

SCHOOL CONTEXT STATEMENT

Updated: 25/8/2017

School number: 0817

School name: Marryatville High School

1. General Information

Part A

School Name : MARRYATVILLE HIGH SCHOOL
School No. : 0817 Courier : Central East
Principal : Mr John Tiver
Postal Address : 170 Kensington Road, Marryatville 5068
Location Address : 170 Kensington Road, Marryatville 5068
District : Eastern Adelaide
Distance from GPO : 4 kms Phone No. : 08 83048420
CPC attached : NO Fax No. : 08 83323228

	2014	2015	2016	2017
February FTE Enrolment				
Primary				
Special, N.A.P. Ungraded etc.				
Reception				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				
Year 7				
Secondary				
Special, N.A.P. Ungraded etc.				
Year 8	225	256	248	264
Year 9	237	215	259	261
Year 10	282	254	241	301
Year 11	269	250	248	253
Year 12	212	242	239	233
Year 12 plus				5
TOTAL	1225	1217	1235	1317
Feb total FTE Enrolment	1246	1217	1235	1299
Male FTE	619	615	608	637
Female FTE	606	602	627	639
School Card Approvals (Persons)	142	141	98	156
NESB Total (Persons)	440	442	464	492
Aboriginal FTE Enrolment	19	18	20	20

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

Part B

- **Deputy Principal** (Special Interest Music Centre)
Aldis Sils
- **Senior Leaders**
Kerry Friedrichs
Jude Hines
Steve Knipe
Harry Theodoros
Julie Ferguson
Hazel Bashford – Business Manager
- **School e-mail address**
dl.0817.info@schools.sa.edu.au
- **Staffing numbers**
Teachers 92.0 FTE, School Service Officers – 666 hours
- **Enrolment trends**
Limited to physical size of school. Approximately 1317 students and will grow to 1400 students by 2019.
- **Special arrangements**
The school is under strong demand for enrolment.
- **Year of opening**
Originally built on this site in the 1950's as Norwood Boys' Technical High School. Opened as Marryatville High School with a Special Interest Music Centre in 1976.
- **Public transport access**
Adelaide Metro Buses 141 and 142 stop at the School traffic lights on Kensington Road.
The Adelaide Metro 300 Circle Line service operates around the outer suburbs of Adelaide and travels along Portrush Road. The nearest stops to Marryatville High School are stops 147 and 148.
Adelaide Metro School Bus 'C' from Athelstone to Loreto College stops at our gate. Bus 'C' runs from Marryatville High School into the City after school.

2. Students (and their welfare)

- **General characteristics**

Marryatville High School is an innovative and exciting school offering a diverse curriculum in a learning environment that promotes academic excellence and supports all students in reaching their potential. The wide range of specialist programs including a Music Program, an International Program, a Special Interest Tennis Program and an extensive Co-curricular Program makes Marryatville High School a dynamic educational environment which helps to develop well-rounded and engaged students. Marryatville High School is accredited by the Council of International Schools.

Teaching and support staff meet the highest professional standards in their commitment to the school and care for students. Approximately 90% of Year 12 students seek to enter university.

- **Student Life Programs:**

All staff accept responsibility for student wellbeing through delivery of learning programs. There is a 15 minute session each day as well as an extended period on Monday and Thursday devoted to the Student Life Program. Senior Leaders have responsibility for a year level and are supported by Year Level Coordinators and Student Counsellors.

- **Support offered:**

The Student Life Program is ongoing throughout the year. Students are supported through the Learning Assistance Program (LAP), Peer Support Program (for Year 8 students), personal and career Counselling and a Christian Pastoral Support Worker. Intensive Secondary English Courses are provided for International students. Student achievement and participation is celebrated in a range of ways on a regular basis. Induction programs are conducted for all students at the beginning of the year.

- **Student management:**

Marryatville High School provides a positive and challenging learning environment. The overwhelming majority of students are cooperative, motivated and involved in their learning and co-curricular activities in a positive way. Implementation of the Student Behaviour Management Policy, with a focus on restorative practices, supports students in making responsible choices.

- **Student Representative Council:**

The Student Representative Council plays a very important role in allowing students to voice their opinions, share their concerns and promote school spirit. The Council gives students the valuable and rewarding opportunity to show leadership by identifying areas for improvement within the school and influencing school decision making on many levels, as well as working to support charities.

The Student Representative Council consists of a Senior Executive of Year 11 and 12 students who make up a Homegroup. Each Homegroup appoints a Class Captain who acts as a conduit between the Executive and the student body. Meetings at Class level, Year level and Executive level are intended to be held during the Student Life Programme time. Members of the Executive contribute to the development and delivery of this programme.

- **Special programs:**

There is a Special Interest Music Program (involving 30% of students in the study of Music), Special Interest Tennis Program, International Program and Co-curricular Program. There are a range of vocational programs that support higher education and industry pathways.

3. Key School Policies

- **Guiding Principles:**

Our Guiding Principles, embraced by our community, provide the framework for us to meet the needs of future learners.

<p><u>Vision</u></p> <p>The goal of our strategic planning.</p>	<p>We aim to provide excellence in student-centred 21st Century Learning in a global context</p>	<p><i>Student-centred:</i> The school is actively responsive to students' personal needs. Students as active learners able to have significant input into how they learn best.</p> <p><i>21st century learning:</i> Promoting innovation and creativity and the use of the educational capabilities of digital technologies to access, process and share information.</p> <p><i>Global context:</i> International and intercultural focus. Widen students' world view, to think deeply about issues and to care for others.</p>
<p><u>Values</u></p> <p>The educational beliefs that foster intellectual, personal, social, physical and affective growth.</p>	<p>We value:</p> <ul style="list-style-type: none"> • <i>Achievement</i> • Inclusivity • <i>Diversity</i> • <i>Well-being</i> • Collaboration 	<p><i>Inclusivity:</i> Provision of relevant curriculum and strategies that recognise racial and cultural diversity, as well as students' ability, preferred pathways and gender.</p> <p><i>Collaboration:</i> Partnerships, relationships and shared practices based on effective communication and planned structures.</p>

<p><u>Mission</u></p> <p>The School's purpose and supporting strategies.</p>	<p>Our purpose is to:</p> <ul style="list-style-type: none"> • research and apply <u>strategies</u> that create a positive, challenging and engaging learning culture. • provide the means by which our students can develop the pathway to achieve their goals. • pursue and create opportunities for students to become actively aware of <u>cultural and international influences</u> in their lives. • develop and apply <u>holistic strategies</u> to support student wellbeing. • foster productive partnerships of the school with parents, students and the community. 	<p><i>Strategies:</i> Planned approaches, such as teaching methodologies, student voice, research skills with access to relevant technology.</p> <p><i>Cultural and International influences:</i> Cultural backgrounds within the School. International developments in trade & environment. Community cultures (food, sport, Arts). Job opportunities.</p> <p><i>Holistic strategies:</i> School activities that consider the student physically and psychologically in the education process, such as Special Needs classes, Peer Support, Student Representative Council, Student Life Program, Counselling Service (career/studies/personal behaviour), Co-curricular.</p>
<p><u>Educational Objectives</u></p> <p>School-wide goals for students and the School community.</p>	<p>We aim to ensure that our students:</p> <ul style="list-style-type: none"> • have the motivation to learn, think creatively, critically and independently. • achieve their personal best • are actively involved in making informed decisions about their own learning and future pathways. • have the capacity to form positive and respectful working relationships. • avail themselves of the resources that assist in the development of the confidence and <u>capabilities</u> for entry into the broader community. • have an understanding and appreciation of diverse cultures throughout the world. • are supported in their learning through partnerships with parents and the community – both local and global. <p>And that our teachers:</p> <ul style="list-style-type: none"> • have the training and resources to engage students in <u>dynamic</u> and <u>deep learning</u>. 	<p><i>Capabilities:</i> Literacy, numeracy, ICT competence, critical and creative thinking, ethical behaviour, personal and social competencies, intercultural understanding.</p> <p><i>Dynamic:</i> Interactive, interpersonal, procedural, responsive, motivating.</p> <p><i>Deep Learning:</i> Ability to relate previous knowledge to new knowledge, theoretical ideas to everyday experience, knowledge from different courses.</p>

- **Strategic Planning:**

Strategic Planning at Marryatville High School includes the development and implementation of a three year Site Learning Plan using the Council of International Schools (CIS) Framework.

4. Curriculum

SUBJECTS OFFERED IN YEARS 8 – 9

YEAR 8

Chinese
Digital Technologies & Materials
Technology (Semester)
Drama
English or English as an Alternative
Language or Dialect
Food Technologies
French
Geography and Economics and
Business

Health and Physical Education
(Semester)
History and Civics and Citizenship
(Semester)
Japanese
Mathematics
Media Arts
Music 1
Science
Special Music
Tennis
Visual Arts

YEAR 9

Chinese
Drama A
Drama B
Digital Technology
English or English as an Additional
Language or Dialect
Food and Textile Technologies
(Semester)
Food Technologies (Semester)
French Accelerated
French Continuers
Geography and Economics and
Business
Health and Physical Education
(Semester)
History and Civics and Citizenship
(Semester)

Information Processing & Publishing
Japanese
Materials and Technologies A (Semester)
Materials and Technologies B (Semester)
Mathematics
Media Arts
Music 1
Physical Education (Semester)
Science
Special Music
Tennis
Visual Arts A (Semester)
Visual Arts B (Semester)

SENIOR SCHOOL:

YEAR 10

Art 2D	Japanese
Art 3D	Materials and Technologies – CAD (Semester)
Child Studies	Materials and Technologies - Electronics (Semester)
Chinese	Materials and Technologies – Metal (Semester)
Design A	Materials and Technologies - Wood (Semester)
Design B	Mathematics
Digital Technology	Media Arts
Drama A	Modern History (Semester)
Drama B	Music
English or English as an Additional Language or Dialect	Philosophy (Semester)
Food Technologies: Food Production (Semester)	Physical Education C - Girls Only (Semester)
Food Technologies: Food Service (Semester)	Science
Food Technologies: Innovation	Special Music
French	Specialist Physical Education (Semester)
Geography (Semester)	Sport Studies (Semester)
Health (Semester)	Tennis (SACE)
Health and Physical Education	Textile Technologies (Semester)
History	Theatre Technology (Semester)
Humanities	
Information Processing and Publishing (Semester)	
Information Technology (Semester)	

SUBJECTS OFFERED AT STAGE 1

Accounting	Essential English ESL (Sem 2)
Ancient Studies	English as Additional Language A
Biology A	English as a Second Language B
Biology B	Pre Stage English (Sem 1)
Chemistry	Pre Stage Eng Literary Studies (Sem 2)
Child Studies	Food and Hospitality
Chinese - Background Speakers	Food and Nutrition
Chinese - Continuers	French - Continuers
Communication Products - CAD	Geography
Digital Technology	Information Processing and Publishing
Drama A	Information Technology
Drama B	Japanese - Continuers
Economics	Journalism
English	Legal Studies A
Essential English Pathways (Sem 1)	Legal Studies B
Essential English Pathways (Sem 2)	Material Products - Furniture
Essential English ESL (Sem 1)	Material Products - Metal

Mathematics A
Mathematics B
Mathematics C
Mathematics D
General Mathematics A
General Mathematics B
Essential Mathematics A
Essential Mathematics B
Modern History A
Modern History B
Music Appreciation
Music Studies
Musicianship
Peer Support
Physical Education A

Physical Education B
Physics
Psychology
Music Technology
Research Project
System and Control Products -
Electronics
Tennis
Theatre Technology
Tourism
Visual Arts - Design A
Visual Arts - Design B
Visual Arts A
Visual Arts B

SUBJECTS OFFERED AT STAGE 2

Accounting
Biology
Chemistry
Child Studies
Chinese - Background Speakers
Chinese - Continuers
Composing and Arranging
Computer Aided Design
Computer Aided Manufacturing
Drama
Economics
English
English Literary Studies
Essential English (Pathways)
Essential English (ESL)
English as an Additional Language
Food and Hospitality
Food and Hospitality
French - Continuers
Information Processing and Publishing
Japanese - Continuers
Legal Studies
Material Products - Furniture
Essential Mathematics
General Mathematics

Mathematical Methods
Specialist Mathematics
Modern History
Music in Context
Music Individual Study
Music Technology
Musicianship
Ensemble Performance
Performance Special Study
Solo Performance
Nutrition
Physical Education
Physics
Psychology
Research Project
Society and Culture
System and Control Products -
Electronics
Tourism
Visual Arts - Art
Visual Arts – Design
Visual Arts – Art
Visual Arts – Design
Workplace Practices
Workplace Practices

- **Special needs**

Support and programs include:

Analysis of a range of data sets to inform the development of appropriate and targeted support.

Individual Student Support Plans to improve learning outcomes for:

- students with identified disabilities
- students specific learning difficulties
- students at risk of disengagement from mainstream schooling
- Indigenous students

A comprehensive Learner Assistance Program.

A range of targeted small group intervention programs.

- **Special curriculum features**

In addition to the Special Interest Music Centre and Special Tennis Program there is an extensive Co-curricular Program.

- **Teaching and Learning is designed to:**

- establish an agreed range of practices in respect to teaching and learning that enact common understanding of “high quality teaching and learning”.
- promote an active culture of learning that reflects a strong relationship between teaching and learning.
- focus on improving the consistent delivery of high quality teaching to meet learners’ needs, enabling all students to be fully involved in the learning process.
- monitor the quality of teaching and learning via a cohesive and transparent procedure.
- embrace teaching and learning that is tailored to learners in the 21st century/modern learners.
- develop well-articulated student-centred teacher pedagogy that underpins the acquisition and transformative use of ICT in the School’s curriculum.

- **Assessment and reporting**

Assessment and reporting are part of the feedback needed for teachers, learners and their families. Assessment and reporting processes provide an opportunity for teachers, students and their families to work together in the context of real world settings and life-long learning.

In line with the school’s Guiding Principles, and in the context of the DECD Assessment and Reporting Operational Guidelines, the Australian Curriculum Achievement Standards and the relevant SACE policies, this policy aims to:

1. ensure assessment and reporting practices are explicitly student centred and improve student learning outcomes
2. ensure regular and effective monitoring, evaluation and reporting on each student’s achievements
3. encourage and support parents and carers as partners in learning
4. reflect and value the diversity of our students.

- **Joint programs**

Vocational Education & Training programs are available in a number of industry areas. The East Adelaide Schools' Cluster (EASC) represents the collaborative partnership and regional provision of Vocational Education and Training across all schooling sectors in the east of Adelaide. The EASC offer courses that compliment student interests, school specialisations, regional and national skill shortage areas and experiences that lead to the development of transferable skills.

5. Co-curricular

- **Sporting Activities**

The school participates in competitions conducted by the Sports Association for Adelaide Schools, the South Australian Catholic Secondary School Girls' Sports Association and Secondary School Sport S.A.

Sports include: athletics, badminton, baseball, basketball, cricket, cross country, cycling, football, netball, orienteering, soccer, swimming, tennis, touch, triathlon and volleyball.

6. Other Activities

- **General**

Chess Club, Debating, Future Problem Solving, Gifted & Talented Art, Japanese Culture Club and Environment Club.

- **Music**

Junior Choir, Chamber Choir, School Orchestra, Junior Band, Girls' Choir, Boys' Choir, Studio Strings, Senior Band, Big Bands, Guitar Ensembles, Recorder Ensemble, Jazz Combos, Pops Vocal, Baroque Ensemble, Swingtones & Concert Choir. Music students have the opportunity to participate in interstate and overseas tours as well as the Generations in Jazz National Stage Bands Awards in Mount Gambier.

- **Special Activities:**

Yr 9 Aquatics Camp, Yr 10 Snow Tour, Year 10 Work Experience.

International exchanges and tours, French Cultural Tour, Singapore Drama Tour, Sister School Exchange – Japan.

7. Staff (and their welfare)

- **Staff profile**

Teachers coming into Marryatville High find it a very demanding school in which to teach as students and parents have high expectations in relation to learning and student wellbeing. Teachers need to intellectually challenge students and demand a

high level of rigor in thinking skills, general class work and engagement while ensuring that the needs of all students are met.

- **Leadership structure**

The Senior Leadership Team, which includes the Principal, Deputy Principal, Senior Leaders and Business Manager, is responsible for educational leadership, implementation of policies and day-to-day running of the school. They are supported by Coordinators and Managers. Governing Council sets Strategic Directions and allocates resources.

- **Staff support systems**

School Support Officers work professionally with staff to provide a range of services across the school. Training and Development opportunities emerge from Strategic Directions and the professional requirements of staff.

- **Performance Development**

Performance Development is linked to Action Plans and the Site Learning Plan. Professional Learning supports the Site Learning Plan.

- **Access to special staff**

Instrumental Music Teachers and other DECD staff supply support when needed. Students on a Negotiated Education Plan with identified learning difficulties are offered teacher, SSO or LAP support.

8. Incentives, support and award conditions for Staff

Although this school is demanding in the time commitment and level of teaching required, the intrinsic rewards for teaching are high in that the students are motivated and supported by parents who want them to learn. The environment is outstanding and the culture of the school uplifting. The proximity to the city is advantageous for excursions and bus travel. New staff are supported with an induction program.

9. School Facilities

- **Buildings and grounds**

Set amongst gum trees lining the banks of First Creek, about 4 kilometres east of the city of Adelaide, the school's unique physical environment provides an atmosphere conducive to learning as well as an on-campus site for environmental education. Buildings range from the heritage listed Eden Park, and the traditional main building to the state of the art 338 seat Performing Arts Centre, the Forge, opened in 2005.

- **Cooling**

The majority of the school is air-conditioned with the gymnasium the only area not air-conditioned.

- **Specialist facilities**

The Special Interest Music Centre (including choir, orchestra, percussion and keyboard teaching facilities) is located in the refurbished heritage listed 'Stables'. The centre is well equipped and visually stunning.

Heritage listed 'Eden Park House' with stunning gardens is located on a separate campus and provides a unique environment for our Year 12 students.

The Performing Arts Centre, 'The Forge', provides a flexible performance space fully equipped with state of the art sound, lighting and multimedia facilities.

Computing facilities with modern computers on a gigabit fibre backbone provides IT access to the internet and network.

- **Student facilities**

The canteen provides fresh and nutritious food.

- **Staff facilities**

The staffroom has been refurbished

Access for disabled people is limited due to the design of buildings with many stairs with no lift access.

- **Access to bus transport**

Public transport is available.

10. School Operations

The base structure for decision-making is a consultative committee structure.

- **Decision making structures**

Governing Council plays an important role in Strategic Planning and resource allocation. The Senior Leadership Team meets weekly, Leaders meet fortnightly and staff meet on three occasions each term. There are also Faculty and Year Level meetings as well as other team meetings.

- **Regular publications**

Publications include the Newsletter to parents and an annual Year Book as well as the Annual Report. There is also the Marryatville High School Web Site.

- **School financial position**

The school is in a sound financial position.

- **Special funding**

Special funding is received for the Special Interest Music Centre.

11. Local Community

- **General characteristics**

The majority of students come from outside of the school's zone.

- **Parent and community involvement**

The Governing Council:

- involves the school community in the governance of the school by:
 - (i) providing a focus and a forum for the involvement of parents and the school community.
 - (ii) ascertaining the educational needs of the local community and the attitude of the local community to educational developments within the school.
 - (iii) ensuring that the cultural and social diversity of the community is considered and particular needs are appropriately identified.
- sets the broad direction and vision of the school
- leads strategic planning for the school including:
 - (i) developing, monitoring and reviewing the objectives and targets of the strategic plan.
 - (ii) considering, approving and monitoring human resource and asset management plans.
- determines policies for the school including policies for the safety, welfare and discipline of students
- determines the application of the total financial resources available to the school including the regular review of the budget
- reports to the school community and the Minister on:
 - (i) the strategic plan.
 - (ii) the finances of the school.
 - (iii) operational plans and the Council's operations.

The school is supported by many volunteers including Parent & Friends, Friends of Music, Sports Council and the Old Scholars Association.

- **Feeder schools**

Marryatville Primary School, Burnside Primary School, Linden Park Primary School, Magill Primary School, Rose Park Primary School, Norwood Primary School, East Adelaide Primary School, Vale Park Primary School, Walkerville Primary School, Trinity Gardens Primary Schools plus 30 other primary schools both public and private.

- **Other local care and educational facilities**

The school is adjacent to Loreto College with whom some sharing occurs from time to time. Four Primary Schools are in near vicinity, and there is a cluster of secondary schools.

- **Commercial/industrial and shopping facilities**

Norwood Parade is 10 minutes away and there are the Burnside Village and Marryatville Shopping Centres.

- **Other local facilities**

Local facilities which are wide-ranging and accessible include two swimming pools, Burnside and City Libraries, Norwood facilities, Odeon Theatre, Museum, Art Gallery and other central resources, universities.

- **Accessibility**

School is 4kms from centre of city with regular bus service to city centre past front gate.

- **Local Government body**

The school is in Payneham, Norwood & St Peters City Council district, (telephone: 8366 4555) and adjacent to the Burnside Council district.

12. Further Comments

- Many teachers who come to Marryatville High observe that it is the most demanding yet rewarding experience of their career. Because students are aiming for excellent results, teachers' workload in preparation and marking is significant. The school is caretaker of buildings and trees listed as part of the State's heritage. Eden Park House was built in 1899 and the associated Stables are both heritage listed buildings.