

# SCHOOL CONTEXT STATEMENT

Updated: 31 March 2022

**School number:** 0817

**School name:** Marryatville High School

## School Profile:

### The core values of the school are:

#### **Kindness**

We are friendly, generous and considerate.

#### **Achievement**

We challenge ourselves, are curious and passionate.

#### **Respect**

We value others and individual difference.

#### **Resilience**

We see failure as an opportunity and draw upon our strengths to respond.

#### **Accountability**

We take responsibility for our actions and strive for justice and sustainability in our community.

Marryatville High School is one of Australia's most successful government high schools producing highly accomplished scholars. It 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 include music, international, tennis and extensive co-curricular opportunities make Marryatville High School a dynamic educational environment.

We have a vision for a future Marryatville High School, developed with key stakeholders, to provide excellence in student-centred 21st century learning in a global context.

Twenty first century learners at Marryatville High School value personalised, student-centred learning, want to learn cooperatively and expect digitally rich pedagogy.

In preparing 21st century learners for their place in the global community we will ensure they:

- 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 capabilities 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.

# 1. General Information

## Part A

<b>School Name</b>	MARRYATVILLE HIGH SCHOOL
<b>School No</b>	0817
<b>Principal</b>	Mr John Tiver
<b>Postal Address</b>	170 Kensington Road, Marryatville 5068
<b>Location Address</b>	170 Kensington Road, Marryatville 5068
<b>District</b>	Eastern Adelaide
<b>Distance from GPO</b>	4 kms
<b>Phone</b>	08 8304 8420
<b>Fax</b>	08 8332 3228
<b>Website</b>	<a href="http://www.marryatvillehs.sa.edu.au/">http://www.marryatvillehs.sa.edu.au/</a>
<b>CPC attached</b>	NO

<b>February FTE Enrolment</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Secondary Special, N.A.P. Ungraded etc.					
Year 7	N/A	N/A	N/A	N/A	263
Year 8	275	270	241	256	258
Year 9	281	267	276	260	277
Year 10	266	266	274	272	273
Year 11	280	242	257	266	277
Year 12	222	242	239	260	269
Year 12 plus					3
<b>TOTAL</b>	<b>1324</b>	<b>1287</b>	<b>1287</b>	<b>1310</b>	<b>1620</b>
<b>Feb total FTE Enrolment</b>					
Male FTE	657	641	623	664	824
Female FTE	667	646	660	650	796
School Card Approvals (Persons)	204	198	122	109	116
NESB Total (Persons)	526	648	612	595	734
Aboriginal FTE Enrolment	18	18	17	13	16

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**  
Elena Harrison  
Janelle Morrissey  
Jenny Burford  
Lyndon Parry  
Nathan Burgess
- **Business Leader**  
Kirsty Iversen
- **School e-mail address**  
[dl.0817.info@schools.sa.edu.au](mailto:dl.0817.info@schools.sa.edu.au)
- **Staffing numbers: February, 2022**  
Teachers 114.0 FTE, School Service Officers – 1102 hours
- **Enrolment trends**  
Limited to physical size of school. Approximately 1600 students in 2022.  
**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 7 and 8 students), youth workers, wellbeing hubs, personal and career counselling. 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 Home group 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 7

Dancing for Life  
Digital Technologies  
Dramarama  
Elective Music  
English  
English as an Additional Language or Dialect  
Food Technologies  
French  
Health and Physical Education  
Humanities

Japanese  
Material Technologies  
Mathematics  
Media Arts: Photography & Film  
Science  
Special Interest Music  
Special Interest Tennis  
Visual Arts: Art & Design

#### YEAR 8

Dancing with the Trees  
Digital Technologies  
Drama  
Elective Music  
English  
English as an Additional Language or Dialect  
Food Technologies  
French  
Geography  
Health and Physical Education  
History

Japanese  
Material Technologies  
Mathematics  
Media Arts: Photography & Film  
Science  
Special Interest Music  
Special Interest Tennis  
Specialist Sport Studies  
Sports Industree  
Visual Arts: Art & Design

### INTERMEDIATE SCHOOL

#### YEAR 9

Advanced Drawing Techniques  
Advanced Mathematics  
Advanced Mathematics Coding  
Community Challenge  
Computational Mathematics  
Creative Filmmaking  
Digital Technologies  
Drama  
Elective Music  
English  
English as an Additional Language or Dialect  
Everyday Mathematics  
Exploring Youth Culture in Japan  
F1 and Subs in Schools  
Food Design

Food in Action  
French  
General Mathematics  
Health and Medical Science  
Health and Physical Education  
Humanities  
Japanese (Continuers)  
Making Bank \$  
Material Technologies  
Musical Theatre  
Peer Support SACE Stage 1  
Science  
Smart Technologies  
Song Writing and Film Music  
Special Interest Music

Special Interest Tennis  
Sustainability  
Textile Design  
The Great Outdoors  
Touch Football

Visual Arts

## YEAR 10

Backstage Crew  
CAD Engineering Solutions  
Café Culture  
Catering and Event Management  
Child Studies  
Community Challenge  
Computational Mathematics  
Creative Film Making  
Documentary Film Making  
Drama  
Drawing and Painting  
Elective Music  
Engineering Physics  
English  
English as an Additional Language or Dialect  
Everyday Mathematics  
French A and B  
General Mathematics  
Graphic and Product Design A  
Health and PE  
Human Diseases  
Human Movement

Humanities  
Information Processing and Publishing  
Japanese – Discovering Contemporary Japan  
Jewellery and Entrepreneurship  
Journey into Higher Mathematics A  
Making Bank \$  
Marine Studies  
Mathematical Methods  
Matters of the Mind  
Metalwork Future Submarine Program  
Musical Theatre  
Peer Support SACE Stage 1  
Science  
Special Interest Music  
Special Interest Tennis  
Sustainability  
Technologies - Robot Wars  
Touch Football A and B  
Trade Physics  
Visual Arts  
Wooden Furniture Design

## STAGE 1

Accounting  
Alloy and Metal Manufacturing  
Biochemistry  
Biology A and B  
Business Innovations  
CAD Engineering and Advanced Manufacturing  
Chemistry A and B  
Child Studies  
Coding and Game Development  
Drama A and B  
Economics  
English A and B

English as an Additional Language A and B  
Essential English  
Essential Mathematics A and B  
Fashion Design and Entrepreneurship  
Food and Hospitality  
French Beginners and Continuers  
General Mathematics A and B  
Geography  
Health and PE A and B  
Information Processing and Publishing  
Japanese Continuers A and B  
Journalism

Legal Studies A and B  
Material Solutions – Timber  
Mathematical Methods A, B and C  
Media Arts – Film Making  
Modern History A and B  
Music Studies  
Music Technology  
Nutrition  
Outdoor Education A and B  
Peer Support  
Philosophy

Physics A and B  
Psychology A and B  
Research Project  
Robotic and Electronic Systems  
Scientific Studies  
Society and Culture  
Specialist Mathematics  
Theatre Technologies  
Visual Art A and B  
Visual Art Design A and B  
Workplace Practices

## **STAGE 2**

Accounting  
Advanced Game Development  
Biology  
CAD Engineering and Advanced Manufacturing  
Chemistry  
Drama  
Economics  
English  
Essential English  
Essential English EAL  
Essential Mathematics  
Food and Hospitality  
French – Beginners and Continuers  
General Mathematics  
Health and Physical Education  
Health and Wellbeing  
Information Processing and Publishing  
Japanese (Continuers)  
Legal Studies

Material Solutions Timber  
Mathematical Methods  
Modern History  
Music Explorations  
Music Performance: Ensemble  
Music Performance: Solo  
Music Studies  
Nutrition  
Outdoor Education  
Philosophy  
Physics  
Psychology  
Robotic and Electronic Systems  
Society and Culture  
Specialist Mathematics  
Visual Art  
Visual Art 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 7 & 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 Leader, 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 DfE 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. Our new purpose built building, The Pines,

replacing an old transportable, was completed early 2022. It contains general learning areas, a biology lab and meeting facilities.

- **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.

'The Pines' is a purpose built centre containing science, general learning and meeting room areas. This was completed early 2022.

- **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 an annual Year Book as well as the Annual Report. There is also the Marryatville High School Web Site and a social media presence.

- **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.