

### STANDARD C1

#### Standard rating.

4

#### Evidence supporting the rating

The Governing Council works within legislation and the Governing Council Constitution set by the State Government. The Governing Council works to support the school's Vision and Priorities, provides sound advice to the school's Principal Leadership Team and sets the long term strategic directions for the school.

In 2014, the Governing Council and the Principal Leadership Team engaged the community in a consultation process entitled "Adelaide Dreaming". All Staff, the Governing Council, student leaders, all Year 8 students, invited parents and future parents of the school were invited to take part in several consultation sessions led by an external facilitator.

With a new Vision and Priorities the school is now endeavouring to ensure all members of the community know and understand it, in particular its key aspects and how they underpin all the school undertakes. It was noted by the Visiting Team that the new Vision and Priorities are well displayed throughout the school and in published documentation.

Governing Council members support the school values and are guided in this by a Code of Practice partially devised by the Governing Council. Each member must undertake a DECD criminal screening (police check) process upon election to the Governing Council. Each year, the Governing Council undertakes an appraisal of its work using an in-house developed appraisal process and takes any action deemed appropriate.

Meetings of the Governing Council are held at least twice a term, thereby complying with government regulations. The school provides each Governing Council member with all documentation pertinent to the meeting at least 3 working days in advance. Each year there are more parents nominated to be part of the Governing Council than there are positions; such is the high level of parental support for the school.

The Visiting Team recognises that the Governing Council fulfils its essential governance duties of support and challenge. Should a member of the Governing Council resign or otherwise depart from a position on the Council, the Constitution provides mechanisms for replacement and subsequent continuity. These mechanisms have been successfully invoked in recent times following two resignations.

#### Significant Commendations

The Visiting Team commends:

C1a - members of the Governing Council for their continued support of the school through their commitment to upholding the Vision and Priorities.

#### Significant Recommendations

None.

## **STANDARD C2**

### **Standard rating.**

4

### **Evidence supporting the rating**

There is a clear understanding of the complementary roles of the Governing Council and the Principal. The relationship is very positive, highly productive and the school enjoys strong support from the Governing Council.

The changes at the school since the previous CIS Five-Year Report have allowed the collaboration between the Principal and Governing Council to flourish in developing community consultations such as the "Adelaide Dreaming" process to reassess the school's Vision. Most recently, the Governing Council, the Principal and the Staff have undertaken discussions about the possible changes arising from the announcement by the DECD of the establishment of a new city high school, raising a plethora of potential challenges. As a result of this, a sub-committee of the Governing Council has been struck and a report from this sub-committee is now a standing item on the Governing Council meeting agenda.

During the Visit, the Chair met with the Education Director for AHS. From this meeting it was evident that they enjoy a strong and mutually respectful relationship.

### **Significant Commendations**

The Visiting Team commends:

C2a - the Governing Council for its proactive attention given to various external challenges

### **Significant Recommendations**

None.

## **STANDARD C3**

### **Standard rating.**

3

### **Evidence supporting the rating**

The job description of the Principal is produced by the DECD.

The Principal provides leadership for setting the educational program, the implementation of the Vision and Priorities and works in close collaboration with the Principal Leadership Team, staff and the Governing Council.

Recruitment of staff is within the authority delegated to the Principal by the DECD. The Principal delegates responsibility for areas of curriculum and well-being through an agreed school leadership structure devised and endorsed by the Personnel Advisory Committee (PAC). Led by the Principal, the school has developed a performance management process, inclusive of professional learning linked to the DECD (Building a High Performing System) and school priorities within the Site Improvement Plan. In the DECD, Principals do not have the authority to terminate employment, but have a responsibility to report and to manage under-performance.

The Principal, alongside other Principals all contribute to discussion on broad educational improvements within the system. In all aspects, the Principal is a proactive educational leader across a range of community contexts.

It is recognised that the Principal enjoys very positive and supportive relationships with the Governing Council and Education Director, and is able to lead the school in its focus on the implementation of the Site Improvement Plan.

### **Significant Commendations**

The Visiting Team commends:

C3b - the Principal for her inspirational leadership.

C3c - the Principal for her positive participation and contribution to educational improvements in a wider context.

### **Significant Recommendations**

None.

## **STANDARD C4**

### **Standard rating.4**

#### **Evidence supporting the rating**

The Governing Council has a comprehensive set of policies, practices and operating procedures developed within the legislative framework of the State Government. These complement the operational Policies and Practices.

The Governing Council sets aside time in each meeting to discuss concerns and issues surrounding the strategic direction of the school and any other issues raised by the Principal. Agenda items are determined through a fixed agenda structure. At each meeting, items for the next month are suggested through discussion with other items added to the agenda in the week prior to the allotted meeting. Any member of the Governing Council is able to place items on the agenda. Decisions are made through motions proposed, seconded and voted on by simple majority.

The role and scope of councillors is explicitly stated. The Governing Council is transparent in its operations and reports each term to the school community via the school newsletter, annually in the yearbook "Vitae", and in the Annual Report. Members of the Governing Council are fully supportive of the varied and many school functions. The Governing Council has three staff representatives who report relevant matters to the staff through forums such as the Staff and Leadership Team Meetings.

Occasionally, non-members who have special interest or knowledge relevant to the Council are invited to attend its meetings as observers and, if in agreement, take part in discussions on particular issues. Non-members cannot vote. Minutes from meetings are not for circulation.

Anonymous self-appraisals provide data relevant to the effectiveness of the Council, which is then used to support further Governing Council improvements.

Policies are revisited periodically to ensure currency and compliance with any government direction.

The Governing Council responded to the CIS Preparatory Visit report's recommendations and has supported the Principal Leadership Team and the staff to develop a Teaching and Learning Framework.

The Visiting Team was informed that the Governing Council supports the direction of teaching and learning in the school through the endorsement of the school budget through special projects such as support for the provision of ICT infrastructure for 21<sup>st</sup> century learning, new furniture and support the redesign of the current metalwork room into a STEAM room.

As a government school, the Governing Council does not undertake the appraisal of the Principal. As the responsible line manager, the Educational Director of DECD's Adelaide-Prospect Partnership undertakes the appraisal of the Principal on an annual basis and engages the Principal in regular discussion about School operations, achievement against the school's Site Improvement Plan and DECD priorities.

#### **Significant Commendations**

The Visiting Team commends:

C4b – the GC for its support in the implementation of the strategic direction of AHS.

#### **Significant Recommendations**

The Visiting Team recommends:

C4d – the GC continues to investigate methods by which its work is communicated successfully to the school's community.

## **STANDARD C5**

### **Standard rating.**

3

### **Evidence supporting the rating**

The Strategic Plan and annual Site Improvement Plan are based on the strategic directions proposed by the GC. All major developments within the Strategic Plan identify key resource and personnel requirements with associated timelines.

The annual budget is based on revenue and is ratified by the Governing Council each year. The Business Manager monitors the budget regularly, meeting with the Principal to discuss progress and upcoming expenditure. The Treasurer of the Governing Council is responsible for reporting the financial position of the school to the Council at each meeting and is supported by the Business Manager in undertaking this task. The school's finances are in a healthy position and future plans for the school are feasible. The long term viability of the school is underwritten by the DECD.

The school is funded by the DECD on a per capita basis. The school also charges parents an annual Materials and Services fee to cover the costs of these beyond the DECD's base funding. The proposed School fees are communicated in writing to parents individually before the beginning of the school year. The school's processes are compliant with DECD policies and procedures related to the Materials and Services charges.

There are also some charges for particular subjects with a high level of expendables such as Year 12 Hospitality, or excursion costs such as outdoor education expeditions. Fees are also charged for the specialist cricket and rowing programs.

The school is audited annually by DECD externally approved auditors. Approval must be given by the Governing Council and the DECD for large capital purchases. The school has consistently been shown to have adequate resources and effective systems for managing its budget.

The Principal and Business Manager are responsible for presenting financial information pertaining to any plans for the school via the Governing Council's Treasurer at Governing Council meetings. The Governing Council has policies for cash management, credit card use and financial management.

The Visitor Team notes that the advice of the Preparatory Report has been acted upon.

### **Significant Commendations**

The Visiting Team commends:

C5b – the Business Manager for the monitoring and control of the school budget to make future strategic plans feasible.

### **Significant Recommendations**

None.

## **PART TWO – SECTION D**

### **FACULTY & SUPPORT STAFF**

#### **STANDARD C1**

##### **Standard rating.**

3

##### **Evidence supporting the rating**

As a government school, AHS complies with all state regulations regarding the screening and recruitment of staff. Screening processes for teachers include holding a current Teacher's Registration and mandatory police clearances.

The school complies with the current Enterprise Agreement with regards to the student to teacher ratios for Middle and Senior School classes and teacher 'face to face' time per week. Average class sizes for Middle and Senior School are all below the agreed levels. The Personnel Advisory Committee (PAC) developed a definition of practical classes for the school and the school is staffed accordingly.

The heritage nature of the school's original buildings means that classrooms in the heritage parts of the school do not meet the current DECD benchmark of 60m<sup>2</sup>. However, the integration of appropriate ICT and new furniture allows for some increased flexibility in these rooms.

Staff are allocated to classes according to their skills, qualifications and the needs of students by the Assistant Principal with responsibility for the timetable and in collaboration with Learning Area Coordinators. The school and its students are well supported by a range of School Service Officers and other student support staff including Bilingual Student Support officers, tutors and mentors, Learning Needs support staff, Aboriginal Community Education Officers and Counsellors.

Occasionally, the Principal is directed by DECD to accept staff that have neither been appointed to the school on contract nor through a vacancy process and the school has been required to deploy such staff to roles that best fit the school's needs and the staff member's expertise. This is not an ideal situation in terms of strategic planning or transparency of staff appointments.

Staff are obliged to follow DECD and school policies and procedures in relation to Performance Management to ensure their competencies remain current and relevant to student curriculum choices and needs. Outside providers are employed when additional contributions to provision are identified, examples of these include: the Elevate Program, the special rowing and cricket programs and external Special Needs tutors and mentors.

##### **Significant Commendations**

None

##### **Significant Recommendations**

None

## **STANDARD D2**

### **Standard rating.**

3

#### **Evidence supporting the rating**

A number of documents and frameworks underpin teaching and learning within the school. These include the school's Vision and Priorities, Motto, Graduate and Teaching Staff Qualities and the SSO Statement documents, many of which staff devised in a collaborative manner.

The school's Professional Learning Plan, which incorporates DECD requirements as well as the school's Vision and Priorities and whole School improvement goals, enables staff to document their performance and improvement goals on an annual basis. It also allows for staff to identify individual professional goals for the year, assisting their professional growth. This focus on and engagement in, professional learning enables teachers to better support the students in achieving their potential.

Triangulated feedback on teaching and learning is developing through processes involving self-reflection, student feedback and peer observations for which various proformae exist. However, the Team noted that there was a degree of inconsistency in these areas.

All DECD staff are governed by the Code of Ethics for the SA Public Service with respect to appropriate behaviour, relationships with others and professional conduct. In addition, the AHS teaching staff collaboratively developed a Staff Qualities Statement which documents staff intentions to meet student expectations of learning and wellbeing with the SSOs using a similar process to develop an SSO Statement.

Throughout the period of the Visit, it was evident to the Team that a strong climate of mutual respect prevails at AHS.

Staff are encouraged to develop professionally in a number of ways. Teachers have been supported to undertake roles such as chief assessors, markers, moderators, examiners and paper setters for the SACE Board with the result that there are 30 or so staff involved in SACE Board processes to date. Staff have been released to work with other staff from schools in the Eastern Cluster and Adelaide-Prospect Partnership to share good practice on the implementation of the Australian Curriculum and the SACE, and for SSOs to share work practices. Staff are also supported to enable them to attend PD courses and conferences as they arise to complement the school's improvement agenda.

#### **Significant Commendations**

The Visiting Team commends:

D2c - the PLT for promoting a culture of continual PD.

D2c – all staff and students for their contribution to the development of a culture of mutual respect that prevails across the school.

#### **Significant Recommendations**

The Visiting Team recommends:

D2c - the PLT further develops the use by all staff of peer assessment and student feedback as an integral part of professional learning.

## STANDARD D3

### Standard rating.

3

#### Evidence supporting the rating

All staff are employed using DECD policies and procedures and have clearly stated roles and responsibilities. Teaching staff who are permanent in the school have unlimited tenure. All teaching staff in leadership positions are on a time-limited tenure, usually for five to seven years.

Each teacher and SSO appointed to the school is provided with an offer letter including salary from the DECD which outlines their role title and the length of tenure.

There is a well-documented and established induction process. New staff are also appointed a buddy who normally comes from the same teaching area, or who works at an equivalent level. This was lauded by incoming staff.

Appropriate contractual guarantees are in place for permanent employees of the DECD. Staff are informed of the correct DECD Complaint Resolution Policy and Procedures. New employees are informed of issues related to job security and the procedures for appeal as part of their induction.

#### Significant Commendations

The Visiting Team commends:

D3a - the school for its comprehensive school induction program for new staff.

#### Significant Recommendations

None

## **STANDARD D4**

### **Standard rating.**

3

### **Evidence supporting the rating**

As a government school, AHS works within the appropriate DECD and EO Acts and legislature. Recruitment is undertaken within the agreed processes between the DECD and the Australian Education Union (AEU).

The Code of Conduct for Public Service Employees, the Staff Statement and the school's Vision and Priorities clearly state the expectations of staff. There is evidence that the school treats all staff appropriately following the relevant DECD policies. A functioning PAC follows DECD/AEU guidelines.

The school Psychological Audit, conducted on a yearly basis rather than the two yearly mandated audit, provides annual evidence that interactions between staff are respectful and staff morale is generally high.

Comprehensive staff handbooks, which outline the school and DECD policies and school practices, are provided to all staff.

The school's TLF documents philosophies, policies and practices that support learning and teaching. The DECD's "Teaching for Effective Learning Framework", requires staff to engage in peer observation and seek student feedback to help inform and develop their practices. The school's Professional Learning Plan supports staff to engage in efficient and effective performance and to meet their personal, School and the DECD goals.

### **Significant Commendations**

The Visiting Team commends:

D4b – the PLT for producing comprehensive, clear and concise staff handbooks.

### **Significant Recommendations**

None

## **STANDARD D5**

### **Standard rating.**

3

### **Evidence supporting the rating**

The staff Performance Management Policy and practice, complies with DECD expectations in relation to the Australian Institute for Teaching and School Leadership Professional Standards for teachers and school leaders (AITSL), Professional Teacher Standards and the AITSL Principal Standards. The Performance Management Policy also reflects the school's Vision and Priorities, improvement agenda and staff needs.

There is a well-documented and understood process requiring the development of individual Professional Learning Plans with SSOs engaging in a similar process.

The school has a clearly outlined Professional Learning Program. The themes in the program are linked directly to the Site Improvement Plan and the DECD's goals, and are all aimed at advancing student learning. The majority of staff meetings have been used for professional learning and staff select one of five topics to focus on per semester.

A significant number of staff have also attended professional learning programs to foster revisions and innovations within the curriculum, including Dylan Wiliam seminars on formative assessment, a Marzano High Performing Schools conference, Jon Bergmann and other flipped learning workshops and CIS annual regional conferences to promote international mindedness.

Well-being is a central pillar of the school's Vision and Priorities. To support the wellbeing of staff the school has freed Thursday afternoons from meetings and called the afternoon "Staff Wellbeing". Staff have the opportunity to develop small group activities to support morale and well-being, for example walking and running, meditation and yoga.

### **Significant Commendations**

None.

### **Significant Recommendations**

The Visiting Team recommends:

D4c - the PLT engages with teaching staff to further embed the culture of student voice.

# PART TWO – SECTION E

## ACCESS TO TEACHING & LEARNING

### STANDARD E1

#### Standard rating.

3

#### Evidence supporting the rating

The Visiting Team found the admissions documentation thorough and comprehensive. The school sets a variety of diagnostic tests with Year 7 students to identify their educational needs and learning abilities, then provides tracking and support systems to keep the staff, parents and students informed about the ongoing assessments.

The school's Admissions Policy clearly identifies the requirements and conditions of enrolling students in special entry pathways, including Special Interest Language, cricket and rowing programs, as well as the DECD International Students Program. When accepting a student through a special entry pathway, suitability is assessed through individual testing and interviews. The school also enrolls hearing-impaired students and students with special needs, who are then subjected to further assessment. These students are supported with a Negotiated Education Plan (NEP) document process which is devised in collaboration with the parent, student and staff and reviewed on an annual basis. There is an increasing number of Aboriginal students who enter the school through the Enter for Success Program and are supported by Aboriginal education workers in their learning through an Individual Learning Plan (ILP).

The school monitors student progress through ongoing assessment procedures, which include Classroom teacher data, term reports, school-wide standardised assessment data, such as Annual testing of Years 8 – 10 students in reading, mathematics and science, and the National Assessment Program - literacy and numeracy for Year 9. The mid-term 'Traffic Lights' review helps teachers identify students who require additional academic support.

The school is an Associate school for Students of High Intellectual Potential. Gifted and Talented students are identified through diagnostic tests when entering the school. Suitable students are identified to participate in the Adelaide Learning Extension Acceleration Program (ALEAP) in Middle School. The Visiting Team also found there is evidence that demonstrates extension and acceleration activities exist within most Learning Areas.

#### Significant Commendations

This Visiting Team commends:

E1a - the PLT and Governing Council for the inclusive admissions policy.

E1c - teachers for the consistent use of the Traffic Lights system to monitor student progress.

#### Significant Recommendations

E1c - the school continues to use standardised assessments to track the progress of all students.

## **STANDARD E2**

### **Standard rating.**

3

#### **Evidence supporting the rating**

Qualified and experienced personnel support the Centre for Hearing Impaired (CHI), special learning needs program and Aboriginal students' learning. Bilingual School Services Officers (BSSO) support the students from CHI in the mainstream curricular and co-curricular activities such as camps, sport and leadership opportunities. The Senior Leader Learning Support and CHI staff are also developing flip books to support mainstream teachers.

Student achievement data and student survey results are used to evaluate the learning support program's effectiveness. NEP and ILP are updated annually or on a needs basis according to this data.

The roles of CHI staff and the Senior Leader Learning Support are documented in the Staff Handbook. They are also introduced to the parents and students on parent evenings or via school communication. The Senior Leader Learning Support has developed and attached student profiles to Daymap for teachers to easily access. Information about student's disability or learning difficulty is shared with all staff at the beginning of each term.

Community organisations are accessed at the school to provide workshops to teachers or conduct group sessions to the students with special learning needs. The increasing number of students on the autistic spectrum has been noticed by PLT and relevant professional learning led by Autism SA has been provided to teaching staff. All the documentation recorded or provided by outside organisations is available for all staff to review as required.

#### **Significant Commendations**

The Visiting Team commends:

E2a - the entire staff and student body for their commitment to the support of hearing-impaired students.

E2d - the PLT for facilitating the use of community resources to support students with special learning needs.

#### **Significant Recommendations**

The Visiting Team recommends that:

E2a - the PLT and teaching staff continue to develop strategies to ensure that all students that require support can access the full curriculum.

## **STANDARD E3**

### **Standard rating.**

4

### **Evidence supporting the rating**

The Endicott survey shows that a high percentage of parent and student respondents agree that "There are teachers available to help students with English or another language of instruction." All teachers are expected to be teachers of English as a Second Language (ESL) and literacy according to the school's philosophy. All teachers have participated in the "ESL in the Mainstream" program, and this has served to increase awareness in ESL teaching strategies. The Functional Linguistics course, which is developed by DECD, helps a number of staff to build their capacity as teachers of Literacy.

The school provides sufficient personnel and courses to support the student language needs. An Intensive Secondary English Course (ISEC) is designed for English as an Additional Language (EAL) students. This primarily, though not exclusively, services the International Program students before they enter mainstream classes. In addition, the international students have many opportunities to integrate with local students which supports their language development.

The school is the state's only Special Interest Language School. The students who enrol through this special entry pathway are required to take two out of the seven languages offered by the school. The students are supported and encouraged to maintain use and further develop their home language, for example through the extracurricular opportunities provided through the school of Languages.

### **Significant Commendations**

The Visiting Team commends:

E3a - the AHS leadership, Governing Council and teachers for their commitment to the Special Languages Program.

E3b - the school and the staff for the ongoing support for EAL students.

### **Significant Recommendations**

None.

## **STANDARD E4**

### **Standard rating.**

3

#### **Evidence supporting the rating**

There are two qualified student counsellors as well as the pastoral support provided through the House structure and senior and middle leaders. Course and subject counselling is also available and is highly regarded by staff and students. AHS also offers Vocational Education and Training (VET) courses to develop student competencies and support their future development.

A strong orientation and transition program helps Year 8 students assimilate into routines and practices. International students are enrolled through the ISEC program and are paired with International Ambassadors to ensure a comfortable transition to their new environment. Parents of new students have the opportunity to meet with their children's Pastoral Care teacher before the term commences and are asked to give feedback on the counselling program during parent evenings.

Counselling notes are recorded and stored in the counsellor's offices. Some essential information is shared with all staff on Daymap and where student wellbeing is at risk, the counsellor will share additional information as appropriate. The Visiting Team noted that the demand for student support through counselling continues to increase. As a result, some concerns have been raised about the amount of support that can be delivered given these increased demands.

The Pastoral Care program has been implemented across all year levels from Year 8 to 12. The program is supported by comprehensive policies which ensure supportive and well-organised provision. The requirements in each year are clearly defined and include reference to communication, trips, attendance at House assemblies and student support. The Pastoral Care Group teacher role is also clearly defined and strongly supportive of the school's Vision and Priorities. Interaction by the team with parents and students confirmed that the pastoral provision is considered to be a strength.

Each year, the PCG teachers and School Management Team reflect on all counselling programs. Informal input from parents on the counselling programs is also considered.

#### **Significant Commendations**

The Visiting Team commends:

E4a - the PLT and all staff for the ethos of care and wellbeing that prevails at AHS.

E4c - the school for providing a comprehensive and effective orientation and transition program for students new to the school.

#### **Significant Recommendations**

The Visiting Team recommends:

E4a – the PLT considers an increase in the number of hours of counselling available to students.

## **STANDARD E5**

### **Standard rating.**

4

### **Evidence supporting the rating**

AHS has Student Services with trained staff to attend to students' health needs. First Aid training is compulsory for all staff to attend at the beginning of each year. The Student Service Officers (SSOs) also need to attend special emergency training. Processes for off-campus activities include an approved risk assessment checklist and appropriate student medical information. First aid equipment routinely accompanies all activities.

The Turn Your Health Around program is evident throughout the school, serving as a guide and avenue to develop positive traits. The school has won the prestigious Australian Council for Health, Physical Education and Recreation (ACHPER) Howard Mutton Award for Quality Health and Physical Education programs for this initiative. During Pastoral Care, the students from Senior School work with Middle School students to monitor their daily food intake and physical activities. Year 12 Health classes also have connections with community agencies who organise health promotion activities.

The school counsellors are responsible for providing health information to students, their families and staff. Community health information is shared with parents via an alert email or SMS. In the Endicott survey, parents appreciated the school climate and commented positively about the school's attention to health matters.

The Work Health and Safety Committee (WHS) updates the school about health and safety concerns or requirements which are regularly updated to staff via email.

### **Significant Commendations**

The Visiting Team commends:

E5b - the HPE Learning Area Coordinator for the development and implementation of the Turn Your Health Around program.

### **Significant Recommendations**

None.

## PART TWO – SECTION F

### SCHOOL CULTURE & PARTNERSHIPS FOR LEARNING

#### STANDARD F1

##### Standard rating.

4

##### Evidence supporting the rating

AHS has a very strong culture of mutual respect. The traits of resilience and optimism are highlighted through the school's strategic priorities of "Wellbeing, Learning and Culture" and these are evident in all areas of the academic and co-curricular programs.

The school's publications reflect a very strong ethos of support for the physical, social and emotional wellbeing of students and staff, and during the Visit, the Team experienced numerous examples of reinforcement of this highly valued trait.

The school has an extensive set of policies and procedures that promote an holistic approach to student wellbeing. All members of the school staff and student body accept responsibility for creating a climate of inclusion and this has a clear alignment with the school's Vision.

A strong focus over the past year has been the development of "positive psychology" to promote staff and student well-being. This initiative reflects the Principal's drive for continual improvement in all areas of School life.

All staff have received the required DECD Responding to Abuse and Neglect training and all volunteers have undergone criminal history checks.

AHS has well documented policies on Behaviour Management and Discipline, which have been developed in line with DECD policies and guidelines. These policies are published to the students and parents on enrolment along with the DECD requirements regarding appeals and parent complaints.

Pastoral support for students is provided through the House structure which provides students with a sense of belonging as well as providing opportunities for competition, fundraising, friendships and teamwork. House leaders have a responsibility to monitor behaviour, attendance, punctuality and uniform, and also to ensure that support is available for students when required.

AHS is very active in the celebration of student success and this is evidenced through whole-school assemblies, newsletters, and annual sport and academic presentation evenings.

The school offers a very wide range of student leadership opportunities, with over 300 students in positions of responsibility at the time of the Visit. Examples include Prefects, Student Council representatives, House Leaders, Peer Leaders and Middle School Leaders thus providing acquisition and refinement of skills of leading, collaborating, adapting to the ideas of others, constructive problem-solving and conflict resolution through experiencing leadership in authentic contexts. While the school promotes student leadership in many ways students are generally not involved in the twice yearly parent teacher meetings and so do not lead discussion about their own learning.

##### Significant Commendations

The Visiting Team commends:

F1b - the PLT for ensuring a wide range of policies, procedures and practices that promote the well-being of staff and students.

F1b - the Principal for initiating "positive psychology" to promote staff and student well-being.

F1c - staff and students for creating and maintaining a strong culture of mutual respect.

F1c - the students for their commitment to the House program.

**Significant Recommendations**

The Visiting Team recommends:

F2c – the teaching staff build further on the strong ethos of student leadership by involving students in the parent teacher meetings so they become student led conferences.

## STANDARD F2

### Standard rating.

3

### Evidence supporting the rating

AHS has highly developed processes of communication with parents and students through the use of the DayMap system and other modes of communication.

The school's website and printed documentation provide a positive and accurate indication of the educational aims and programs to support student learning. These materials are consistent with the school's Vision and Priorities which are evident through all aspects of the programs offered at the school.

The school has a strong culture of seeking opinion from stakeholders and the results of surveys are used by the PLT and Governing Council to review practice and policies.

Parent teacher interview evenings are held twice a year, with additional meetings for Year 8 to support transition and Year 10 to guide SACE course selection. However, parents are made to feel welcome at any time and the school considers parents as genuine partners.

AHS has created diverse and active partnerships with a wide range of local, national and international organisations to enhance the learning outcomes for all students.

It was evident to the Visiting Team that a collaborative and positive learning environment has been established and fostered through meaningful programs targeted at students' commitment to the school and its Vision. The school actively engages with its alumni who volunteer and are engaged professionally through the school's co-curricular programs and the senior tutoring service.

The school has established productive links with the local community. These include the SAPOL Youth Leadership initiative, Surf Lifesaving SA in the teaching of aquatics, UniSA in the delivery of revision courses, placements for student teachers and a productive relationship with ZONTA Adelaide to fundraise and package Birthing Kits all of which enrich the connections students make with the community. The school also maintains strong links with alumni some of whom took time to meet with the Visiting Team.

### Significant Commendations

The Visiting Team commends:

F2e – the school for creating meaningful learning opportunities through links with the local community.

### Significant Recommendations

The Visiting Team recommends:

F2a - the PLT considers strategies for students to lead discussions about learning during parent-teacher conferences.

## STANDARD F3

### Standard rating.

3

### Evidence supporting the rating

The delivery of the school's co-curricular offerings are consistent with the Vision and Priorities, statements of International Mindedness, intercultural understanding and the Graduate Qualities. Intercultural and international awareness is celebrated through student and staff-led programs aimed at fostering local engagement while promoting Global Citizenship.

Throughout the school multiple opportunities exist for students to develop leadership skills and the school provides ample avenues for all students to develop these skills. AHS fosters and promotes a service attitude within the student body through which a number of programs have a humanitarian or human rights focus.

The school acknowledges and celebrates Intercultural and International awareness in a wide range of student led initiatives including the Reconciliation Statement, Leadership Symposia, Harmony week and support of "Build a school in India" project. AHS is also very active in celebrating and acknowledging the Kurna people at all School assemblies, and integrated studies in Year 8, providing knowledge and understanding of the Australian Indigenous culture and people.

AHS actively promotes and enacts global environmental awareness and responsibility through a wide range of proactive strategies aimed at reducing the school's environmental footprint. The students are actively engaged in creating a more sustainable School through a reduction in electricity use and sustainable food programs.

The school has undertaken a process of reviewing their co-curricular programs in response to the Preliminary Visit and has developed feedback documentation for all groups to complete at the end of the year. This enables the school to make valid decisions regarding the programs offered the following year. The school has also developed a system responding to student feedback by which students themselves can propose a new co-curricular program further enhancing the school's leadership and pastoral programs.

### Significant Commendations

The Visiting Team commends:

F3 - The SRC's focus on human rights and the student leadership of these projects.

F3a – The PLT, middle and senior school leadership teams, and the Culture and Partnerships committee for developing exceptional pastoral care, leadership and co-curricular program linked to the Values and Priorities of the school.

### Significant Recommendations

None.

# PART TWO – SECTION G

## OPERATING SYSTEMS

### STANDARD G1

#### Standard rating.

3

#### Evidence supporting the rating

The Visiting Team found that, as a DECD School, AHS works within the departmental and state government policies and procedures that require regular financial reporting to the Governing Council and annual audit requirements. The Visiting Team found that AHS procedures are compliant with these requirements.

The Visiting Team noted that AHS was trialling the new School Financial Management System (SFMS) and as a result some reports will change formats. The Finance Team has begun documenting procedures for the SFMS.

There was clear evidence that the school is operating in a financially sustainable manner and that parents and the school community were confident that the school was operating in a financially responsible way. The school is covered by DECD's self-insurance and holds no debt.

The Visiting Team noted the significant change in staff in the finance team in recent times including the Business Manager and Finance Officer. There is some capacity for staff in Student Services to back up the Finance Team roles.

Fund raising groups including Rowing, Cricket and Greek Parent groups, provide financial statements to the school on an annual basis. Expenditure from these accounts aligns with school priorities and dispersion of funds from these accounts is approved through the Principal and Business Manager.

The Endicott survey indicated 30% of staff were unclear about how they could have input into budgetary and financial planning processes. The Team also noted there was no specific proforma for requesting additions to the budget.

#### Significant Commendations

None.

#### Significant Recommendations

The Visiting Team recommends:

G1b - the PLT and Business Manager investigate opportunities to clarify with staff the pathways by which they can contribute to financial planning decisions.

#### Additional Advice

Write here:

The Visiting Team suggests:

The Business Manager and PLT review the roles of members of the new Finance Team to ensure that all processes are efficiently completed and there is sufficient backup in place.

## STANDARD G2

### Standard rating.

3

#### Evidence supporting the rating

The impact of recent renovations on student learning was clear both through discussions with teachers and students. In particular, the Visiting Team noted the inclusion of flexible spaces, glass partitions and a range of well-used study areas for senior students. The open classrooms have encouraged sharing of good practice. Teachers lodge requests with Grounds Team staff for the opening of the flexible walls to suit lesson pedagogy.

The additional science laboratories have enhanced practical opportunities and the Edutainment Room has supported the growth of flipped learning. All science laboratories, preparation and chemical storage areas are compliant with DECD regulations.

The Visiting Team notes the use of new furniture and wall mounted screens has allowed the smaller rooms in the original part of the school to be used effectively, addressing some of the limitations highlighted in the Endicott Survey. The new furniture also supports collaborative class learning.

The Visiting Team noted the strategic location of office spaces for Leadership Team members that supports collaboration. It is also noted that since the completion of the new building, office space now complies with DECD formula.

The school adopts a strategic approach to facilities maintenance. Future planned upgrades include the STEAM Room, cricket facilities, gym airconditioning and the canteen.

The implementation of the AARNET internet connection and the change of content filtering system have addressed concerns raised in the Endicott Survey and the frequency of service calls and outages has greatly decreased in 2016. The Endicott Survey indicates, staff at the school feel ICT systems are well supported and developed. The ICT system has well developed backup and disaster recovery processes.

The new ICT help desk has assisted the ICT team to provide efficient management of student laptop repairs by three different vendors and the service needs of students in a one-to-one environment. There is a log of service requests that ensures effective management of the workload. The ICT Team has also developed a comprehensive Wiki of ICT procedures for troubleshooting.

While there is also a three year plan for ICT upgrade, the Visiting Team noted there is no common record of when network infrastructures are out of warranty or due for replacement.

The new building (Building 7) fully complies with DECD and Building Code of Australia (BCA) codes for disability access, including lifts, disabled toilets and door openings. There is lift access to all teaching areas through Buildings 4 and 7. The Visual Warning Alert System ensures all students including CHI students, receive adequate warning for evacuation and lockdown.

#### Significant Commendations

The Visiting team Commends:

G2e – the ICT team on their supportive customer service and exemplary management systems.

G2e - the ICT team on the implementation of the AARNET and changes to filtering that have dramatically reduced outages and user issues.

#### Significant Recommendations

The Visiting Team recommends:

G2e - the ICT team implements consistent documentation of warranty expiry and expected replacement dates for ICT components.

## **STANDARD G3**

### **Standard rating.**

3

### **Evidence supporting the rating**

AHS has an effectively functioning Facilities Management Committee that together with the Work Health Safety (WHS) committee ensure that School facilities continue to comply with DECD and state government requirements for Health and Safety.

Certificates of compliance are issued for all plumbing and electrical work carried out and Standard Operating Procedures (SOPs) are clearly displayed on equipment.

There are effective systems in place to maintain premises and equipment and to plan for the implementation of upgrades to School facilities through the Facilities Management Committee.

Strong collaboration is evident within the Grounds and Maintenance Team as they work to maintain and upgrade the facilities in the heritage listed building within the tight constraints that apply.

Regular evacuation and lockdown drills are held and feedback verifies the effectiveness of these processes. Feedback on these drills has led to improved procedures. The WHS committee actively monitor health and safety matters and communicates with staff on these issues. The Visiting Team was highly impressed with the speed and efficiency of the demonstrated evacuation procedures and the speed with which the feedback was acted upon.

The Visiting Team noted that the school has taken a number of actions to reduce environmental impact including the introduction of Dyson hand dryers, solar panels and the use of recycled water for oval watering. The Visiting Team also noted the new building had a 7 star energy rating and an energy monitoring system which records daily energy consumption. Leakage monitoring has also been implemented.

### **Significant Commendations**

The Visiting Team commends:

G3d – the state government for funding, and the Facilities Management Committee for working with the architects to design a building that delivers cutting edge learning spaces that engender innovative teaching practice.

G3d – the Facilities Manager and Facilities Management Committee for their work in delivering Building 7 and working around the limitations of the heritage listed original school buildings.

G3g – the Facilities Manager and Facilities Management Committee for the implementation of a range of practices to reduce the school's environmental footprint.

### **Significant Recommendations**

The Visiting Team recommends:

G3g - the Facilities Management Committee develop systems to routinely track energy and water consumption to evaluate the effectiveness of their conservation strategies.

## **STANDARD G4**

### **Standard rating.**

3

### **Evidence supporting the rating**

As a government school, AHS complies with all DECD requirements regarding the employment of SSOs and other staff and contractors.

Support staff positions are funded according to DECD formula. The support staff are employed to meet the job requirements of AHS and make a positive contribution to school life.

The Visiting Team noted the location of the sign in area for visiting contractors in the grounds office ensuring effective communication with the school facilities and grounds staff and effective monitoring of work completion.

AHS is located in parklands adjacent to the city centre and is unfenced. The implementation of an electronic keyless entry system and security cameras provides security for the site. Security systems are reviewed annually.

The canteen's compliance with local health regulations is confirmed by the local council Health Inspector. Regular temperature checks are made of all heating and cooling equipment. The canteen's food offerings are varied and are consistent with DECD regulations concerning good dietary practice.

The Visiting Team noted that the canteen has returned to school management in 2016 after the first year of a three year contract with an external provider. Daily takings indicate that sales are continuing to grow after the decline in the second half of 2015. Student feedback indicates increased satisfaction this year. It was unclear at the time of the Visit whether the canteen would break even at the end of the 2016 school year but projections were favourable. Upgrades are scheduled for later in 2016.

The school owns no vehicles. Where necessary vehicles are hired from registered bus companies who are required to comply with state government regulations. All school trips locally, interstate and overseas comply with DECD regulations and procedures.

The school's cleaning contract is determined by DECD. Cleaners are on site from 2pm to 6pm each day and a second clean is undertaken from 6am each morning in the areas that are used in the evening by the DECD School of Languages.

### **Significant Commendations**

The Visiting team commends:

G4a – the Governing Council in responding to community feedback regarding the canteen issues.

G4a - the canteen staff for improved provision of services.

G4h - the Grounds and Maintenance Team for implementing exemplary systems for managing contractors on site.

### **Significant Recommendations**

The Visiting team recommends:

G4a - the Finance Team continue to monitor the financial status of the canteen.

# Strategies for Improvement

The Visiting Team very strongly agreed with the list of Major Strengths that were identified by the school through the Self-Study process. It was clear to the Visiting Team that all sections of the school had completed a very thorough and candid review of their current alignment with the Accreditation Standards, which had resulted in the appropriate identification of a range of very significant strengths that supported the school's ability to promote its Vision and Priorities.

The Visiting Team fully supported the strengths identified with regard to the Guiding Statements. Likewise, the school's developments with regards to the definition and expansion of internationalism within the school since the onset of the CIS process were regarded as highly positive.

With regards to teaching and learning, the curriculum throughout the school was considered to be appropriate and to effectively meet the needs of the students enrolled. The Visiting Team agreed with the strengths identified by the school in Section B, and in addition to those referenced in the Self-Study report, felt that the resources, especially the ICT infrastructure, had impacted very positively on learning,

The Visiting Team agreed that leadership at all levels of the school was a notable strength. The Governing Council and Education Director's support and trust in the Principal and her Leadership Team, together with the establishment of very effective middle management structure, with a clear focus on the Vision and Priorities statement and teaching and learning, had instilled within the school a culture of continual improvement.

The Visiting Team was invariably impressed by all staff who were involved in the support of students and promoting their access to learning, whether Learning Support, EAL, the House-based pastoral structure or counselling. Moreover, the staff's commitment to the extracurricular and co-curricular programmes was testament to their overall commitment and dedication to the students in the school.

## **SCHOOL'S LIST OF MAJOR FACTORS NEEDING STRENGTHENING**

The Visiting Team confirmed that the Self-Study process had clearly articulated the Major Factors that still needed to be strengthened to bring the school fully aligned with the Accreditation Standards, with a limited number of exceptions.

With regards to the Guiding Statements, although the Visiting Team agreed fully with the listed recommendations regarding the promotion of positive psychology and the desire for the development of interdisciplinary learning to strengthen student awareness of global issues, the Self-Study did not identify the need to establish mechanisms to measure the school's degree of success in implementing either the Vision and Priorities statement or the relatively new definition of internationalism and inter-culturalism.

While the Visiting Team concurs with the major areas in need of strengthening as identified in the Self-Study, several additional areas need to be considered. More work needs to be done to ensure that the assessment policy is rigorously applied. Expected learner outcomes, grading standards and criteria need to be clearly stated, consistently applied, and available in advance to students and parents. Some, but not all, teachers provide timely feedback.

Attention needs to be paid to differentiation. Teachers have a stimulating learning environment in which to work but need to ensure consistency in the application of strategies to ensure that all students are engaged through the appropriate use of methodologies, materials and technologies thereby addressing individual student's needs, abilities and learning styles. In some areas of the school there is strong collaboration, although this is not a feature of all learning areas. The Visiting Team saw many outstanding practitioners during the Visit, and a culture of collegiality would ensure that resources and assessment are shared. Peer observations undertaken in the spirit of collegiality would impact very positively on classroom practice.

In Sections C,D, E and G the Visiting Team felt that the school had identified all areas in need of strengthening.

With regard to Section F, the Visiting Team notes that a Communication Policy had been introduced and parents, students and staff suggested that it was proving effective. The Visiting Team noted the many aspects of student leadership within the school but suggest that this can be extended to students being involved in routine parent/teacher meetings about their own learning.

## **SCHOOL'S SUGGESTED MAJOR ACTIONS**

The Visiting Team considered that the school's "Plans and Timelines" were very comprehensive, well thought out and complete. The Visiting Team would also like to commend the Senior Leadership Team and staff on the very thorough process that it followed in order to empower all teams at a variety of levels to be part of the process. In order to better facilitate the achievement and sustainability of each individual Major Action, however, the Visiting Team recommended that each Major Action also be given a financial implication.

# THE CONCLUDING STATEMENTS

## Major Commendations:

### A. School Guiding Statements

A2b - the PLT, staff and students for the very strong commitment to internationalism and interculturalism.

A3b, A3c - the PLT and teaching staff for developing curricular, extracurricular and co-curricular programs that promote a strong culture of appreciating diversity.

A4a - the school's PR Coordinator and PLT for the publication of a range of high quality publications which accurately reflect the school's Guiding Statements, programs and policies thereby enabling parents to appraise the school's suitability for their children.

### B. Teaching and Learning Middle Commendations

B1e - the work of the PLT in developing and implementing the current Teaching and Learning Framework.

B3f - the students and staff for the multidisciplinary experiences available at AHS.

B9b – the PLT for supporting curriculum pilot programs to further establish links with relevant partners.

### Upper Commendations

B1c - the PLT for the academic opportunities available to the student body.

B1e - teaching staff for their strong support of individual students.

B7f – the CHI staff whose services enhance the learning of hearing impaired students.

### C. Governance and Leadership

C2a - the Governing Council for its proactive attention given to various external challenges.

C3b - the Principal for her inspirational leadership.

### D. Faculty and Support Staff

### E. Access to Learning

E5b - the HPE Learning Area Coordinator for the development and implementation of the Turn Your Health Around program.

### F. School Culture and Partnerships for Learning

F1b - the Principal for initiating “positive psychology” to promote staff and student well-being.

F3b - the SRC's focus on human rights and the student leadership of these projects.

F3a – The PLT, middle and senior school leadership teams, and the Culture and Partnerships committee for developing exceptional pastoral care, leadership and co-curricular program linked to the Values and Priorities of the school.

## G. Operational Systems

G3d – the state government for funding, and the Facilities Management Committee for working with the architects to design a building that delivers cutting edge learning spaces that engender innovative teaching practice.

### **Major Recommendations:**

#### A. School Guiding Statements

A1d – a committee is established in order to undertake a formal process, and define indicators, to assess the school's success in achieving its Vision and Priorities.

#### B. Teaching and Learning Middle Recommendations

B1e - the school investigates a whole-school Pedagogical Framework to develop consistent classroom pedagogy linked to the TLF, Vision and Priorities.

B2b - the school develop a whole-school pedagogical approach to the explicit teaching of higher order thinking skills so as to ensure consistency with the TLF.

B3h, B3i - the school continue to develop a peer observation process to support the development of exemplary pedagogical practice.

B10a – the PLT provide staff with PD allowing meaningful analysis of individual student data.

#### Upper Recommendations

B8b - the PLT continue to develop processes which ensure consistency in grading, moderation, and feedback to students.

#### Section B Vertical Summary Vertical Recommendations

B3a – B3e - the PLT, in consultation with teachers, revise the TLF to include reference to learning outcomes, content and sequence, methodology, resources, assessment and references to links within and across disciplines to ensure consistency in pedagogical practice across the school.

B3f - the PLT continues to explore opportunities for interdisciplinary approaches, particularly in the area of STEAM.

B6b – teachers use appropriate differentiation strategies in planning so that all students remain actively engaged and challenged in their learning.

B8b - the Learning Area Coordinators ensure that all teachers provide students with grading standards and criteria which are clearly stated, available in advance and are aligned with the school's assessment policy to ensure consistency.

#### C. Governance and Leadership

#### D. Faculty and Support Staff

D2c - the PLT further develops the use by all staff of peer assessment and student feedback as an integral part of professional learning.

E. Access to Learning

F. School Culture & Partnerships for Learning

F2a - the PLT consider strategies for students to lead discussions about learning during parent-teacher conferences.

G. Operational Systems

## CONCLUDING COMMENTS

The Visiting Team was very impressed with the warm welcome that they received from members of the AHS Governing Council, Principal and her Leadership Team, teachers, staff, parents and students. It was obvious from the outset that the school had really embraced all aspects of the accreditation process and that an ethos and drive for school improvement has been put in place. It was noted by the Visiting Team that there was strong inspirational leadership, particularly from the Principal and the Principal Leadership Team, which meant that significant developments had taken place throughout the period of the Accreditation cycle, and especially since the Preparatory Visit.

The Vision and Priorities statement has obviously been a driving force of whole-school development in the period since its adoption. The Visiting Team found that the students and staff fully embodied the Vision and Priorities statement and were to be congratulated for creating such a supportive and inclusive community of learners. The school leadership is aware that formal processes need to be put in place to evaluate the success of the implementation of the Vision and Priorities and has already started considering an appropriate methodology. Such was the Visiting Team's impression with the impact of the Vision and Priorities in guiding the school in all aspects of its operation, that all Standards were rated 4 – higher in each case that the Self-Study rating.

The recently adopted definitions of internationalism and interculturalism have been embedded and are key tenets in determining the ethos of the school. Here again, the school Leadership is aware of the need, in due course, to establish data-driven mechanisms to measure the extent of the school's success in its implementation of these definitions.

All members of the Visiting Team were impressed by the commitment of the school to ongoing self-review and improvement. Well-being is a key feature of the Vision and Priorities statement and the Visiting Team identified many examples of well-being throughout the school.

The Visiting Team acknowledges the strong commitment of the staff – both teaching and administrative. However, while the Visiting Team witnessed many examples of excellent teaching practice, this was not always the case, and Recommendations within this report may guide the school in ensuring consistency in pedagogical practice across the school.

The AHS students themselves were a real strength and the Visiting Team would like to commend them for not only the wonderfully positive attitude towards their School but also for their thorough understanding and articulate exposition of the Vision and Priorities of the school.

The school is also to be commended for the innovative progress that it has made in the domain of Student Leadership, which is another real strength throughout the school. Staff and students spoke passionately and eloquently about the contribution that students made towards student well-being, internationalism and Service Learning projects within the school. While recognising the strength of student leadership within the school, the Visiting Team suggest that there may be opportunities to further develop this domain by providing students with opportunities to be involved in discussion about their own learning.

The school is to be congratulated for the positive, reflective and developmental approach with which it approached the Self-Study process. The Self-Study document was extremely comprehensive and included

thorough analyses of the strengths and areas in need of development as identified by members of the school community.

The Visiting Team leaves the school, after a very inspiring and rewarding week, with a series of Commendations for work well done and a list of Recommendations for the future. We are sure that the culture of self-review and improvement, which has secured such a positive report, will continue to flourish in the future. AHS is an outstanding example to similar status schools that wish to consider the CIS protocol as a driver of school improvement.

The Visiting Team wishes to thank the Principal, Anita Zocchi the Steering Committee Chair, Assistant Principal Mark McLeod the CIS Executive Officer, Julie Ralph CIS Executive Officer, the Principal Leadership Team, staff, parents and students on their immense success to date and wishes them well for the future. In addition, appreciation must be expressed the Governing Council for arranging an extraordinary meeting during the Visit. Thanks must also go to the Education Director, Mr. Greg Petherick for taking time out of his busy schedule to meet with the Team Chair.

The Chair and Co-chair would like to thank all members of the Visiting Team for their professionalism and outstanding commitment throughout the week especially as two original team members were unable to participate. Throughout the Visit there was an unwavering commitment to the task of preparing a report which will support AHS through the next stages of its development. The Team did this with a strong sense of collegiality and an abundance of good humour. While appreciating the dedication of the entire team, particular thanks must go to Mrs Lynelle Potter for her outstanding work as team secretary, not only for dealing with the organisational and administrative aspects of the Visit, but her also her significant contribution to Section G of the Report.

Finally, as Team Chair, I would like to thank Co-Chair, Mr Brian Irving, for his strong support throughout the week, and especially for his chairing of the first team meeting as a result of the Chair's delayed arrival.

Respectfully submitted to the CIS accrediting agency,

Chris Mantz

CIS Chair