SCHOOL CONTEXT STATEMENT

Updated: June 2018

School number: 1686

School name: Adelaide Secondary School of English

School Profile:

Adelaide Secondary School of English (ASSoE) is a South Australian government school that offers specialist intensive English language programs to prepare secondary aged migrant, refugee and international students, newly arrived in Australia, for entry into mainstream high schools or study pathways or work.

This is reflected in the school vision which states that “Adelaide Secondary School of English fosters intercultural understanding, educating the culturally diverse student population in English language skills and developing capabilities for effective lifelong learning and participation in Australian and global society.”

The school community values Respect, Responsibility and Resilience and these values are incorporated in everything the school does.

The school has an Index of Educational Disadvantage of 2. This reflects the complexity of the school community, including the transitory nature of many of the families during their first years of settlement in Australia as well as their high levels of unemployment and low socio-economic status.

In 2002 the school was one of the first in South Australia to achieve Council of International Schools (CIS) accreditation. In May 2012, the school achieved its 10th year CIS re-accreditation. It also became a recognized MindMatters school in 2010. This recognition acknowledges a whole school approach to mental health and wellbeing.
1. General information

School Principal: Antonella Macri
Deputy Principal: Dave Mutton
Year of opening: 1975
Postal Address: PO Box 281, BROMPTON SA 5007
Location Address: 253 Torrens Road, CROYDON SA 5008
DFE Region: West Torrens
Geographical location (i.e. road distance from GPO): 8 kms
Telephone number: (+61 8) 8340 3733
Fax Number: (+61 8) 8340 4595
School website address: www.adsecenglish.sa.edu.au
School e-mail address: dl.1686.info@schools.sa.edu.au
Child Parent Centre (CPC) attached: n/a
Out of School Hours Care (OSHC) service: n/a

- February FTE Student Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018 (Feb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>427</td>
<td>530</td>
<td>425</td>
<td>447</td>
<td>449</td>
<td>419</td>
</tr>
</tbody>
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- Total enrolments throughout the year

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<tr>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>835</td>
<td>816</td>
<td>703</td>
<td>742</td>
<td>763</td>
</tr>
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</table>

- Total School Card Approvals throughout the year

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<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cards</td>
<td>441</td>
<td>424</td>
<td>418</td>
<td>506</td>
<td>522</td>
</tr>
</tbody>
</table>

- Student Enrolment Trends

The school has had an average enrolment of between 700 - 850 students per year from as many as 70 different countries, language and cultural groups. Student numbers fluctuate significantly throughout the year because of continuous enrolment and students leaving at the end of each term on completion of their course of study. In the past 5 years, there have been between 400 - 500 students attending the school during each term. Students normally spend up to a year in the school, although those who have had disrupted or minimal schooling can spend up to 2 years. Most students transition to mainstream Government, Catholic and Independent secondary schools across the Adelaide metropolitan area.

Enrolment trends are influenced by Federal Government immigration policy so can be unpredictable from year to year.

The school has provided intensive English programs for International Full-fee paying students since 1990 and enrolment numbers for this group has increased over the recent years, with over 100 international students enrolling in 2017.
• **Staffing Numbers (as at February census)**

Staffing is determined on a term by term basis according to the number of students enrolled at the beginning of each term and an estimation of enrolments during the term. Approximately 80% of staff are permanently appointed with the other 20% employed on a contract basis according to the flexible needs of the school.

2018 Term 1 NAP Staff allocation: 52.41 FTE teachers

A leadership position, 2 teacher positions and additional School Services Officers (SSO) hours are funded by the International Student Program.

Total Term 1 staffing includes:

- **Senior Leadership**
  - Principal
  - Deputy Principal
  - 2 Senior Leaders

- **Other Leadership**
  - 11 Co-ordinators (includes 2 Student Wellbeing Leaders)

- **Permanent Teachers**
  - 44 (excluding leaders)

- **Contract Teachers**
  - 12 (excluding leaders)

- **School Services Officers**
  - 227 hours: 10 permanent, 6 contract SSOs

- **Bilingual School Services Officers**
  - 336 hours: 11 contract BSSOs

- **1 Youth Support worker**
  - 7½ hours per week

- **2 Grounds staff**
  - 35 hours per week

• **Public Transport Access**

The school is well serviced by public transport systems including a dedicated express School Bus “951” which travels to and from King William Street, Adelaide and the school.

**Bus Details:**

- **CITY TO SCHOOL - School Bus 951 to stop 17, Torrens Road**

<table>
<thead>
<tr>
<th>Bus Stop Number</th>
<th>Place</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>X2</td>
<td>Corner of King William &amp; Hindley Streets</td>
<td>8:09 am 8:15 am 8:21 am</td>
</tr>
<tr>
<td>Z3</td>
<td>In front of the Festival Theatre, King William Street</td>
<td>8:10 am 8:16 am 8:22 am</td>
</tr>
</tbody>
</table>

- **SCHOOL TO CITY - School Bus 951 from stops A & B, Torrens Road. Four buses depart from outside the school to take students directly to the city.**

<table>
<thead>
<tr>
<th>Bus Stop Number</th>
<th>Place</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 (A &amp; B)</td>
<td>Monday, Wednesday, Thursday &amp; Friday</td>
<td>3:25 pm 3:27 pm 3:29 pm 3:31 pm</td>
</tr>
<tr>
<td>17 (A &amp; B)</td>
<td>Tuesday</td>
<td>2:35 pm 2:37 pm 2:39 pm 2:41 pm</td>
</tr>
</tbody>
</table>

At other times, students are to catch Bus number 251 or 252 from King William Street to school,
stopping at bus stop number 17 Torrens Road, directly in front of the school.

As of February 2017, a special school bus service 949 operates daily (before and after school) between the school and the Salisbury and Elizabeth Interchange.

- **Special Site Arrangements**

ASSoE re-located to the present site on Torrens Road in November 1998 where it shared joint facilities with Croydon High School until its closure in December 2006. ASSoE now has responsibility for the site which is shared with 3 other groups. The School of Languages (SOL) administration is located in the West Building and The Ethnic Schools office is also located in this building. ASSoE classrooms are used for evening and weekend classes by both SOL and The Ethnic Schools. In 2011 Multicultural Youth SA (MYSA) established an administrative centre on site.

2. **Students (and their welfare)**

- **General Characteristics**

The school has a unique, dynamic student population that is constantly changing in its cultural diversity, education and wellbeing needs. We strive to provide a safe, supportive and stimulating learning environment whereby our students

- are provided with a relevant and challenging curriculum
- share cultural perspectives to enhance learning and build positive relationships
- are educated to become community minded and global citizens
- are provided with opportunities to become confident, critical, creative and independent learners
- develop communication skills and social responsibilities enabling them to contribute effectively in society

- **Student Wellbeing Programs**

The school has officially been recognised as a MindMatters school for its whole-school approach to addressing mental health and wellbeing. Student wellbeing and child protection strategies are formally included in the curriculum within the Personal Learning and Wellbeing (PLW) and Health program. All staff have been trained in Keeping Safe: Child Protection Curriculum (KS:CPC) and CPC strategies are taught across all levels and pathways and in all learning areas.

The Student Services team consists of a Senior Leader: Student Services, a Co-ordinator: Transition and International Students and 2 full time Co-ordinators: Student Wellbeing Leaders. The Student Services team coordinate the additional support of outside service agencies, such as Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS), Australian Refugee Association (ARA), Australian Migrant Resource Centre (AMRC), Child and Adolescent Mental Health Service (CAMHS) and the Department Community Liaison Officers (CLO) who may be called in to provide specialist support to students.

- **Student Support Offered**

Students identified with learning needs are referred for assessment through the District Support Services and are assessed by the New Arrival Program (NAP) psychologist. School Services Officers (SSOs) and Bilingual School Service Officers (BSSOs) support is provided to students with Negotiated Education Plans (NEP). The school also has a Special Needs Co-ordinator and a part time Special Needs teacher who work with students and teachers to ensure students with Special Needs are appropriately supported. BSSO classroom support is available in a range of languages for all students.
especially in Foundation level.

Volunteers from the community and Flinders University Inspire Program are regularly involved in providing one-on-one and/or small group support to students in the classroom, homework centre or under teacher supervision in the ICT Hub.

- **Student Management**

Because of the culturally diverse student population, ASSoE has always had a very clear focus on maintaining a safe and secure environment, free from harassment and bullying. The school's comprehensive policies and procedures are regularly reviewed and updated and together with the school values of Respect, Responsibility and Resilience which are incorporated in all aspects of work throughout the school, ensure that a positive, supportive culture exists between all groups in the school. The school’s Bullying and Harassment policy and procedures are regularly reviewed and aligned with the Department policies and guidelines. They are available on the school’s website, and accompanying Bullying and Harassment brochure and Classroom posters have been developed.

Teachers also support students in classrooms by:

- having a relevant, differentiated learning program with well-prepared lessons that motivate all students to achieve
- teaching explicitly
- providing students with relevant and constructive feedback
- developing with their class(es), a clear set of classroom rules, expectations and appropriate consequences, based on the Student Representative Council (SRC) “Classroom Guidelines to Positive Behaviours”.
- modelling their expectations about behaviour by setting an example
- recognizing when students are facing personal difficulties and having a range of strategies for dealing with various behaviours
- enlisting the help of SSOs, BSSOs and volunteers

When issues arise with inappropriate behaviour, teachers work with their line-managers to implement appropriate strategies and consequences to encourage positive changes. Students are supported to take responsibility for their own learning and behaviours and to be sensitive to the rights and needs of others.

The school implemented a Restorative Justice approach to Student Behaviour Education in 2017 to manage and support student issues.

- **Student Government**

Students are given the opportunity to be involved in the governance of the school through their participation on the SRC. An elected class representative, the Senior Leader: Student Services and the 2 Student Wellbeing Leaders lead an SRC meeting each week. Students are provided with leadership training and opportunities to plan student activities to meet the needs and choices of the student body by consulting and reporting back to their classes. SRC members are encouraged to act as positive role models and mentors for other students, especially when they are new to the school. SRC representatives play an important role in communicating information through class meetings. Two SRC representatives are selected each term to provide an SRC report to the Governing Council. Members of the SRC are also involved in student achievement and graduation assemblies each term.

- **Special Programmes**

The school welcomes and supports the involvement of community groups and agencies that receive
funding for projects which target new arrivals, refugees and multi-cultural youth. These special projects occur on a regular basis and include ARA Youth Week and SANFL Aussie Rules Football Program. Other sporting programs include interschool sports competitions in soccer, handball, basketball, volleyball, badminton and cricket. There is also an ARA Homework Club, as well as a range of lunchtime clubs including choir, gardening, art and job club.

3. Key School Policies

- Site Improvement Plan and Other Key Statements or Policies

CIS recommendations together with National, State and Regional directives and feedback from the school community form the basis of the 5 Year Strategic Directions (2018-2022) and the Site Improvement Plan for 2018 (SIP-2018).

Priorities for improvement have been identified for 2018 with the focus of:
- Teaching and Engagement for Learning and Life
- Wellbeing for Learning and Life
- Partnerships for Learning and Life

- Recent Key Outcomes

The main priorities in the Site Improvement Plan (2017) included:
- Supporting all teachers to effectively teach the new curriculum
- Enhancing teaching and learning through the use of 21st Century pedagogies and technologies
- Improving staff and student wellbeing and engagement through the strengthening of partnerships

The purchase and development of relevant resources, together with maintaining the focus on developing, supporting and assessing reading and writing skills, was a priority in 2017. Professional Learning Teams focussed on the new curriculum and Step 9 teachers strengthened peer sharing, mentoring and team teaching opportunities.

The South Australian Certificate of Education (SACE) Integrated Learning Work Studies subject was taught for the first time for senior pathway A and B students in their last 2 terms at the school. The SACE Integrated Learning Citizenship subject was refined and more teachers were skilled in teaching and assessing the subject. As part of the Beacon Western Cluster Partnership the school was able to build business-school-community partnerships to broaden student knowledge and understanding of career pathways and employment and training opportunities.

Teacher laptops were replaced with new Macbooks and old computers in the ICT Hub were replaced to ensure staff and students had adequate access to devices. The Internet bandwidth was improved to support the increase in use of ICT in the new curriculum and use of the internet.

Restorative Justice training for leaders and teachers was held throughout the year to support staff and students to deal with behaviour issues. The Student Behaviour Education policy was updated to incorporate Restorative Justice practices. Restorative Justice posters and a SRC training program were developed. To further promote and support positive student behaviour a nurture group, a STTARS Drumbeat program and an Intercultural Peace conference were trialled.

A new Youth Support Worker was employed through the National School Chaplaincy program to further support the work of the Student Wellbeing Leaders. The ARA worked collaboratively with the student wellbeing team to deliver SRC leadership days each term for boys and girls. The Student Services team continued to work with a range of support agencies such as STTARS, ARA, AMRC and CAMHS.
Students were also involved in a range of activities throughout the year, celebrating Harmony Day, Refugee Week, International Peace Day and celebrating diversity through assemblies and the DreamBIG Children's Festival and National Tree Day. Students also worked with the Migration Museum and SAYArts to create work for a Syrian student display at the museum, with the City of Charles Sturt to make a social inclusion film and with a local artist on a Body Mapping activity.

With the support of a Parents Initiative in Education grant parent meetings were held each term with a focus on meeting the needs of Arabic Mothers. A Family Fun Day was held in Term 3 to coincide with Children’s Week. A BBQ was provided for students and their families and structured activities were organised during lunchtime.

4. Curriculum

- Subject Offerings

ASSoE is a New Arrivals Program (NAP) School (DECS, 2007, New Arrivals Program). The purpose of the NAP can be understood as supporting new arrivals to participate in new cultural contexts, especially the multiple contexts within an Australian school and the wider community. This includes imagining and preparing for future participation in these contexts. Integral to this is development of the English language and cultural practices required for these contexts and support for students’ wellbeing and sense of belonging.

Literacy, numeracy and study skills are crucial aspects of the teaching program and extend across all subject areas. The school’s intensive English course also provides students with communication and social skills necessary for successful interaction in schools and the community.

There are three learner pathways which students follow depending on their previous educational experiences and their initial English as an Additional Language or Dialect (EALD) level at assessment after enrolment.

**Pathway A**
Students who have had minimal or disrupted schooling in their home country or transit countries and have a low level of literacy are assessed and placed in Pathway A. Students in Pathway A can spend up to eight terms (2 years) at the school.

**Pathway B**
Students who have had disrupted schooling and limited learning opportunities or are experiencing difficulties with learning English for a number of reasons, are assessed and can be placed in Pathway B. These students follow a program with an emphasis on literacy and numeracy for 3 terms at Foundation and Intermediate levels.

**Pathway C**
Students who have studied English prior to their arrival in Australia are assessed and placed in an appropriate level, which may be the Foundation, Intermediate, Advanced or Transition levels of Pathway C.

Students who have had continuous schooling in their home country and who have not studied English previously, are enrolled in the Foundation level of Pathway C and continue to follow the school's intensive English course. This pathway prepares students for entry into mainstream secondary schools at any year level, as well as other post-compulsory institutions such as TAFE.

- Special Needs
Students with learning difficulties are identified by teachers and if needed they are assessed by an EALD Educational Psychologist. From the assessment, if students are identified as having a disability, then a Negotiated Educational Plan (NEP) is developed in consultation with the co-ordinator, special needs teacher, class teacher and parent/caregiver.

If assessed and no disability is identified, then an Individual Learning Plan (ILP) is developed. Students on a NEP or an ILP may have modified learning and reporting outcomes.

Because of the complex and varying social and educational needs of the students, the curriculum operates within a framework which reflects a pastoral care approach through the Personal Learning and Wellbeing (PLW) and PLP.

- **Special Curriculum Features:**

  When numbers allow, students are placed into Junior or Senior classes according to their age. (Junior classes 12-15 year olds, Senior classes 15-18 year olds).

**Middle School Curriculum**

The middle school structure has been developed taking into account the specific needs of Pathway A and B students. Aspects of the structure, such as keeping the number of teachers working with a class to a minimum, are also applied to Pathway C classes when possible. Teachers working with these classes are encouraged to use an integrated curriculum approach. The curriculum is designed to enable students to be successful in their new schools by offering a range of subjects with an explicit focus on the language in each subject. Knowledge, understandings, learning skills and competencies necessary to study successfully at secondary school are an integral part of the curriculum. Excursions and field trips are considered an essential aspect of the curriculum.

**Senior School Curriculum**

The senior school curriculum at ASSoE is dynamic and evolving to respond to the continually changing needs of the students and is directed by the demands and requirements of senior education pathways within the South Australian education system.

The senior school curriculum aims to move students into a more structured and specialised learning, where students are encouraged to communicate as informed speakers and writers on topics and issues outside their personal experience and with perspectives that have a state, national and international scope. There is a focus on:

- research skills
- learning and using abstract and technical language
- making generalisations
- understanding theories and explanations of phenomena
- expressing views from different perspectives
- putting forward reasoned arguments about issues using valid evidence
- valuing and seeking out other people’s knowledge and expertise
- critically examining and evaluating texts and products
- reflecting on their learning and future career interests.

Senior students attending ASSoE are given the opportunity to complete the PLP, a compulsory SACE subject that most students complete in Year 10. The PLP is seen as an integral component of study at ASSoE as it helps students to plan for their future, including considering future subject choices for Year 11 and 12 studies, possible career choices and ideas for community service. It also helps them to determine how best to prepare for their career options and other goals.
The components of the senior school curriculum are:

- Studies in Intensive English Across the Curriculum (a SACE accredited course specific to ASSoE)
- The PLP
- Integrated Learning (optional)
- Work Studies

Senior students can gain up to 60 SACE credits by satisfactorily completing the final level, Transition, at ASSoE.

- **Teaching Methodology**

Class sizes are smaller than in mainstream schools to enable a more focussed approach to teaching. Pathway A classes are staffed 1:10, Pathway B 1:15 and Pathway C 1:18 on average. SSOs, BSSOs and registered volunteers provide 1:1 or small group support to students.

The school is well-resourced with teaching and learning materials that support the range of student needs. This includes information technologies with interactive whiteboards or projectors in all classrooms, an ICT Hub and Resource Centre computers. Banks of lap-tops and iPads are also available for classroom use.

The majority of teachers have had training in aspects of teaching English using a Systemic functional grammar approach. This is the basis of developing language-writing skills through a genre approach which is used in all learning areas across the curriculum. EALD Language and Literacy levels are assigned to student’s writing of specific genres at the end of each level. This provides a measure of student’s progress in language development during their time at the school.

- **Student Assessment Procedures and Reporting**

All students are assessed and given an English Language and Literacy level on arrival. This determines their placement in the most appropriate pathway and level. Students are closely monitored and can be re-assessed and transferred to a more suitable pathway and level if deemed appropriate. Movement across pathways is minimal and usually occurs at the end of the term in order to reduce disruption to classes and to cater for the student’s social and emotional needs.

A Running Records reading assessment is also done as part of initial assessment and teachers record levels at the end of each term. Student results are analysed each term, with Reading Support provide to those students with greatest need.

All students are assessed continuously in all subjects to ensure that they are making satisfactory progress. Where a student is not progressing satisfactorily, teachers, in collaboration with the Coordinator: Student Achievement, investigate possible reasons. Structures are then put in place to support the student. Assessments take place during and at the end of each level and form the basis of student reports.

Reporting on student progress occurs in a number of ways. Formal reporting on an individual student’s progress is through a written report at the end of each level. Parent/caregiver interviews (with an interpreter if required), occur at the end of the term. A transition process occurs at the end of the student’s final term where they visit their zoned secondary school. On confirmation of their enrolment, reports and other relevant information are forwarded to the receiving educational institution.

Informal reporting on student progress can occur through notes in student diaries, phone calls and appointments with parents/caregivers when the need arises.
• Joint Programmes

ASSoE is a member of the Beacon Western Cluster Partnership group which has a focus on building business - school - community partnerships to broaden student knowledge and understanding of career pathways, employment and training opportunities.

A range of Beacon activities and programs have been integrated into the curriculum to enhance teaching and learning outcomes, with a priority focus on Work Studies and PLP subjects.

5. Sporting Activities

Sporting competitions are part of the school calendar and are generally organised by the Physical Education Learning Area Leader, SRC and nominated teachers. There is also an inter-school sports program on Wednesdays when students have the opportunity to be involved in sporting competitions against other local schools. Throughout the year, there are opportunities for students to participate in the SANFL Aussie rules football, beach volleyball, beach safety, soccer, orienteering and rock climbing.

6. Other Co-Curricular Activities

Currently the Swimming Program, EALD and subject specific excursions provide students with opportunities to experience different social and recreational activities, which are an integral part of the whole curriculum.

The school also offers a range of after school sports and lunchtime activities for students. A Homework Centre staffed by a teacher and Australian Refugee Association (ARA) volunteers is open on Tuesday after school from 2:30pm - 4:30pm and on Thursday afternoons from 3:30pm - 4:30pm in the ICT Hub.

Field trips: Students in Advanced classes are encouraged to attend an overnight field trip in a bushland environment. This is a valued component of the curriculum.

7. Staff (and their welfare)

• Staff Profile

Staff numbers vary during the year due to the continuous intake and transition of students at the end of each term. There are a core number of approximately 44 permanent teachers and approximately 12 contract teachers. 20 teachers work on a part-time basis.

18 SSOs are responsible for the administrative functions of the school. These include a Business Manager, permanent part-time SSOs, 2 ICT Technicians, contract SSOs/BSSOs and 2 Grounds staff.

BSSOs are also employed to provide a range of interpreting, translating and classroom support depending on need. Their main languages include: Arabic, Dari, Farsi, Falam/Hakka Chin, Hazaragi, Kirundi/Swahili, Mandarin, Nepali, Armenian/Russian, Pashto, Thai, Vietnamese and others upon requests by teachers.

• Leadership Structure

The Senior Leadership team consists of the Principal, Deputy Principal and 2 Senior Leaders. In 2018 the school has 11 co-ordinators with leadership roles that are aligned to key areas of the Site Improvement Plan.
• **Staff Support Systems**

A positive, supportive culture exists amongst the staff working together in various teams to support different aspects of school work. Early school closure on Tuesday afternoons allows for regular meetings to take place.

Teachers share professional practice in Learning Area teams that meet twice a term. These teams are responsible for curriculum, professional development and resourcing decisions relating to the learning area.

School Committees reflect the key areas of on-going work in the school and they drive the decisions and strategy implementation of the school site improvement plan. They also play a key part in the decision making structure of the school. Involvement in committees for teaching staff and SSOs is optional. Members of the leadership team are expected to be involved in various committees.

• **Performance Management**

The Performance and Development Policy has been revised in accordance with the Department policy. This provides a clear understanding of Line Management responsibilities in supporting staff with induction and ongoing work in the school. The school has a hierarchical line management approach with each co-ordinator (leader) supporting 5-6 teachers with induction, programming, student behaviour education and performance and development.

Each member of the senior leadership team has responsibility for key areas of the school and line-manages a team of up to 4 co-ordinators who assist their work.

Line-management meetings occur both formally at least three times each year and informally on a regular basis as required.

The school is proactive in building a culture of peer sharing through its Performance and Development policy. All staff are encouraged to formally document, share and reflect on their good practice with a group of peers. Classroom observations are supported by leadership.

Numerous opportunities for aspiring leaders are offered through the Department. Applications to take part are given favourable attention. Teachers are also encouraged to take on training and leadership roles through expression of interest for short-term leadership positions as well as other opportunities for release-time from teaching duties.

• **Other**

The school hosts a significant number of visiting teachers and educationalists from local schools, interstate and overseas.

8. **Incentives, support and award conditions for Staff**

There are no special incentive, support and award conditions applicable to Adelaide Secondary School of English staff.

9. **School Facilities**

• **Buildings and grounds**
Originally a large co-educational government high school catering for up to 1,200 students, the school buildings are spread over a large area of suburban land in the inner western suburbs of Adelaide. There are two main “wings” (east wing and west wing) comprising of 30 teaching classrooms, 2 science laboratories, ICT Hub, teacher preparation offices, admin offices and meeting rooms. Other buildings used by the school are scattered in between the two wings. These include a further 14 classrooms and teacher preparation areas, home economics and technology studies teaching areas, an art room, a multi-purpose room, a conference room and an air-conditioned gymnasium with adjoining canteen facility.

The staff-room, ICT Hub and Resource Centre, housing a teacher reference area and book room, are also located centrally between the two main teaching wings.

To the South of the grounds is a well-maintained oval area behind the gymnasium. Sheds for the ground maintenance equipment and Work Studies program are on the perimeter of the ovals. The majority of classrooms and buildings managed by the school are old (most built in the 1950’s) but well-maintained. Refurbishment, cleaning and maintenance work is done on an ongoing basis. All teaching areas, offices and teacher preparation areas have Wi-Fi.

There are sufficient staff and visitor car-parking areas along the western and eastern boundaries of the school.

The school grounds are under continual development in order to provide more shade and seating for students. A Peace Garden has been established and displays the sculptural work of students and a Kitchen Garden with a chicken coop is used comprehensively for a Garden program and Cooking. Additional trees for shade have also been planted around the school.

- **Heating and Cooling**

  All teaching areas, offices and teacher preparation areas have reverse cycle air conditioning.

- **Specialist Facilities and Equipment**

  The school has an outdoor fitness station which was partly funded by the City of Charles Sturt and is available for community to use.

- **Student Facilities**

  The school has a canteen and after school homework centre/ICT Hub for students to use.

- **Staff Facilities**

  All staff are allocated an office/work space and teaching staff are issued with a school laptop. All staff have access to Wi-fi, IT facilities and support is provided by IT technicians.

- **Access for Students and Staff with Disabilities**

  Access for students and staff with disabilities is available to most areas of the school with either ramp or lift access. There is one dedicated toilet for disabled users in the East building.

- **Access to Bus Transport**

  There is a dedicated School bus “951” to and from the city, before and after school. The school is on a major transport route to the city so the school uses local bus services for excursions. All migrant and refugee students who live further than 5 kilometres from the school are entitled to metrcards for
public transport to and from school. The school provides additional metrocards for excursions.

The school also has a special school bus service 949 operates daily (before and after school) between the school and the Salisbury and Elizabeth Interchange.

- **Other**

The school shares some of the site facilities with other users: School of Languages, Ethnic Schools and Multicultural Youth SA.

### 10. School Operations

#### Decision Making Structures

All decisions are made within the framework of the school’s philosophy and objectives, values, vision, context statement and Site Improvement Plan (SIP).

The school’s decision-making processes ensure all staff can participate in policy development. Policies provide a framework within which teaching, learning and school management occur. The school’s policies may be Government or school based. Relevant committees and working parties develop and review policy, seeking consultation from staff through a variety of sources including elected representatives. Staff meetings are a mechanism for whole staff consultation and decision-making on proposals that require formal approval.

Under legislation and departmental policy, the Principal has ultimate responsibility for the school and the authority to make final decisions taking into account the views of staff and governing council.

The Decision Making policy framework is found in the Policy and Procedures Manual available on the school intranet and deals specifically with the roles and responsibilities of: the governing council and the leadership teams, school committees, learning areas and SSO teams. A summary of the purpose, membership and the chairperson responsibility of all committees and working parties are outlined in the policy.

#### Regular Publications

A school newsletter is distributed to families/caregivers at the end of each term. Because it is not available in translation, it contains a report from the Principal and photographs with short captions of key events which have occurred during the term. The Principal’s report contains recent school achievements as well as key dates for the following term. The newsletter articles are also included on the school website.

The Policies and Procedures Manual and the Teaching and Learning Guide are reviewed and updated regularly and are available on the school intranet. Staff are encouraged to access relevant school information on the Intranet.

Daily bulletin notices for staff and students are available on the staff Intranet. Senior Leadership includes a separate bulletin at the beginning of each week.

Each year the school produces a calendar which focuses on one aspect of school life. In 2017, School Values were the theme. This is used to promote the school through the local, state, national and international community.

- **Other Communication**
On enrolment families are given extensive information about the school and interpreters are provided if required.

Parents/caregivers are invited to various meetings during the year. These include the AGM and Governing Council meetings, parent/teacher interviews and other meetings whereby school issues or relevant information is discussed. All families are provided with interpreters when requested. Staff are also required to communicate with parents/caregivers by phone with BSSO support if needed. When necessary, BSSOs will contact the family or emergency contact person whose details are provided by the family on enrolment, at these times phone interpreter service may be used to support this communication.

Parents/caregivers are also able to communicate with teachers through notes in the school diary. The notes can be written in the parent/caregiver’s first language.

Official letters and notes informing families about school events and closure days are sent home on a regular basis in translation if available. Stickers with brief messages are also placed in student diaries.

- **School Financial Position**

  The school has a well-developed annual financial planning and budgeting procedure that takes into account the requirements of the various budget holders and the site improvement plan. It focuses on the desired educational outcomes for all students and predicted expenditure as well as allowing for long-term expenditure if appropriate.

Both the State and Commonwealth education authorities fund the school.

### 11. Local Community

- **General Characteristics**

  Students attending the school live in suburbs across the broader Adelaide metropolitan area with only a small percentage living in the school’s local community. As most students are recently arrived from many different countries with different schooling systems, the school plays an important role in providing them with information about schooling in South Australia. It is important for families and caregivers to understand that the school works in partnership with them and that good communication with the school is essential to the educational success of their children.

  As students attend the school during the first years of their family’s settlement in Australia, it is not unusual for families to move accommodation during their short stay at the school. The majority of parents/caregivers do not have English as their first language so, like their children, they also attend English language programs during the day and do not work. Many of them also rely on public transport. Approximately 80% of families are on low income and many are school card recipients. As a number of our students are “sponsored” migrants, they are not eligible for any government financial support during their first 2 years of settlement. This includes the school card allowance. Some of these families are the most financially disadvantaged. Due to all these factors, it is difficult to get active parent/caregiver participation in school organised activities.

  Governing Council meetings are held regularly. Membership comprises of parent/caregiver representatives who are given an invitation to attend when their child enrolls. As most families are with the school for only 1 year, membership of the Governing Council can often change during the year. To lend stability and continuity there is special representation from the ARA, STTARS, the local City of Charles Sturt Council, school BSSOs and the local community. Interpreters are made available as required.
• **Parent and Community Involvement**

The school works together with parents/caregivers, other service agencies and community groups who support students and their families either in providing health, wellbeing, educational and settlement services and has personnel dedicated to coordinating these community partnerships.

• **Feeder or Destination Schools**

Most students transition to mainstream schools: Government, Catholic and Independent schools, across the Adelaide metropolitan area, on completion of their course. These transitions occur at the end of each term throughout the year.

Students aged 13 years attending Primary Intensive English Language Centres may transition to ASSoE at the end of each school year. Students also transfer to the school from other high schools if they are newly arrived and have intensive English language needs throughout the year.

• **Accessibility**

If students are arriving late or leaving early, they may catch Bus number 251 or 252 from bus stop number X2 & Z3 on King William Street to school or bus stop 17 on Torrens Road to the city.

• **Local Government Body**

City of Charles Sturt

12. **Further Comments**

**Previous History**

The school opened in 1975 as the Gilles Street Language Centre and was located at Gilles Street Primary School. Due to increasing enrolments and insufficient classrooms, the Port Adelaide Migrant Language Centre was opened in January 1981. In 1985 it relocated to Blair Athol and became known as Blair Athol Language Centre. In 1987 Gilles Street Language Centre relocated to Cowandilla and became known as Cowandilla Language Centre. In the early to mid-80s other secondary units opened at the then Marden High School (closed in 1991), and Daws Road High School. A unit was also established during this time at Croydon High School and this moved to the former Parks High School in the late 1980s.

In 1993 the Blair Athol, Cowandilla, Daws Road and the Parks units/centres amalgamated to form the Secondary Language Centre (SLC) with the school operating across the 4 campuses. In 1994 the Daws Road High School Unit closed and in 1995 the students from the Parks High School relocated to the Blair Athol campus. In July, 1997, the school changed its name to the Adelaide Secondary School of English. On the 16th November 1998, the two remaining campuses were relocated to 253 Torrens Road, West Croydon, where the school shared some joint facilities with Croydon High School, until 2006 when Croydon High School closed.