

SCHOOL CONTEXT STATEMENT

General Information



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

Enrolment trends: Approximately 1843

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

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

February FTE Enrolment	2018	2019	2020	2021	2022	2023
Year 7	0	0	0	0	327	286
Year 8	306	283	291	300	297	320
Year 9	293	296	284	335	327	300
Year 10	316	321	317	304	302	327
Year 11	293	303	321	294	286	313
Year 12	268	248	292	287	289	277
Year 12 plus	0	0	0	0	0	0
TOTAL	1476	1451	1505	1520	1828	1843
July total FTE Enrolment	1476	1451	1450	1500	1859	1825
July School Card (Persons)	254	278	284	246	273	220
nEsb Total (Persons)	945	949	955	959	1025	1033
ESL support	685	498	392*	438	402	207
Aboriginal FTE Enrolment	43	45	45	60	59	57
Disability A (Levels 1-10)	19	42	42	56	47	66
Disability D	23	N/A	N/A	N/A	N/A	N/A
CDHH	20	14	14	13	21	21

Introducing the 2024 Executive Leadership Team



Cez Green
Principal



Connie Priolo
Deputy Principal



Kerry Skinner
Head of Middle Years



Warren Eaton
Head of Senior Years



Chris Felstead
Head of Systems & Operations



Leanne Davies
Head of Wellbeing



Jack Cunningham
Head of Inclusive Education



Brenton Meier
Middle Years Leader



Evan Ganiaris
Senior Years Leader



Helen Manning-Bennett
Assistant Principal Special
Language, Global Perspectives
and International



Jim Dounas
Assistant Principal HR, Daily
Operations & WHS Leader



Amanda Jackson
Business Leader

Introducing the 2024 Learning Area Leaders



Lewis Weeden
Head of STEM



Samantha Hutton
Mathematics and Numeracy
Improvement Leader



Briony Steele
Head of Literacy & Pedagogy
Improvement



Steph Clark
The Arts Curriculum and
Pedagogy Leader



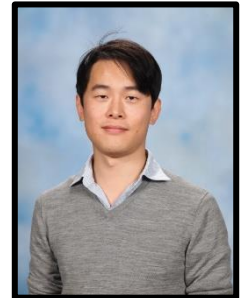
Alex Varricchio
Languages Curriculum and
Pedagogy Leader



Reegan Mastrangelo
HASS Curriculum and
Pedagogy Leader



Sue Shillabeer
HPE Curriculum and
Pedagogy Leader



Kwok Kam
Intercultural and Global
Perspectives Leader

Introducing the 2024 Learning and Engagement Leaders



Lynda Rymer
Year 7 Learning and
Engagement Leader



Jayce Golding
Year 8 Learning and
Engagement Leader



Donna Paladino
Year 9 Learning and
Engagement Leader



Jacinta Coombe
Year 10 Learning and
Engagement Leader



Stella Reid
Year 11 Learning and
Engagement Leader



Xavier Manning-Bennett
Year 12 Learning and
Engagement Leader

Introducing the 2024 Connect Team



Huw Channing
Inclusion and Wellbeing
Leader



Anna Axarlis
Inclusion and Wellbeing Leader



Mireille Le Doledec Inclusion
and Wellbeing Leader



Amanda Veal
Youth Worker



Brad Hammer
Youth Worker



Tash Tierney
Intervention Leader



Toni Angus
CDHH Leader



Robert Barteletti
Tailored Learning Provision
and Aboriginal Learning
Achievement Leader

Introducing the 2024 Sports Management Team



Gavin Hughes
Sports Leader



Jo Malcolm
Rowing Leader



Jeremy Appleton
Cricket Leader



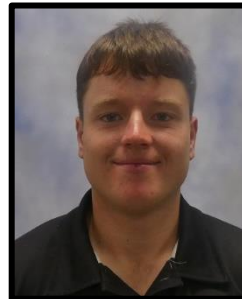
Harrison Lindner
Rowing Support Officer



Stevie Lee Thompson
Sport Support Officer



Megan Thomas
Sport Support Officer



Luke Terry
Cricket Support Officer

Introducing the 2024 Executive Ancillary Leaders



Amanda Jackson
Business Leader



Kylie Allison
Corporate Services
Manager



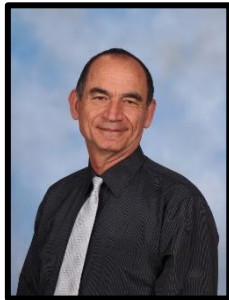
Phil Rice
Computer Systems
Manager



Kym Baddams
ICT Systems
Administrator



Vanessa Raphael
Executive Assistant



David Zawko
Data and Timetable Support



Nancy Khan
Daily Operations and
Administration

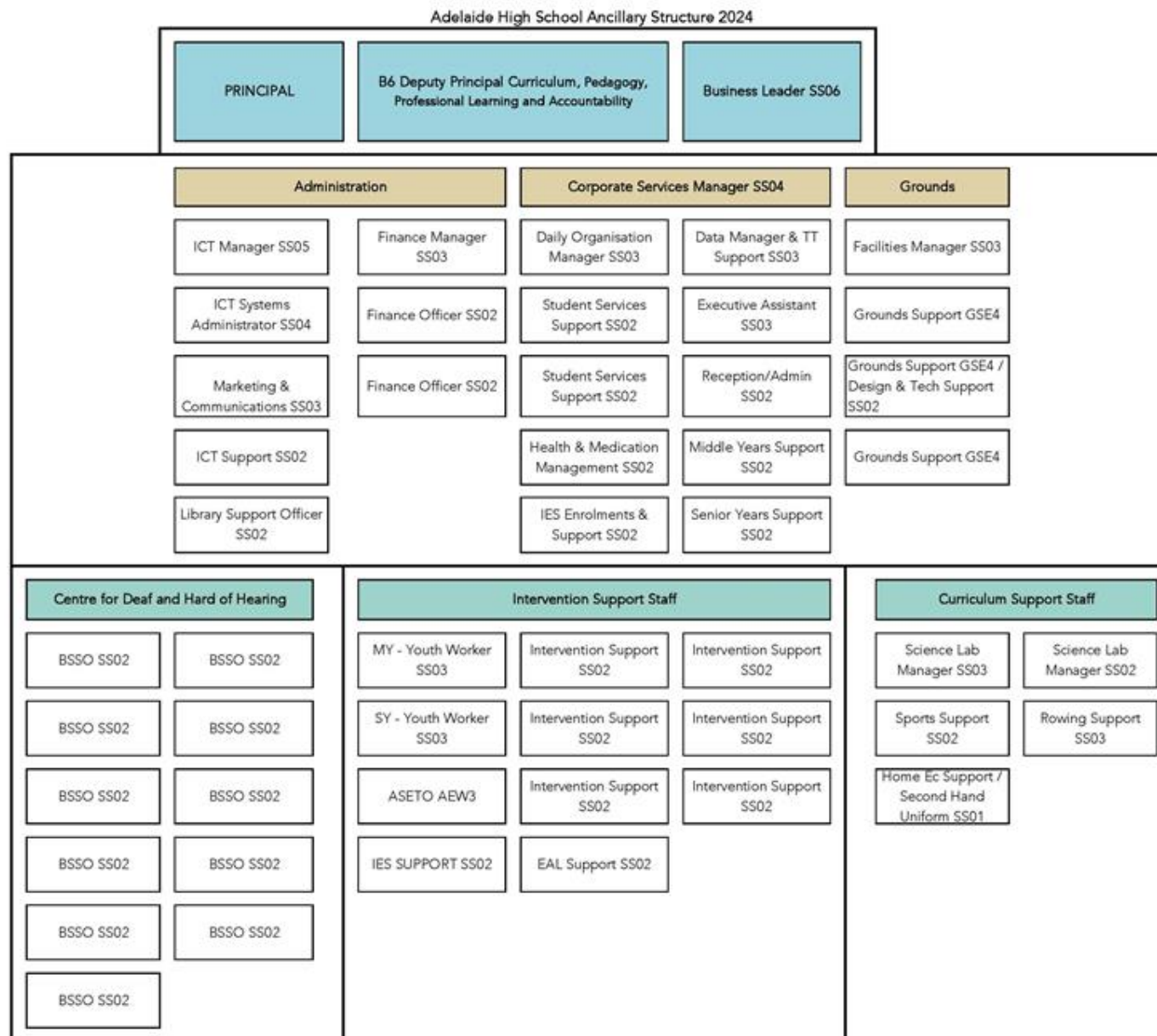


Jenna Harkness
Finance Manager



Tony Booth
Grounds and Buildings
Manager

Adelaide High School Ancillary Structure 2024



Students & Their Welfare

At Adelaide High School student wellbeing is at the heart of our teaching and learning. We aim to nurture and develop every one of our students to help them maximise their potential, achieve their personal best and inspire their love of learning. The Wellbeing of students is everybody business and everybody plays a role in supporting and encouraging the positive mental health of our students. Each student has a team around them, beginning with their Mentor Group Teacher, Learning and Engagement Leaders, and our Years Teams. Additionally, students have access to the Connect Team to provide them with support for their wellbeing.

The wide and engaging range of curriculum offerings at Adelaide High School will ensure that all learning needs and styles are catered for.

We provide numerous opportunities for our students to engage in co-curricular activities through the clubs offered by staff who are passionate and committed to the support and holistic development of our students. Adelaide High School also provides authentic leadership opportunities for students through leadership positions such as Prefects, Student Representative Council, International Student Program, and varying roles in our sporting programs. We value and actively promote students building their leadership capacity.

The buildings and facilities at Adelaide High School provide students with learning spaces to foster independent and collaborative learning.

General characteristics

The student community is diverse. 56% of the enrolment comes from non-English speaking backgrounds. Currently, approximately 12% of students are School Card recipients. The enrolment figures reflect a high retention rate and most students move on to tertiary study. The school has a strong and active Old Scholars Association, which provides significant support to the school community. The school also has an extensive International Student Program.

Mentor programs

Students actively participate in Mentor Group programs four times a week. During Mentor Group students engage in intentional learning for wellbeing. This enables opportunities to educate students about positive, mental health, encourage help-seeking and destigmatise students' struggles. This proactive approach allows us to reach struggling students who may not reach out for help. Students of Adelaide High are also encouraged and supported to help develop Mentor Group content around key wellbeing issues that are important to them.

Mentor Group allows students to develop a strong positive relationship with their Mentor teacher and provides a sense of belonging to their cohort. During Mentor Group students engage in a range of activities to foster positive mental health, engage in the Child Protection Curriculum, understand financial literacy, and explore career education. The Open Parachute Program is utilised to teach mental health skills using age-appropriate documentary videos created by Clinical Psychologist and Educators.

Inclusive Education

At Adelaide High School we have a highly inclusive learning community where every student matters and every student is supported to thrive. Students have access to various systematic and targeted support structures that aim to meet the needs of every learner. First-line support is provided by individual Mentor Group teachers. Learning and Engagement Leaders and the

Executive Leadership Team provide overarching case management of individual student support teams and ensure a consistent 'team around the child' approach is realised in collaboration with classroom teachers and the Connect team.

The Connect team brings together the Inclusive Education team and the Wellbeing team. The Inclusive Education team includes the Head of Inclusive Education, Learner Intervention Leader, Aboriginal Learner team, Centre for Deaf and Hard of Hearing, Intervention teachers, and Intervention Support officers. This team offers school-wide support, through a Response to Intervention model, for engaging students at risk - connecting students with external agencies and organisations where required.

The Inclusive Education team oversees student interventions that enable better access to learning, whilst providing professional coaching for teachers that ensures all classroom programs are accessible to students who may experience difficulties. We have a whole school focus on literacy improvement and screen all new learners to Adelaide High School to determine who may benefit from Tier 2 and 3 literacy intervention programs. Other interventions include, but are not limited to numeracy, social-emotional literacy programs, as well as targeted in-class interventions. Our high-ability and high-band learners are supported through learning design and responsive teaching that supports engagement, and curiosity and that intentionally provides stretch for all.

Students for whom English is a second language, receive support from trained secondary English teachers, as well as EALD SSO staff who support the explicit teaching and learning of English in the classroom. Dependent on need, there is also the provision for EALD students to access EALD English classes, as well as individualised tuition with EALD SSO staff.

Centre for Deaf and Hard of Hearing Auslan ensure that learning can be equitably accessed. Students are immersed in mainstream classes and are given the same opportunities as their hearing peers. For those students that prefer Auslan as their mode of communication, Auslan interpreters are provided by BSSOs, Teachers of Deaf and at times external interpreters. Further to this, the Teachers of Deaf collaborate with mainstream teachers and adjust programmes when required and provide targeted explicit teaching in literacy and numeracy using visual strategies. In addition to interpreting, the BSSO role includes working with teachers to use sound amplifiers, captioned videos and breaking down class materials using visual strategies.

Our Aboriginal learner vision mirrors the Department for Education's 2019-2029 Aboriginal Education Strategy - Each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential. We envision our Aboriginal learner team partnering with Aboriginal families and communities to create culturally safe and inclusive learning environments, adopting local approaches to teaching Aboriginal histories, cultures and languages and encouraging participation of Aboriginal students, parents, carers, families, and communities across our services. We are committed to implementing all parts of our Reconciliation Action Plan, to support us in achieving this vision.

Student Behaviour Learning

As members of the Adelaide High School Community, we always act in a manner that is Safe, Responsible, Respectful and Kind. Our consistent reflective and restorative approach supports a safe, inclusive, and collaborative learning environment. Students are supported to understand the impact of their behaviour choices on themselves and others.

In instances where students make inappropriate behaviour choices, staff implements appropriate and consistent responses to the behaviour in line with the Adelaide High School behaviour learning

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Not only
for school
but for life.

procedure. In instances where complex and unsafe behaviours are exhibited, Year Level Learning and Engagement Leaders work collaboratively with Heads of Middle and Senior Years and the Connect Team to explore the cause of and address the behaviour, and implement proactive strategies to support the student to successfully engage in the learning environment.

Student Leadership

Adelaide High School provides students with a variety of leadership opportunities to be positive role models and develop their leadership skills not only for school but for life.

These include Prefects, SRC, House leaders, and International and Intercultural leaders.

Student leaders at Adelaide High School play an important role in supporting their peers, by demonstrating our values of Courage, Authenticity, Excellence, and Kindness.

Special Entry Programs

Sixty (60) Special Entry language students enrol in the school's Language Program through participation in a selection process. The school also runs selection processes through which students enrol in the school's Rowing and Cricket programs – 15 in each program.

The school also has a Centre for Deaf and Hard of Hearing students. The Centre caters for 21 students who access the mainstream curriculum through the provision and support from Teachers of the Deaf and Bilingual School Support Officers. Students have access to all the subject and learning provisions at Adelaide High School while also receiving targeted individualised learning through their Student One Plans.

Students enrolled in this program have been through a placement process with the Department for Education and have met the criteria outlined in this process.

International Students

Adelaide High School welcomes international students. There is a Capacity Management Plan that limits international student numbers to 75 at any one time.

Most of our international students follow the High School Graduate Program and stay for several years to complete their SACE certificate. They typically undertake a semester in the ISEC program before entering the mainstream in Year 10. The ISEC course offers intensive English learning opportunities in a range of subjects to prepare students for life and studies in Australia. We also welcome a smaller number of 'Study Abroad' students each year and they tend to stay for a shorter time – for example, 6 weeks, one term, or one semester.

International Exchanges and Relationships

Adelaide High School has strong relationships with many overseas schools. These relationships strengthen the learning opportunities for our students in the languages that we are teaching and they develop student's intercultural skills and sense of global citizenship.

We have Sister School Relationships with Asahi High School in Osaka, Japan; Herisburg Gymnasium in Coesfeld Germany; IIS Quintino Sella in Biella, Italy; Saint Sauveur in Redon, France; 7th High

School of Corfu, in Greece and a Memorandum of Friendly Cooperation Agreement with Weiming Schools in China. There are regular study tours both incoming and outgoing for these schools.

In recent years we have welcomed many more study groups to AHS including school groups from Vietnam, Thailand and Japan.

International Mindedness Statement

The school has developed an International Mindedness statement that supports the School's Vision and Priorities by acknowledging that we are building and honouring a unified yet diverse cultural community while developing vibrant international programs and fostering empathy and awareness for local and global issues.

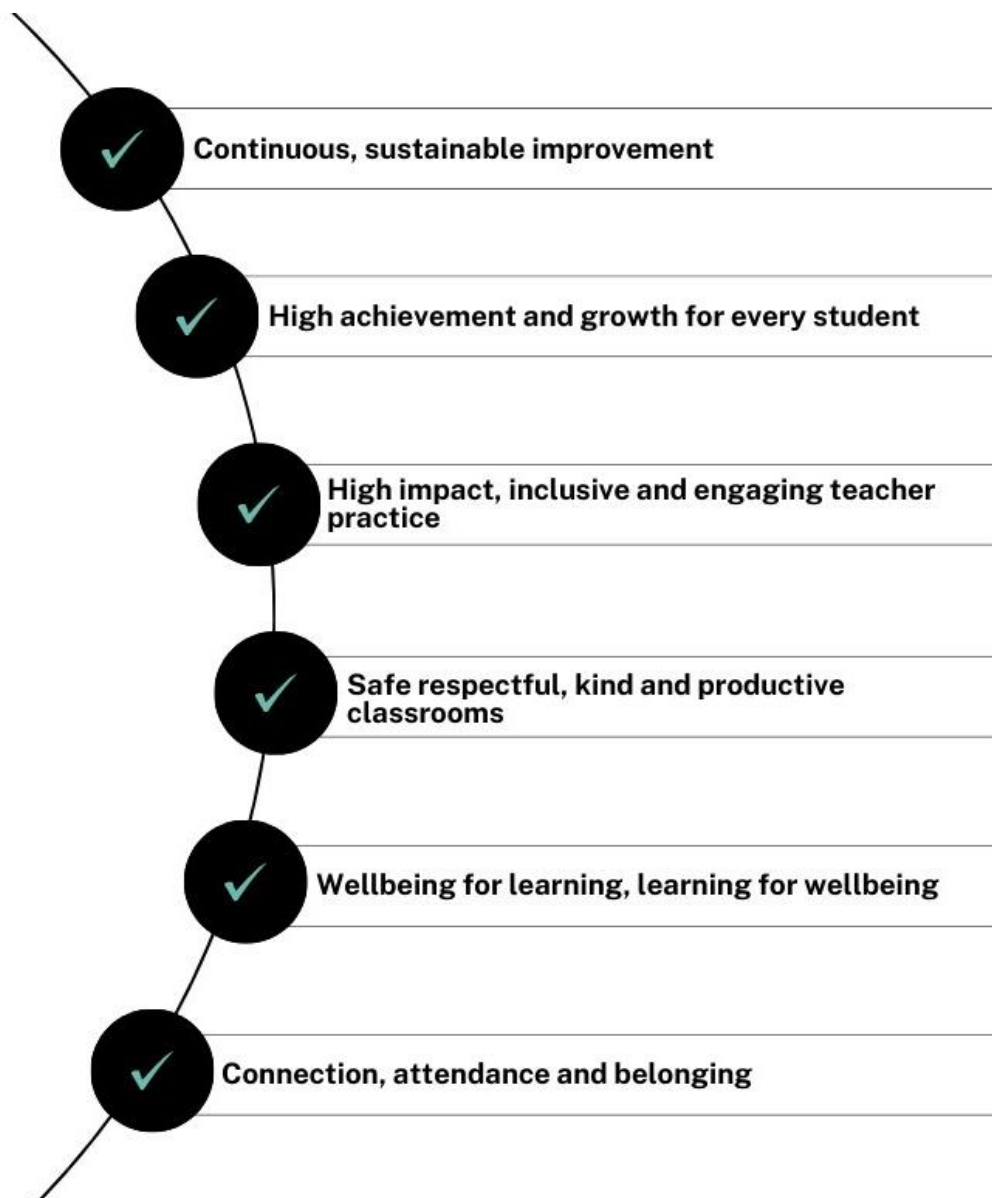
Vision and Priorities

Adelaide High School is a vibrant and inclusive learning community where every student matters and every student is supported to thrive. We nurture all learners to be resilient, creative, and collaborative.

We celebrate diversity, promote intercultural understanding, and connect with communities both locally and globally.

We are part of tradition, and we are making history.

Teaching and Learning at Adelaide High School



Our improvement priorities are underpinned by our department's strategic plan and vision towards 2028 and the Adelaide-Prospect Partnership priority of Accelerating Learner Achievement for every learner.

Our Pillars of Professional Practice



**WE ARE COMMITTED TO COLLABORATION AND A
DELIBERATE APPROACH TO**



Adelaide High School Improvement Plan (SIP)

Our School Improvement is developed on the premise that intentionally developing Literacy and Numeracy skills for all our learners underpins success at school and beyond. While some strategies are whole school and are implemented by every teacher, others are implemented across specific learning areas (Literacy – English/HASS, Numeracy – Mathematics/STEM). The SIP is supported by the AHS Pillars of Professional Practice, the AHS Aboriginal Learner Achievement Action Plan and Learning Area Team Action Plans. Our vision is underpinned by our values: Courage, Authenticity, Excellence and Kindness, and by our motto: Not just for school but for life.

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Our improvement priorities are aligned with our department's strategic plan and vision towards 2028 and the Adelaide-Prospect Partnership priority of Accelerating Learner Achievement for every learner.

2024 AHS Professional Learning and Accountability Framework

The AHS Professional Development Framework is underpinned by the Department for Education Performance and Development Policy and Guidelines, which relate to a set of practices that enable and expect all staff to:

- continuously improve
- make sure their work is aligned to organisational purpose and priorities

It also includes the recognition and celebration of achievements.

AITSL Standards for Teaching and School Leadership

Domains of Teaching	Australian Institute for Teaching School Leadership Teacher Standards
Professional Knowledge	1. Know students and how they learn.
	2. Know the content and how to teach it.
Professional Practice	3. Plan for and implement effective teaching and learning
	4. Create and maintain supportive and safe learning environments
	5. Assess, provide feedback, and report on student learning
Professional Engagement	6. Engage in professional learning
	7. Engage professionally with colleagues, parents/carers and the community

Assessment Procedures and Reporting

All students at Adelaide High School are provided with a Course outline for each subject undertaken across all year levels. These outlines are accessible electronically through the Daymap Learner Management System. Each course outline indicates to students in advance the information of each summative assessment and due dates. Assessment plans and procedures operate within the context of the Australian Curriculum and the South Australian Certificate of Education (SACE).

The triangulation of Teacher-parent-learner transparency is at the forefront of Assessment and Reporting. A transparent approach to the communication of assessment tasks and feedback from assessment tasks is achieved through the school's access to the Daymap Parent Portal. All summative assessment tasks documented in the course outline are created as assessment tasks on Daymap and are visible to students and parents.

Formative assessment and feedback on draft work are made through Daymap, or via Microsoft Teams or Google Classroom. Teachers report student progress using an A-E grade system for Year 7-11 students and A+ to E- for Year 12 students.

Students are supported to understand the importance of meeting due dates via the Work Submission Procedure and alerts are sent home via Daymap Parent Portal when these have not been met. If a student is seeking a short-term extension they must complete the Extension Request Form and extensions will be dependent on teacher approval. If the extension is approved the teacher will update Daymap accordingly.

For Years 7 - 11, four reports are prepared each year. Currently, these comprise of A-E mid-semester and semester reports. Year 12 students receive A+ to E- reports at the end of Terms 1, 2 and 3 and a SACE Board certificate at the end of Term 4. The school uses a 'Traffic Light' process to collect regular performance data from teachers for Year 12 students and Learning and Engagement Leaders and Learning Area Leaders provide necessary intervention where required.

A formal opportunity for Teachers, Parents, and Learners to discuss individual progress within a subject is held through the Learning Conversations evening in Term 2

Other Co-Curricular Activities

Sporting Activities

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

Performing Arts Co-Curricular Ensembles

The Performing Arts ensembles have been established to allow students to be placed into groups according to their skill level, so they develop confidence in performance. The ensembles provide students with a pathway ranging from beginners to senior ensembles. The ensembles provide opportunities for students where many play the same instrument to be active members of the co-curricular program. The program is underpinned by developing student agency and student leaders to have an active role in preparing the ensemble for performance, choice of material and work collaboratively with the staff member in charge to take the ensemble on a rich journey of learning.

Students in the ensembles can be involved in Showcases of Learning, Musicals, The Balaklava Eisteddfod, and performances in a range of venues on and off-site.

Musical Groups include- Rock bands, Vocal Ensembles, Middle Years Bands and Ensembles, Percussion Ensembles, Jazz Bands and ensembles, Stage Band, String Ensembles, The Greek Band, and the musical theatre group which is a biannual school performance.

Co-Curricular Activities

- Art Club
- Auslan Club
- CDHH Board Games
- Chess Club
- Chinese Language Club
- Drama Club
- E-Sports Club
- F1 in School
- Friendship Club
- Funk Band
- Greek Band
- Greek Dancing
- Harry Potter Club
- Homework Club
- Italian Club
- Japanese Club
- Jazz Sessions
- Knitting Club for Years 7 to 9
- Maths Help Club
- Maths Olympiad
- Media Club
- Middle Years Band
- Middle Years Choir
- Middle Years Choir
- Middle Years Debating
- Musical Theatre Club
- Pride Club
- Reconciliation Club
- Robotics Club
- Rock Band
- Run/Walk Club
- Senior Music ensembles
- Signing Choir

- Spanish Club
- Star Wars Club
- STEM Club
- Tabletop Games
- Theatre Sports

School Facilities

Buildings and Grounds

The school buildings occupy a small government educational reserve abutting the Parkland belt. The original building opened in 1951. Additions have been made to the campus since that time: The Technology Studies building in 1965, a major development behind the hall in 1982, the Gymnasium in 1992 and a Canteen shelter in 1995.

In 2003 a major Capital Works program encompassed earthquake bracing and upgrade of the school hall and classrooms. In 2007 / 2008 redesign of the Technology Studies, Art and Food Technologies areas was undertaken to provide additional classrooms.

In 2013, the school began an expansion program, which was completed in 2021.

- A new wing has been added to the school's facilities and one three-storey building has been totally refurbished.
- Outdoor facilities were upgraded in 2014, providing students with modern sports facilities.
- STEAM rooms have been developed to provide additional spaces for classes to create products in relation to their learning in STEM.
- In 2019 the school self-funded a performing arts centre refurbishment.
- 2021 saw the completion of a \$24 million build to accommodate our Year 7 students and a major refurbishment of the Design and Technologies spaces.

The City Council Park 24 sporting areas are leased from the Adelaide City Council.

Operation and Maintenance of School Facilities

Members of the Workplace, Health and Safety (WHS) Team support the school's WHS representative. The WHS Team meets regularly and minutes of the WHS Team are available for all staff to view. The WHS representative meets with the Principal, School Business Leader, WHS Coordinator and Facilities Manager weekly to address health, safety and maintenance issues and to develop school priorities for improving facilities.

The school uses a Department for Education (DfE) STAR interactive software program to monitor that WHS legislative obligations, Work Cover Prevention Performance Standards and Department for Education (DfE) WHS policies and procedures are being met. The WHS representative's report is a standing agenda item at staff meetings. Learning Area Leaders include WHS issues as part of Learning Area meetings. A process for reporting hazards and providing feedback is in place. The WHS representative has completed Level 1 and WHS training and Fire Wardens have participated in accredited training and development.

A DfE WHS Advisor provides a consultancy service and advice when requested. Parents are advised of health and safety issues via parent updates and purpose-focused letters. Students are informed via daily notices, year-level, or whole school assemblies. Staff members are informed via staff meetings, daily bulletin or WHS notices.

Specialist Facilities

Art studios, Assembly Hall, Cafe, Performing Arts Centre, Computer networks - Windows platform (including internet access and intranet, which incorporate a Virtual Library facility), Design and Technology – Construction Technology – Wood and Metal, Photography, Control Technology and Graphics Room, Drama studios, Gymnasium, Home Economics Centre – including a commercial kitchen, ISEC room, Language Centre, Music Centre, Mathematics Centre, Resource Centre, Science laboratories and lecture rooms, multiple STEAM rooms, study and break out areas and a study centre for 12 students.

Three major grassed areas including two turf cricket pitches; a hard wicket and practice nets; tennis, futsal, handball and basketball courts; Rowing boatshed on the River Torrens and a shared boatshed on the West Lakes International Rowing course.

Student Facilities

Learning Hub, colour printing, internet access, wireless network, Student Services area, Connect Centre (Library).

Staff facilities

All staff members have a personal workspace in a range of staff centres. Where possible Learning Area Teams are in the same location. Teaching staff have access to a laptop and various technologies.

Access for students and staff with disabilities

Disabled access is possible to all areas of the school. There are two lifts and toilet facilities for the disabled.

Access to public transport

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

Staff

Staff utilisation policies

Teachers of Deaf and Hard of Hearing students work within mainstream classes to provide support and offer programmed support lessons. English as an Additional Language (EAL) teachers provide support for non-English-speaking background (nEsb) students. Bilingual School Services Officers (BSSO's) support Deaf and Hard of Hearing International students and EALD students.

Access to special staff

Adelaide High School is committed to ensuring expertise is utilised to maximise outcomes for students.

School Operations

Governance

The Governing Council accepts responsibility for oversight of planning, policy, budget, monitoring and evaluation, and review.

- Sets the broad strategic directions of the school in partnership with the Principal
- Determines the Uniform Policy (decision-making powers)
- Approves the Improvement Plan each year
- Reviews and ratifies relevant policy, as appropriate, in partnership with the Principal
- Approves the site Budget each year in conjunction with the Material and Services fee
- Works with the Principal to approve general school major facilities development (works over \$150,000.00)
- Provides input on school direction, as a representative of the parent body
- Represent the entire school community and therefore represent parents in the broad sense
- Governing Council members work within the Code of Practice
- Has a responsibility to respond to the recommendations provided through the External School Review.

Local Community

General characteristics

The school's district comprises Adelaide, Ashford, College Park, Everard Park, Forestville (part), Goodwood (part), Hackney, Keswick, Maylands, Mile End (parts), Mile End South, North Adelaide, St Peters (parts), Stepney, Thebarton, Wayville (parts), Ovingham, Fitzroy and Prospect.

Students who do not reside permanently in the Adelaide High School zone can apply for entry to the school through the Special Interest Language, Cricket, and Rowing programs. Students with bilateral hearing loss may apply to enter the school through the Centre for the Deaf and Hearing Impaired. The student community is culturally diverse.

Parent / Caregiver and community involvement

Parents and caregivers are represented on the Governing Council. Other avenues of involvement are through the Old Scholars Association, Greek Parents Association, Rowing Club, Cricket Club, and learning intervention and support. The community uses the school buildings extensively after hours for a range of activities.

Feeder schools

Adelaide High School enrolls students from over 60 primary schools on average each year.

Other local care and educational facilities

Universities and TAFE colleges nearby.

Commercial/industrial and shopping facilities

The Central Business District is within easy walking distance of the school, enabling students to access this resource as part of their educational program.

Other local facilities

Students access the Zoo, Adelaide Central Market, walking trails, Migration Museum, Art Gallery, Tandanya Aboriginal Centre, Adelaide Oval, cinemas, Festival Theatre and the Dame Roma Mitchell Centre, the University of South Australia, SAMHRI and the Royal Adelaide Hospital.

Availability of staff housing

Not applicable.

Local Government body

The school has established links with the Adelaide City Council to enrich student-learning opportunities.