

# SCHOOL CONTEXT STATEMENT

Updated: 25/02/2021

School number: **0817**

School name: **Marryatville High School**

## 1. General Information

### Part A

**School Name** MARRYATVILLE HIGH SCHOOL  
**School No** 0817  
**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** 08 8304 8420  
**Fax** 08 8332 3228  
**CPC attached** NO

<b>February FTE Enrolment</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Secondary Special, N.A.P. Ungraded etc.					
Year 8	264	275	270	241	256
Year 9	261	281	267	276	260
Year 10	301	266	266	274	272
Year 11	253	280	242	257	266
Year 12	233	222	242	239	260
Year 12 plus	5				
<b>TOTAL</b>	<b>1317</b>	<b>1324</b>	<b>1287</b>	<b>1287</b>	<b>1310</b>
<b>Feb total FTE Enrolment</b>					
Male FTE	637	657	641	623	664
Female FTE	639	667	646	660	650
School Card Approvals (Persons)	156	204	198	122	109
NESB Total (Persons)	492	526	648	612	595
Aboriginal FTE Enrolment	20	18	18	17	13

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

- **Principal**  
John Tiver
- **Deputy Principal**  
Julie Ferguson
- **Head of Music**  
Aldis Sils
- **Senior Leaders**  
Maya Brookes  
Jenny Burford  
Nathan Burgess  
Janelle Morrissey  
Lyndon Parry
- **Business Manager**  
Kirsty Iversen
- **School e-mail address**  
[dl.0817.info@schools.sa.edu.au](mailto:dl.0817.info@schools.sa.edu.au)
- **Staffing numbers: February, 2021**  
Teachers 97.0 FTE, School Service Officers – 895 hours
- **Enrolment trends**  
Limited to physical size of school. Approximately 1400 students in 2021.  
**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.

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 are 2 dedicated sessions of 40 minutes per week 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), youth workers, wellbeing hubs, 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 made up School, Vice, House, Music and International Captains. Junior Executive has Captains and House Captains. 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. Educational Overview**

- **Strategic Planning:**

- Strategic Plan
- Site Improvement Plan
- Faculty/Program Action Plan
- Personal Development Plans
- Formal Review Process

## 4. Curriculum

### MIDDLE SCHOOL

#### YEAR 8

Chinese  
Civics and Citizenship, Economic and Business  
Drama  
English or English as an Alternative  
Language or Dialect  
French  
Geography  
Health and Physical Education  
History

Japanese  
Mathematics  
Material Technologies, Food Technologies  
Music  
Photography and Film Making  
Science  
Special Music  
Tennis  
Visual Arts

#### YEAR 9

Chinese  
Civics and Citizenship, Economic and Business  
Community Challenge  
Digital Technologies  
Drama  
Digital Technology  
English, Extension English, English as an  
Additional Language or Dialect  
F1 & Subs in Schools  
Food in Action  
Food Technologies  
French – Continuers & Accelerated  
Health and Physical Education  
History  
Information Processing & Publishing  
Japanese – Continuers & Accelerated  
Material Technologies

Mathematics – General, Advanced, Advanced  
Coding, Numeracy (invitation only)  
Music  
Photography and Film Making  
Physical Education  
Science  
Smart Technologies  
Special Interest Music  
Special Interest Tennis  
STEMIE Competition (9-11)  
Sustainability (9-11)  
Textiles Technologies  
Touch Football  
Visual Arts Design  
Visual Arts

## **SENIOR SCHOOL:**

### **YEAR 10**

Big ideas  
Boys PE/Life skills  
Café Culture  
Catering and Event Management  
Child Studies  
Chinese or Chinese background speakers  
Community Challenge  
Drama  
Economics & Business  
Engineering Solutions (CAD)  
English, Extension English, English as an additional Language or Dialect  
Fashion Design  
French  
Geography  
Girls PE, Wellbeing and Recreational  
Health and Physical Education – Health, Outdoor Education, Specialist PE, Sports Studies, Touch football  
History, History Extension  
Humanities  
Humanities International  
Information Processing and Publishing  
International Studies  
Japanese  
Jewellery Business & Entrepreneurship  
Journalism  
Materials and Technologies – Metal, Wood, Future Submarine Program  
Mathematics – General, Advanced, Advanced Coding, Numeracy (invitation only)  
Music  
Nutrition in the Kitchen  
Photography and Film making  
Robot Wars  
Science, Advanced Science  
Special Interest Tennis  
Special Interest Music  
Smart Technologies  
STEMIE Competition  
Sustainability (9-11)  
Theatre Technology  
Touch Football  
Visual Art – 2D & 3D  
Visual Art Design

### **SUBJECTS OFFERED AT STAGE 1**

Accounting  
Biochemistry  
Biology  
Business Innovation  
Biochemistry  
Chemistry  
Child Care (VET)  
Chinese - Background Speakers  
Chinese – Continuers  
Coding and Game Development  
Community Challenge (9-11)  
Drama  
Economics  
Engineering Advanced Manufacturing  
English  
Essential English Pathways  
Essential English EAL  
English as Additional Language  
Exploring Film Music  
Exploring Popular Music  
Food and Hospitality  
French - Continuers  
Geography  
Health and Wellbeing  
Information Processing and Publishing  
Japanese - Continuers  
Journalism  
Legal Studies  
Material & Technologies – Women who Weld  
Material & Technologies – Men in Metal  
Mathematics A  
Mathematics B  
Mathematics C  
Mathematics General

Mathematics Essential  
Mathematics Specialist  
Modern History  
Music Studies  
Music Technology  
Nutrition  
Outdoor Education  
Peer Support  
Philosophy  
Physical Education  
Physics  
Pre-English Literary Studies  
Psychology

Research Skills  
Research Project  
Robotic and Electronic Systems  
Society and Culture  
STEMIE Comp  
Sustainability  
Tennis  
Theatre Technology  
Visual Arts - Design  
Visual Arts A  
Visual Arts B  
Wellbeing leadership  
Wellbeing practices

## **SUBJECTS OFFERED AT STAGE 2**

Accounting  
Biology  
Chemistry  
CAD Engineering and Advanced Manufacturing  
Child Studies  
Chinese - Background Speakers  
Community studies (by negotiation)  
Drama  
Economics  
English  
English Literary Studies  
Essential English (Pathways)  
Essential English (EAL)  
English as an Additional Language  
Food and Hospitality  
French – Continuers  
Health and Wellbeing  
Information Processing and Publishing  
Japanese – Continuers  
Legal Studies  
Material Solutions - Timber

Mathematics - Essential  
Mathematics - General  
Mathematical Methods  
Mathematics - Specialist  
Modern History  
Music Explorations  
Music Performance - Ensemble  
Music Performance – Solo  
Music Studies  
Nutrition  
Outdoor Education  
Philosophy  
Physical Education  
Physics  
Psychology  
Robotic and Electronic Systems  
Society and Culture  
Visual Arts – Art  
Visual Arts – Design  
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:

- o students with identified disabilities
- o students specific learning difficulties
- o students at risk of disengagement from mainstream schooling
- o 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:**

- o establish an agreed range of practices in respect to teaching and learning that enact common understanding of “high quality teaching and learning”.
- o promote an active culture of learning that reflects a strong relationship between teaching and learning.
- o 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.
- o monitor the quality of teaching and learning via a cohesive and transparent procedure.
- o embrace teaching and learning that is tailored to learners in the 21<sup>st</sup> century/modern learners.
- o 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.

The school uses Daymap as its assessment and reporting tool.

In line with the school’s Guiding Principles, and in the context of the DfE 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 8 Camp, 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, Directors 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 works with the school on strategic direction and resource allocation.

- **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.

- **Information Technology**

The school employs industry leading technology systems to supply world class ICT access for its staff and students. This infrastructure ensures that our school laptop program (one to one) enhances student learning opportunities and provides a contemporary platform for the teaching of all subjects.

- **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.

'H' Block is a state of the art learning centre incorporating science, general learning and student learning hubs.

- **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 two 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.