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Part 1: Basic Information - Team Evaluation

The information required is contextual: how the school is structured, accreditation history and any recent changes to the school.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Adelaide Secondary School of English is a South Australian government (Department for Education) 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 work and study pathways.

Adelaide Secondary School of English was one of the first South Australian schools to be accredited by the Council of International Schools (CIS) in 2002 and was re-accredited in 2012. The school’s 10th year re-accreditation was accompanied by a request for a Special report on 5 identified issues and a Special Visit occurred in 2013. In 2014 the school submitted its First Report on Progress & Planning (FRPP) and this was followed by a successful preparatory visit in May 2017.

As an international school community, the school enables students from a wide range of social, cultural, religious, educational and language backgrounds to achieve quite remarkable personal and educational successes in a short space of time. Students attending the school can fall under several categories including:

• Permanent residents – students who have come to live permanently in Australia with their families. They have migrant or refugee status.
• Temporary residents – students whose families have come to study or take up work opportunities for short periods of time in Australia.
• International Students – students from overseas who are full-fee paying and studying in Australia under the International Student Program or are dependents of international students attending tertiary courses.
The school has an Index of Educational Disadvantage of 2. This reflects the complexity of the school community, including the transitory nature of the families during their first years of settlement in Australia, as well as their high levels of unemployment and low socio-economic status.

The school’s curriculum is informed by the Australian Curriculum, New Arrivals Program and Keeping Safe: Child Protection Curriculum. Although the main focus for the School is the provision of intensive English across the curriculum, assisting students and their families with their settlement into Australian society and the community is a high priority. Hence, strong links are forged with a vast number of community groups and organisations across the metropolitan area.

The school’s enrolment has significantly increased since the first preliminary visit in 2000. In recent years, the school has had an average enrolment of 700-800 students across the school year from as many as 40 different countries, language and cultural groups. In 2017, the school had 763 students across the year. However, student numbers in 2018 have fluctuated and predicted numbers indicate that the total number of student enrolments for the year will be less than in 2017 and 2016.

It is usual that 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. On average, there are between 350-450 students attending the school during each term. However, student numbers at the start of 2017 were higher than they have been for a few years with over 500 students enrolled in the school in February 2017, compared to less than 400 in February 2016 and again in 2018.

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. Enrolment trends are influenced by Federal Government Immigration Policy so can be unpredictable from year to year. Continuous enrolment, fluctuating student numbers and shifts in student language and cultural backgrounds also have an impact on staffing, including the need for additional contract teaching staff and Bilingual School Support staff.
The school has four levels, Foundation, Intermediate, Advanced and Transition and three learner pathways namely Pathway A, B or C which students follow depending on their previous educational experiences and their particular educational requirements.

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 over four ten week terms. This pathway prepares students for entry into mainstream secondary schools at any year level, as well as other post-compulsory institutions such as TAFE. 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.

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 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. These students follow a program with an emphasis on literacy, numeracy and study skills for 4 terms at Foundation and Intermediate levels.
Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
This narrative has been read by the Evaluation Team to provide contextual information for the Team Evaluation as a whole.

Commendations
None at this time.

Recommendations
None at this time.
Part 1: Reflective Statements - Head of School
- Team Evaluation

The Head of School has the opportunity to relate the application for CIS Membership or Accreditation to the school’s own Guiding Statements.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The Adelaide Secondary School of English vision, philosophy and objectives are a true reflection of what the school strives to achieve and is committed to. The school’s vision states: Adelaide Secondary School of English fosters intercultural understanding, educating the culturally diverse student population in English language skills and developing capabilities for effective life-long learning and participation in Australian and global society.

Staff, parent, Governing Council and student feedback has been sought over the years as the Guiding Statements have been refined. In 2014-2015 the school reduced it’s values from five to three in consultation with the school community through a working party which consisted of staff and student representatives. Feedback was also sought from classes (teachers & students) and parents/caregivers at Governing Council meetings and then the values were voted on. These values are now clearly stated on school signage and are included in the curriculum. The previous school statement of Gateway to the Future, was also replaced with Embracing Diversity and Achieving Success, to better reflect the school vision.

The Guiding statements encapsulate the student diversity and the school’s purpose whilst focusing on both learning and wellbeing needs of newly arrived students. Although some members of the Student Representative Council (SRC) were on the working party in 2014-2015 when the three school values were selected, these students and classes that were involved in the process are no longer at the school. In order to get regular feedback, the Deputy Principal now meets with the SRC annually to reflect on the school’s Guiding
Statements and school values. Feedback from members of the 2017 and 2018 SRC indicates a good understanding of the school values and support and understanding of these values in our school context and the wider community.

The SRC are currently working with members of the local community to promote the school values through a project funded by the City of Charles Sturt. The project involves painting stobie poles (power line poles) located on the perimeter of the school grounds.

Intercultural understanding is also seen as key to building on the school values of Respect, Responsibility and Resilience. Students know and appreciate that they come to the school to do more than learn English. In recent years students indicated that some challenging behaviours, which were at times being displayed in the yard and on the buses, showed that some students need to further develop their understanding and commitment to the school values. However, members of the 2018 SRC have acknowledged that the focus on Restorative Justice practices across the school have resulted in a calmer approach to resolving conflicts by students.

For parents/caregivers the Guiding statements help clarify the role of the school and teachers, and the expectations of students. Parent feedback is usually positive and appreciative of what the school does to support them and their children not only in helping them to learn the English language but with their settlement in a new country and the reinforcement of the values. More importantly families want to be reassured that their children are learning in a safe and supportive environment.

The school’s cultural diversity is seen as a positive factor in enabling students to extend their friendship groups and learn about other cultures in Australia and around the world, and how to communicate effectively with others in a range of contexts. Student achievement and opportunities for students to thrive academically and to be prepared for integration into the wider community and not just mainstream schools is also strongly sought by parents/caregivers.

Although the school’s philosophy and objectives clearly outline the school’s purpose, due to the transitory nature of the school community an on-going challenge is the need to keep
educating both the student and parent population on what the school’s vision and objectives are and how we can work together to best achieve them. Most parents are not accustomed to the Australian education system and need to be educated themselves on what to expect and on how they can contribute and support their child’s education.

The school’s Guiding Statements played an important role in the 2014-2017 curriculum review, and in particular helped guide teachers, curriculum writers and leaders in decision making re: the curriculum. The school’s curriculum and range of extra curriculum activities support students to develop as Australian and global citizens, as does the whole school focus on meeting the learning and wellbeing needs of the culturally diverse student population. As a New Arrivals Program school, the school’s purpose and pedagogy aligns closely with that outlined by the Department for Education.

Overall, the school’s Guiding Statements clearly outline the purpose of the school and it’s strategic intent.

Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
This narrative has been read by the Evaluation Team to provide contextual information for the Team Evaluation as a whole.

Commendations
None at this time.

Recommendations
None at this time.
Part 1: Reflective Statements - Governors and Board - Team Evaluation

The Board, as the custodian of the school’s mission and vision, is able to reflect on the application for CIS Membership or Accreditation, the CIS Code of Ethics and the school’s Purpose & Direction.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The following statement was written early in 2017 by the chairperson of the Governing Council and is still relevant and accurate. A new chairperson was elected in March 2018.

The School’s Vision Statement is the over-arching statement which captures the “essence” of what the school is all about. It is relevant to all of the school community because it recognises the many cultures represented in both the student and staff populations, and describes the environment that encourages greater understanding and tolerance of the diversity of cultures, customs and beliefs. This understanding promotes a sense of harmony and belonging which strengthens both the school community as well as the broader community in which the students and staff live outside of the school community.

The School Values – Respect, Responsibility & Resilience- were chosen by the students as they decided that they captured the core values that would guide them, not only their studies and conduct at the school, but are also relevant to them becoming successful members out in the wider community.

The Philosophy under-pins more specific aspects of the day to day goals of the school. It serves as a constant reminder to students and staff alike of what they need to focus on as they engage with each other. When all five points of the Philosophy are realised the result is that students and staff are challenged on many levels. This encourages personal development in a positive, safe and supportive environment where “considered risk taking” is
seen as a positive learning tool.

The Objectives succinctly define what outcomes students, their families and staff can expect to be delivered as a result of contributing in a positive way, both within the school environment and the wider community.

So taking all of the above into consideration, I am confident that from the high level, overarching content of the School’s Vision Statement, supported by a universally accepted set of Values, a Philosophy focussed on providing challenges and opportunities in a culturally diverse, nurturing environment, which enhances learning outcomes and personal development of both students and staff, the desired outcomes contained within the objectives are met.

I believe that the Guiding Statements are largely very well implemented and this is evident through the curriculum which continues to be assessed and revised within a structured framework where feedback is encouraged from students and staff to ensure it is pertinent to the student’s needs while taking into account their personal learning abilities and interests.

New subjects are offered, such as an understanding of Robotics and Computer programming, to ensure that it continues to meet ever broadening interests while the building blocks of literacy, numeracy and science subjects continue to be the cornerstones of the learning experience to prepare student for a successful transition into their new school.

The Target Work/Work Studies program has been developed to ensure that those students whose focus is more towards a trade rather than professional or academic career pathway are catered for with practical, hands-on projects to develop skills that are applicable to their needs.

There are also numerous opportunities for students to learn new life skills and to familiarise themselves with their new home in Australia. Excursions to a Surf life Saving Club to learn firsthand about beach safety and volunteering as part of a club, visiting the Museum and Art Gallery to learn about history and Art, going to the Zoo and Cleland to discover the wonderful and unique Australian Wildlife and Parliament house to learn about Australia’s
democratic processes, to name but a few.
Community links are built through partnering with the City of Charles Sturt and work education through the recent partnership with Beacon. Other opportunities are accessed through numerous sporting and community service clubs.

The School’s strengths lie in the dedication of the staff and volunteers understanding of the needs of the students. Students often build quite strong bonds not only between themselves, but also with the class teacher.

Staff and volunteers know that many of the students have had to leave their home country to escape horrendous and life threatening circumstances. These students are supported with specialist help from Survivors of Torture, Trauma and Rehabilitation Services (STTARS), Student counsellors and Youth Workers to help them address the issues they are experiencing. Smaller classes sizes, compared to mainstream high schools, together with Bilingual School Support staff ensure that the extra one-on-one help is available when it is needed so that students reach their potential, thus building their confidence and self-esteem.

Challenges that the School faces are two-fold as I see it:
Parents of a non-English speaking background are difficult to engage within the Governing Council meeting environment. Even though interpreters of the different languages are provided at the meetings it does make it difficult for meaningful two way communication and as a result, it is not easy to have many parents involved with Governing Council.

This coupled with a turnover of about 100 students leaving at the end of each term means that it is difficult to retain those parents on Governing Council as their children leave the School to progress onto mainstream High Schools.

The second major challenge is lack of understanding of the Department for Education’s bureaucracy as to what “services” the School of English provides to students.

The Department seems to have the quite literal perception that the School only teaches English to a transient student population—nothing could be further from the truth! The
outcome of this misconception is that the School is often overlooked when funding is made available. The parameters that are applied to the funding also means that quite often the School falls outside those parameters.

Our new chairperson is a qualified social worker who is employed by the Australian Refugee Association. The following statement was made by Mohsen when he was asked to reflect on the school’s values and direction.

I am honoured to be part of the Adelaide Secondary School of English Governing council, which aims to cooperate with the school principal and staff to achieve the school mission and values. During my short time as chairperson, I have encountered many significant moments that have added to my life experience and gave me some insight into the magnificent work that the school does to contribute to society.

Having students attend the governing council meetings and present a SRC report regarding the various activities they are involved in both within the school and the wider community, shows how some input by the school can lead to significant changes in these young peoples lives and encourages them to widen their knowledge and life experiences.

On the other hand, as a social worker working with people from Culturally and Linguistically Diverse (CALD) backgrounds who have often suffered major trauma within their lives, their participation in Australian society and culture often needs a lot of care and courage. Some of the challenges that I know many students and their families have encountered include language barriers, as some have had little or no English education prior to their arrival in Australia, as well as parents misconceptions regarding the role of community workers and teachers. This often causes them to lack trust in these workers due to negative experiences in their homeland. This highlights the important work that is done by the school, and at times parents need assurance that staff are here to assist their children to be safe and settle into Australian schools and society.
Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
This narrative has been read by the Evaluation Team to provide contextual information for the Team Evaluation as a whole.

Commendations
None at this time.

Recommendations
None at this time.
Part 1: Reflective Statements - Parents - Team Evaluation

Parent representatives may give their views about the school’s Guiding Statements and their implementation.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The following statement was written early in 2017 by a group of parents during the AGM and Parent teacher interviews process. It is still relevant and accurate. The school reviewed this statement with parents at the Term 1 AGM and the Term 3 governing council and it was decided that it remained an accurate expression of the views of the school’s current parents.

The values that the school has chosen are very appropriate. Respect, Responsibility and Resilience are very important for any community. These values are exactly what we would like our students to have. As parents, we are always trying to instil these values in our children. We are behind the value of responsibility. Students need to understand that they have obligations at school and in the community. We appreciate that the school is supporting us with this.

The goals that we have for our children are very similar to the goals that the schools have. We want our students to learn the English language and the Australian Culture. Our families have run from war and we want a safe and secure learning environment for our children. We thank the school and the teachers for the efforts that they make with our children and for their support. Over the time that our students have been in the school we have really seen an improvement in the way that they are learning. We have seen that students are making progress academically. Sometimes the progress is slow and the students become frustrated but we know that this is because they are still adjusting to a new environment and new ways.
Students at the school are also learning how to get along with people from other backgrounds. Our children have made friends with students from other cultures and they have learned to respect each other. Since coming to the school we have seen that our students have started to feel more a part of the community. They have started to feel that they have responsibilities. I know that the school is setting them on a good path and that in the future they will contribute much to Australia.

When you move to a new house you should first go on a tour of all the rooms. You need to look at the lounge room, the kitchen and all the bedrooms. You also need to look around the local community to see where the best shops are and how to get there. Most important is to go to the neighbours to introduce yourself and establish good relationships. This school is critical for our children. They need the time to be introduced to their new country and to learn how it works. As a parent, it sometimes feels that we do not have much to contribute to this country. It is our hope that in the future our children will be successful so that they can contribute on behalf of our families. We are so grateful for the opportunity that we have been given and to the school for the work that they do with our students.

As parents, our biggest concern is when fights occur between students. Some students come to this school from very difficult places and have been through terrible experiences. We always tell our children not to become involved in fights and to walk away. There are students in the school who have had no education and have never experienced school. We know that there are students whose parents do not know how to guide them and teach them the proper way. These students will have great difficulty adjusting. We are concerned that a small group of students can influence all the students in a negative way. It is a challenge for the school to deal with these students and teach them the proper way to behave. This also underlines the importance of this school as a time for the students to calm down before going to a mainstream high school.

As parents the process of students starting in the school is very fast. It seems that one day there is an hour of enrolment and the next day the students are in classes. The expectations of the school are very different to the expectations in other countries. Homework is a good example. For some of us we are used to schoolwork being restricted to the school environment and so when students come home we do not ask if they have projects to work
on or books to read. Instead we set them tasks around the home. We think that educating parents about the expectations of the school is equally important to educating the students. Unless parents know how to support the school they will assume that they should do the same thing that they did in their home country.

**Self Ratings**
No Rating

**Evaluator Ratings**
No Rating

**Evaluator Reason for Rating**
This narrative has been read by the Evaluation Team to provide contextual information for the Team Evaluation as a whole.

**Commendations**
None at this time.

**Recommendations**
None at this time.
Part 1: Reflective Statements - Teachers and Support Staff - Team Evaluation

Teaching and support staff representatives may give their views about the school’s Guiding Statements and their implementation.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The values of Respect, Responsibility and Resilience are included within the Guiding Statements of the Adelaide Secondary School of English. These values are not just seen as being vital for success within education but as values, supporting Australia’s multicultural society. The school is a special place and it has an important and unique role to play in the migration stories of its students.

The Philosophy represents the hopes our school community has for the students while they study at the school and into their future. It is the hope of the school that when this Philosophy is realised, an environment is created fostering an appropriate level of challenge while students negotiate their place in the Australian and global communities. Students engage with a relevant and challenging curriculum which is aligned to the Australian Curriculum. As part of this, students engage with the Australian Curriculum Capabilities of Literacy, Numeracy, Critical and Creative Thinking, ICT and the Personal and Social Capability, which informs the wellbeing outcomes of the curriculum.

The student’s engagement with the school’s Guiding Statements can be seen in the way that they support each other in class, in the yard and after hours across cultural and language barriers. Within the curriculum there are also explicit opportunities for students to reflect and demonstrate the school’s Guiding Statements. For example, the inclusion of the Tree of Life in the curriculum is an appreciation of the fact that students from all backgrounds have a need to develop resilience. This program offers a framework in which students develop an understanding of themselves and their lives that is positive, hopeful and strong. It is aimed at
focusing on celebrating students’ skills, values and hopes through their culture and heritage. The school further fulfils the Guiding Statement by supporting student pathways beyond their time at ASSoE, as students participate in Work Studies and PLP, Special Needs Student pathways are actively pursued, and student experience is monitored through post-Transition surveys.

Students bring with them different experiences, perspectives, expectations and beliefs. This diversity is embraced and accepted by the school but it can cause unexpected challenges where challenge would not otherwise exist. Students and their families are largely unaware of their rights and responsibilities in Australian Society on arrival. There is an overwhelmingly large breadth of content to cover with students and this varies between classes and individual students. Through the challenges faced over the years, the school has developed expertise in teaching and working with newly arrived students from English as an Additional Language or Dialect (EALD) backgrounds. The challenges that diversity brings are met and negotiated on a daily basis. The staff’s adoption of the Guiding Statements is demonstrated in the way that English language instruction occurs inside carefully crafted opportunities for students to learn from and to respect the many cultures that surround them. Furthermore, the adoption of Restorative Justice practices supports the school values of respect, responsibility and resilience, as students consider their own behaviour and its associated impacts on the wellbeing of others. The years of collective experience have built a strength within the staff, who consistently demonstrate positive attitudes towards each other and towards the work of the school. Staff readily engage in professional learning to improve their own practice and share their expertise with colleagues.

The school’s efforts to integrate the Guiding Statements have been largely directed at the students and the staff. There is a need to increasingly acknowledge families as members of the school community and work to ensure that they are acknowledged and are participating in the school’s Values, Philosophy and Objectives. This is already appreciated by the school. Last year the school appointed a Community Partnerships Coordinator to continue to improve parent and caregiver involvement in the school. As examples of this, in 2017 the school held successful mother’s meetings, which brought parents together with members of the school leadership team supported by the DECD community Liaison Officer (CLO) to discuss issues facing students within the school, a successful family picnic was held, and
parents were given opportunities to visit classes and talk with their child’s teachers about their learning and wellbeing.

The school is actively addressing the need to further engage parents with the school and the Guiding Statements.

In conclusion, the school’s Guiding Statements are appropriate and well integrated into the curriculum and all aspects of school life.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Evaluator Reason for Rating

This narrative has been read by the Evaluation Team to provide contextual information for the Team Evaluation as a whole.

Commendations

None at this time.

Recommendations

None at this time.
Part 1: Reflective Statements - Students - Team Evaluation

Student leaders/representatives may give their views about the school’s Guiding Statements and their implementation.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

In February of 2018 members of the school’s Student Representative Council (SRC) met to consider the reflective narrative written by a previous cohort of students in 2017. The narrative below was produced by the February 2018 group and then approved again by SRC in August 2018.

At Adelaide Secondary School of English the values of Respect, Responsibility and Resilience are really important for all students. Students need to learn these values because without them problems can be created between people everywhere.

Respect is very important as there are many cultures and respect between these cultures is important. Respect means use manners to others, to talk and act nicely and don’t say bad things. People who have respect for others also have confidence, teamwork, friendship and peace. When people respect others, they show that they care about their opinions.

Responsibility is an important value because it gives people a sense of what they need to do. Responsibility is what keeps families and communities together. Responsibility is learning how to be respectful and how to do the right thing and to take care of yourself and others and to learn & listen in school. It helps people to do things by themselves and to do the right thing. When people have responsibilities to others they also develop their self-worth, respect and create peace.
Resilience is also an important value because students come to this school from other countries where there are problems. Some students come from a very hard place, sometimes students are broken inside because the places that they come from are broken. Resilience means to keep on trying and never give up. Students need to be able to get up and try even though they feel like it is hard. People with resilience develop self-confidence, inner-peace, achievement and optimism.

We agree with these values, if we could add a fourth value then we would add relationships. Relationships are important for all – students, teachers, helpers in the school and with all people in the community because relationships make people stronger. With positive relationships, we are more able to achieve respect, responsibility, resilience and also peace.

This school is a place where many cultures, religions and people come together to learn English. Being at this school is important because going into high school straight away would be really hard and overwhelming. Even if students already know a little bit of English then coming to this school is important as becoming a competent and confident English communicator is very important. It is about learning to respect other students from other cultures, countries and religions. It is also about learning about living in Australia and the responsibilities of being an Australian.

At the school, we learn about the values from the teachers but we also learn from each other. We are all different and come from different places but we respect each other.

We learn responsibilities from an early age from our parents but we also learn them here at school from our teachers. The responsibilities of being a student and living in Australia are different to the responsibilities in our families and in the countries we came from.

As we learn English we also learn the importance of resilience. Learning a new language and fitting in to a new culture requires you to try again and again. This gives us confidence which is important.

The school has lots of people from different cultures all together. This is good because you learn how to live with and respect people who are different. It is also very good to have time
to learn English before you need to go to high school. It would be very hard to go straight to high school because it would be hard to know what is happening. Learning what it means to be Australian is something that helps us outside of school. Some of us already have friends who are Australians.

Sometimes it is easier to be angry, some students in the school come with ideas that it is better to fight with others and to prove that they are strong. Some students come and they are from a place where there is war and they feel that inside themselves. Some students have the problems of their country inside them and it seems that you cannot do anything for them. But this school is a good place that promotes peace and understanding.

The school and the teachers have been looking at Restorative Justice, RJ is about helping people work things out or supporting someone who is in trouble and stopping problems from happening or getting bigger like fighting. The teachers have been using RJ and the SRC leaders are also learning how to do this. This year in the school the students have been more calm and there have not been many fights.

**Self Ratings**

No Rating

**Evaluator Ratings**

No Rating

**Evaluator Reason for Rating**

This narrative has been read by the Evaluation Team to provide contextual information for the Team Evaluation as a whole.

**Commendations**

None at this time.

**Recommendations**
None at this time.
Part 1: School Overview - Student Admissions and Attrition - Team Evaluation

The school describes and analyses student admissions and attrition data to provide an overview, in numeric terms, of the growth, stability or otherwise of the enrollment and the degree of mobility of the student population.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The school has ongoing enrolments throughout the school year and students exit to mainstream high schools at the end of each term as they complete their program. A small number of students exit during the term as they move interstate or return to their home countries. Enrolments are not evenly distributed across the academic year. Term by Term enrolment data collected over the last 6 and a half years indicates that terms one and three typically experience higher than average levels of enrolments while terms two and four experience lower levels.

In 2017 the total number of enrolments was 389 and the total number of exits was 449. Across the 2017 year 763 individual students attended the school. In 2016 the total number of enrolments was 458 and the total number of exits was 363. Across the 2016 year 742 individual students attended the school. In 2015 the total number of enrolments was 375 and the total number of exits was 417. Across the 2015 year 703 individual students attended the school.

At the beginning of 2017 the school had an enrolment of over 500 students, however with the large exit number of 449 students, the beginning of 2018 saw less students and therefore less classes and teachers required. The student population fluctuates as literacy students are enrolled for a period of 24 months and language students are enrolled for 12 months.
In 2016 and 2017 over 60% of students transferred to mainstream South Australian Government schools on the completion of their studies at ASSOE. 2017 saw a slight increase in the number of students transferring to non-government schools from 17% in 2016 to almost 20% in 2017. In 2016 and 2017 the percentage of students exiting overseas or interstate was steady at approximately 12%.

Enrolments are dependant on the Federal Government immigration policy and the procedures of the Federal Department of Home Affairs.

**Self Ratings**
No Rating

**Evaluator Ratings**
No Rating

**Evaluator Reason for Rating**
This narrative has been read by the Evaluation Team to provide contextual information for the Team Evaluation as a whole.

**Commendations**
None at this time.

**Recommendations**
None at this time.
Part 1: School Overview - Faculty and Administration - Team Evaluation

The school uses data on faculty and administration to offer insights into the growth and stability of the school, including the rationale for trends in staffing.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Staffing trends at Adelaide Secondary School of English can be difficult to predict and staff numbers fluctuate throughout the year as new classes commence and as other students complete their program. 80% of the fulltime equivalent teaching staff are covered by the school’s permanent teaching pool.

In 2017 the school employed a total of 76 teachers at the fulltime equivalent of 67.8 which was similar to the 2015 and 2016 total of 75 teachers employed at the fulltime equivalent of 69.3. The number of support staff generally increases as student numbers increase, with 28 school support officers (SSOs) employed in 2017, the fulltime equivalent of 20.3, compared to 25 SSOs employed at a fulltime equivalent of 15.6 in 2016.

In 2018, 8 contract teachers were made permanent to the school at 0.5 fraction of time, a permanent teacher was placed by the Department for Education and 2 teachers returned from leave. In term 3 the school was staffed by teaching staff comprised of 41 fulltime equivalent permanent teachers, 7.5 fulltime equivalent contract teachers, 9.8 fulltime equivalent coordinators, 2 Assistant Principals, a Deputy Principal and a Principal. Teaching staff in the school are supported by 9 FTE of permanent SSOs, 9 temporary SSOs and 13 Bilingual SSOs. The school is supported in the maintinance of the grounds and building by 2.0 FTE of GSEs. There are 11 regular volunteers who support students in classes.

In 2016, 4 members of faculty left the school due to relocation, 3 members were not retained
by the school due to reduced student numbers and one member of faculty retired. Two administrative staff relocated and the contract of one member of the administrative staff was not renewed. During 2017, two members of faculty retired and five members were not retained by the school due to reduced student numbers. In 2018, two faculty members retired, one faculty member temporarily relocated, three faculty members relocated permanently and two faculty members were not retained by the school due to reduced student numbers. Three administrative staff retired and two relocated. As mentioned, the school’s staffing requirements fluctuates along with changes to student numbers. This is the main factor in staff leaving the school. Most of the staff relocations have been teachers with classes finishing and were likely to not have their contracts renewed due to student enrolments.

Most administrative support staff are appointed on a permanent basis to the school, although not necessarily on a fulltime basis. A total of 46 additional permanent hours have been offered to three administrative SSOs in 2018. Bilingual school support staff numbers and hours employed vary from term to term depending on language needs of the students and the additional funding allocated to the school by Department for Education.

The following graphs describe the school’s staffing in terms of gender, age and qualifications. These graphs show that the school staffing is not dissimilar to elsewhere in the education sector. While there is a high proportion of staff members in the 55 to 64 year old bracket and a very high proportion of females to males, this is not uncommon. As a NAP school, many staff hold TESOL or EALD qualifications in addition to their teaching qualifications.
**Age profile of ASSoE staff**
Faculty and Administration

**Gender profile of ASSoE staff**
Faculty and Administration
Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
This narrative has been read by the Evaluation Team to provide contextual information for the Team Evaluation as a whole.

Commendations
None at this time.

Recommendations
None at this time.
Part 1: School Overview - School-Wide

Students' Achievement Information - Team Evaluation

Data on the achievements of the students show trends in academic attainment, as well as offering the school the opportunity to exemplify the broader achievements of the students, in those areas that may be less obviously measurable.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Due to the short length of time students have been resident in Australia and their minimal and developing English language skills, all students attending the New Arrivals Program (NAP) are exempt from National Assessment Program - Literacy and Numeracy (NAPLAN) testing. The school uses EALD Language and Literacy Levels (EALD LLL) and reading assessments (Running Records and PAT-R) as the primary assessments of academic attainment. The school also collects SACE attainment data for senior students who complete SACE stage one subjects (PLP and Integrated Learning). Along with literacy the school focuses on developing students as global citizens through participation in the wider community within and in addition to the curriculum.

EALD Language and Literacy Levels

All students are assessed and allocated an EALD Language and Literacy Level (L&L levels) on enrolment. This determines their placement in the most appropriate pathway and level. Students are closely monitored and can be transferred to another more suitable pathway or class if appropriate. L&L levels have been recorded on EDSAS (THE Department's information management system) since 2011 and are now also recorded on the school’s data platform WeDoData. Expected L&L levels for each pathway are communicated to parents/caregivers on the school report. Each term, all teachers are involved in a whole of
school EALD Language and Literacy Levels moderation process, in which teachers compare student work and associated assessment decisions, to ensure consistency.

A trend has been noted towards a greater number of students reaching the target exit levels 2012-2017. This is most marked in Pathway B.

An area of focus during 2017 was to improve our identification of students who are not reaching the expected target levels. This was been done through a termly meeting of curriculum leaders who look carefully and the data and identify students at risk.

For some cohorts, in some terms, a small, but significant number of students in Pathway C were found to be achieving below the expected EALD L&L level range in transition. This data is matched by Running Records (RR) data. More senior than junior students are struggling to reach targets. In addition, a working party looked specifically at Pathway C data and identified possible causes and potential ways to address these proactively.

During 2017, approximately 10% of students were identified as at risk of not reaching target EALD L&L levels. Throughout 2018 the working party recommendations have been considered to address this. Another area of focus during 2018 has been improving our moderation processes, to ensure greater accuracy and consistency across the school.

**Running Records and PATR Test**

Running Records (RR) are used as an ongoing method for tracking student reading progress. Initial reading levels are assigned on enrolment and teachers record levels at the end of each term. Student results are analysed each term, with Reading Support provided to those students with greatest need. All Running Record data is accessible on WeDoData providing key information for teachers to inform their ongoing planning and teaching, assisting in the differentiation of teaching programs.

The agreed reading target for students whilst at the school is Running Record level 24+, which is the level expected for students in mainstream year 2. In 2017, 58% of the Pathway A (no schooling) cohort had reached this level, and hence made approximately 3 year’s progress in reading over on average 2 years at the school. In Pathway B, 90% of
students, and in Pathway C, 82% of students reached the same target. These figures represent gains from the previous year, and could be attributed to the implementation of the new Pathway A and B curriculum, with considerably more time allocated to EALD in the students’ first year, and a new focus on phonics and phonemic awareness.

To provide data beyond the level 24 benchmark, and to bring the school in line with other Department schools, all students achieving level 24 during a term, as well as all students transitioning out of the school at end of term, are assessed using the PAT R test at year 3 level or above. In 2017, 97% of students who sat the Pat R test achieved at or above expected levels.

Each term, 16 students were provided with intensive reading support 3 times per week, using the Levelled Literacy Intervention reading program. In addition, identified students were provided with additional reading support through reading volunteers and B/SSOs. In 2017, a policy was developed, ensuring Reading Support was allocated in the most effective manner possible, through analysis of whole school reading data each term.
SACE

In 2017, all senior students were enrolled in the Personal Learning Plan (PLP). A new subject was trialled by all Pathway A and B senior students, Integrated Learning (Work Studies), and some students from Pathway B and C opted to take an after school course, Integrated Learning (Citizenship).

In Semester 1, 78 students successfully completed PLP, with 16 students achieving a C grade, 62 students achieving a C grade, and 5 students receiving a D grade. There were also 2 students who received an N grade and 3 who were withdrawn from the subject.

For Integrated Learning, there were 2 students who achieved a B grade, 26 students who achieved a C grade, 9 students who achieved a D or E grade, 9 students who did not receive a passing grade (N grade) and 3 students who were withdrawn.

In Semester 2, 104 students successfully completed PLP, with 24 students achieving a B grade, 80 students achieving C grades and 5 students receiving a D grade. 10 students were withdrawn from the subject.

For Integrated Learning, 7 students achieved a B grade, 50 students achieved a C grade, 14 students achieved a D grade, and 2 students achieved an E grade. 9 students did not receive a passing grade for this subject and 7 were withdrawn.

Global citizenship through participation in the wider community

Students participate in Community Service activities where they are involved in the wider community. Activities include visiting aged care facilities, fundraising for various charities, National Tree Day and the Koala count. All students have the opportunity to be involved in interschool sports competitions which are held on Wednesday afternoons in terms 2, 3 & 4. Some students also participated in the Interschool Athletics Carnival in Term 1, Beach Safety, Beach Volleyball, City Bay Fun Run, Orienteering and Rock climbing. Other sporting activities included the Friendship Cup are also offered to students. All intermediate classes participate in a Water Safety/Swimming program. Students are elected by their class on to the Student Representative Council where they develop their Leadership qualities and Student Voice. The Australian Refugee Association run Leadership days each term alternating between boys
and girls. The school has a student achievement assembly each term linked to a day of national significance, Harmony Day, Refugee Week, International Peace Day & Multiculturalism. Students also attend a number of excursions, linked to the curriculum, and have the opportunity to attend an overnight field trip in a bushland setting.

At lunchtimes students can participate in various activities including Art Club, Choir, Gardening, Girls Fitness, Homework Club, Job Club & sports sessions in the Gym. ARA run a homework club on Tuesdays after school at ASSoE and the school also runs a homework club on Thursdays after school.

Through their involvement in these activities in the wider community students develop as Global and Australian Citizens. As newly arrived students, early participation in the wider community forms a solid foundation for later active participation as Australian citizens.

Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
This narrative has been read by the Evaluation Team to provide contextual information for the Team Evaluation as a whole.

Commendations
None at this time.

Recommendations
None at this time.
Part 1: School Overview - The Local and Regulatory Environment - Team Evaluation

The school’s narrative on the local and regulatory environment helps to give the context to the school’s operations and its own Guiding Statements.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Adelaide Secondary School of English (ASSOE) is funded by both State and Federal authorities. As a Department for Education school, all school policies reflect Departmental policies and apply within the context of the culturally diverse school community. As a government school, the school has a Governing Council and the composition and role is in accordance with the Department Guidelines and regulations. The Principal is responsible for the overall management of the school, working closely with the Governing Council which has a Constitution that outlines functions and proceedings.

The school primarily provides an intensive English language program for newly arrived migrants and refugees and funding policies and decisions regarding the governance and staffing of the school are made through the Department and specifically the English as an Additional Language or Dialect (EALD) Program. The EALD Program operates within the Learning Improvement Division in DECD and supports the participation, engagement and educational outcomes of students from culturally and linguistically diverse (CALD) backgrounds who are learning English as a second language in Government schools.

The EALD Program is responsible for EALD funding allocations to the school each term and for managing funding for student transport. As ASSOE is the only New Arrivals Program (NAP) school in the metropolitan area, students travel from all over the city to attend the school and therefore funding is provided to assist with the top up of metro cards for students who live more than 5kms away from the school.
ASSOE also caters for full fee paying International students and International Education Services (IES), are responsible for the marketing, home-stay arrangements and wellbeing support. Funding for international students is provided to the school by IES and the school’s compliance with relevant policies and procedures is monitored. Although other SA Government schools offer an Intensive Secondary English Course (ISEC) for International students requiring intensive English language support before entering mainstream services, when the need arises International students from these schools are referred to ASSOE through IES, as are students enrolling in DECD schools that don’t offer an ISEC program.

Staffing numbers including leadership, management, teaching and administrative staff vary each term according to the number of students enrolled in the school, the number of students transitioning at the end of each term and the predicted number of future enrolments based on immigration trends. Calculations for the following terms staffing are made in week 8 of each term and can vary considerably. Therefore, contract staff are often employed during the term for short periods of time, and fractions of time employed at the school can also vary term by term. In order to maintain consistency with teaching and learning, priority is generally given to maintaining existing contract staff. However, the school is required to follow the Department’s staffing policy and at times is required to accept permanent staff.

The school has an Index of Educational Disadvantage of 2. This reflects the complexity of the school community, including the transitory nature of the families during their first years of settlement in Australia, as well as their high levels of unemployment and low socio-economic status. School funding is often influenced by this level of disadvantage, which ranges from 1 (most socially and financially disadvantaged) to 7 (least socially and financially disadvantaged).

Another indication of economic disadvantage of the school community is the number of families that are eligible for School Card. This is a State funded allowance that is used to cover the cost of school fees. All families that are entitled to a Commonwealth Government Health Care card (dependent on annual income) are eligible for school card. Since 2015 the percentage of school community eligible for school card has risen from 60% to 70%.
Although the school first opened in 1975, over the years it has been renamed and relocated, settling at the current site in 1998 which it initially shared with Croydon High School until it closed in 2007. The school now has overall responsibility for the site which houses 3 other users (School of Languages, Ethnic Schools Board and Multicultural Youth SA).

As a state government school, it is a requirement that the school facilities are made available for use by various Ethnic schools and the School of Languages and therefore classrooms are often used after hours and on weekends. The school also leases site facilities such as the oval and gymnasium to various community groups. The school oval is used by the local community after school hours and an outdoor gym has recently been built as a joint project between the school and the local council.

The school is proactive in applying for additional funding through grants, as fundraising opportunities are limited due to the low socio-economic background of many of the families. Recently it was announced that the school will be receiving a $5 million dollar facilities upgrade as part of the state government Building Better Schools upgrade. Plans include the removal of several older buildings and the construction of a new teaching building.

**Self Ratings**

- No Rating

**Evaluator Ratings**

- No Rating

**Evaluator Reason for Rating**

This narrative has been read by the Evaluation Team to provide contextual information for the Team Evaluation as a whole.

**Commendations**

- None at this time.

**Recommendations**
None at this time.
Part 1: The CIS Community Survey - Team Evaluation

The school develops a narrative based on an analysis of the survey results including (but not confined to) the points of analysis detailed in the instructions. While the statistics emerging from the survey will be of interest, it will be much more important for Evaluation Team Members to read how the school has acted or plans to act to produce institutional improvement in response to the main survey findings.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The school faced challenges gaining survey responses from Parents, Governing Council, Students and Alumni. The barriers to engaging these groups with the survey are not surprising given the New Arrivals Program (NAP) context in which the school operates. Language, distance, transience and settlement issues are all factors which the school struggles with when engaging with families.

When students leave the Adelaide Secondary School of English they enrol in a broad range of Secondary Schools across the Adelaide metropolitan region before moving on to further study and/or work. Families are often still in the early stages of settlement and it is common for places of residence and contact details to change. As such, maintaining long term contact with Alumni is an issue that the school has found challenging. Despite these challenges the school was able to contact Alumni as far back as 2006. 64 Alumni started the survey with a 68.8% completion rate.

The school found it challenging to engage Parents in the Survey. A portion of surveys were completed directly with parents using the versions translated into their first language. However, the school found that a significant portion of parents had low literacy in their first spoken language and developing literacy in English. As such many were unable to engage
with the surveys in a written format. The school employed Bilingual School Support Officers (BSSOs) and interpreters to phone parents to illicit verbal responses which were then entered into the Survey software. The difficulties experienced and method finally used to illicit responses may account for the low completion rate of 27%.

The school has ongoing issues maintaining parent representation on its Governing Council. With students only enrolling at the school for one to two years and parents undergoing their own settlement processes there is a low participation rate of parents in Governing Council. Of the surveys sent out there were three respondents of which two were completed.

As a NAP school the English language levels of students on arrival is minimal. On exit the average English language level while greatly improved is not at the mainstream age equivalent level. First language translations for the student survey were not available and as such, only exiting students were asked to complete the survey. 66 of the students exiting in term one of 2018 completed the survey with a completion rate of 74.2%.

The school had excellent response rates form teaching staff and a 90.5% completion rate. Support staff response rates were equally high and had a completion rate of 95.8%.

Across all groups there was very positive sentiment towards the school’s purpose and direction. There was slightly less approval in regards to parent and student consultation on the school’s Mission, Vision or Values. This is reflective of the challenges the school has in effectively engaging with parents when faced with geographic isolation, language barriers, settlement issues and the short periods of time that parents and students are involved in the school. The survey clearly indicates that the school needs to find ways to engage with parents in the review of the school Mission, Vision or Values more frequently in order to engage the parents of each cohort.

All groups also expressed strong confidence in the school’s leadership and governance. Results also indicate that staff feel the Governance and leadership of the school is effective in providing continuity, guiding decision making and establishing and maintaining a school climate that is conducive for teaching, learning and students’ wellbeing.
Survey results clearly indicate a high level of satisfaction from teaching staff and Parents in regards to the school's curriculum. In particular staff feel there is alignment to the school's mission, as well as the promotion of digital citizenship, good curriculum scope and sequence and students are able to experience intercultural learning through the curriculum. Student responses also indicated a generally high level of satisfaction in regards to the curriculum. It is notable that 25% of students disagreed with the statement “The activities programmes for students match my interests.”. The school has recently undergone a period of curriculum renewal to align itself with the Australian Curriculum. As this change continues to be implemented the school will need explore how student interest and engagement can fit within an intensive English focussed curriculum.

More than 50% of teaching staff felt that they are not informed about the unique abilities and needs of newly enrolled students before admission to their classes. This is something the school is aware of and is usually because of the limited information provided on enrolment, due to their limited English and prior schooling experiences. Although students complete an initial assessment written task it is difficult to identify their unique abilities and needs prior to commencing in classes. Approximately 30% of teaching staff also felt that they didn’t receive professional development and support to identify students with special learning needs, gifts and talents. However, staff felt the use of media and information technology is integrated into teaching and assessment in order to enrich students learning and as a means to differentiate teaching and learning.

Being the only New Arrivals secondary school in South Australia, the school is not benchmarked with similar schools and although school reports and student achievement data is shared each term with families, teaching staff feel that generally the meaning of marks/grades used in assessment is not necessarily understood by students and parents. Although interpreters and Bilingual School Support Officers are used during parent- teacher interviews, school reports are sent home in English during the school holidays.

Staff and Students also strongly agreed that the school premises and equipment are well maintained. An area for concern from students was the transport to and from school on the Adelaidemetro bus service. Given the long distances that students travel to school this has been an ongoing focus of the school. While the school’s duty of care does not extend to the
Adelaidemetro bus services the school works proactively with Adelaidemetro to monitor students' behaviour but are reliant on reports from drivers, students and viewing CCTV footage.

Generally, respondents strongly agreed that the school promotes a supportive learning environment for students' learning and wellbeing. Students expressed a high degree of confidence in their teacher's teaching skills and knowledge.

**Evaluator Reason for Rating**

It is evident that Adelaide Secondary School of English has gone to great lengths to ensure that as many stakeholders as possible participated in the CIS Community Survey. In the context of the school, data is extremely important and as a consequence many surveys are conducted throughout each year to collect relevant information. The school develops school-based surveys and is required to complete Department for Education surveys. Administration of the CIS Community Survey to all stakeholders has added valuable insights and information.

The completion rates of the CIS Community Survey were as follows:

- Governing Council - 3 participated with a completion rate of 66.7%.
- Parents - 163 participated with a completion rate of 27%.
- Students - 181 participated with a completion rate of 48.6%.
- Teachers - 84 participated with a completion rate of 90.5%.
- Support staff - 24 participated with a completion rate of 95.8%.
Alumni - 67 participated with a completion rate of 68.7%.

The Evaluation Team notes that there was a very high participation and completion rate across staff and support staff. Governing Council and parent participation and completion rates were low, as were those of the students. In comparison, the alumni participation and completion rate was noteworthy. Increasing parent participation in surveys is a focus for the school.

The school has considered the results of the surveys in light of the standards for each domain. Analysis has enabled identification of strengths across the school. The Community Survey reveals a school that has a strong learning culture with clear and understood guiding statements outlining its purpose and direction, and a deep commitment to well-being.

Adelaide Secondary School of English is unique and plays an important role in the South Australian Government schooling sector as the only New Arrivals Secondary School.

The school has analysed the data and significant results included:

- an ongoing need to find ways to engage with parents in review of the guiding statements;
- confidence in the school’s leadership and governance;
- satisfaction with the curriculum;
- student preparation for mainstream schooling;
- the emphasis on student well-being.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 1: Financial Information - SWOT Analysis - Team Evaluation

The analysis of the strengths, weaknesses, opportunities and threats offers the school the opportunity to demonstrate its capability in financial analysis and management. It is vital, in accreditation, to be able to assess the school’s financial stability and sustainability.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Strengths

As a government school the Adelaide Secondary School of English is funded according to Federal and State legislation and the Department for Education procedures. As such the school has long term financial certainty in terms of base level funding for maintenance of the site and administrative staff. A small portion of funding is derived from parents through the Material Services Charge but the State Government supports eligible low income families with this fee through the School Card Scheme. The State Government also supports families living further than five kilometres from the school through the provision of metrocard recharging for students to travel to and from school.

The school’s funding is updated on a term by term basis and as required, to ensure that the school is able to staff classes according the student teacher ratios outlined in the South Australian School and Preschool Education Staff Enterprise Agreement 2016 (EBA). The EBA defines the average class sizes at the school as 10:1 for literacy classes and 15:1 for language classes. The Department provides funding for this level of staffing with a degree of flexibility.

Weaknesses

Student enrolment numbers and patterns are largely driven by Federal Government immigration policy and the procedures of the Federal Department of Home Affairs. As such long-term trends in student enrolments are unpredictable as government policy changes
over time through successive changes of governments. Throughout the year enrolments can fluctuate widely from week to week with periods of low enrolment followed by high enrolment in largely unpredictable patterns.

The fluctuations and uncertainty in student numbers has negative impacts on the school’s ability to provide certainty to teaching staff and has flow on effects on the professional development of staff and staff wellbeing. In addition, unpredictable and intermittent fluctuations in student numbers restricts the school’s ability to win capital work grants.

**Opportunities**
The school enrolls a significant number of international students through its Intensive Secondary English Course (ISEC) program. Students in this course have been provided with a letter of offer for a mainstream secondary government school and are at the Adelaide School of English for six to twelve months to develop their English Language Level and prepare for the South Australian Schooling system. These students are funded separately from students in the New Arrivals Program (NAP). The school’s ISEC program offsets some of the uncertainty in NAP enrolments and allows the school to retain contract staff through periods of low NAP enrolment. International Education is the state’s 5th largest export and is the focus of a State Government International Education [Action Plan](#) for further development. Currently international student enrolments accounts for 10 - 15% of the total school enrolments. The Action Plan indicates annual growth in International Student enrolments across the state between 5 and 10% until 2026. If the school capitalises on this growth then International Student Enrolments may rise to represent 17 - 23% of enrolments within the school, providing further stability by offsetting the school’s fluctuating NAP enrolments.

The SA government has recently announced that the school’s facilities will receive a significant investment through the Building Better Schools program. The school has begun working with the Department and architectural contractors to develop a scope of works to replace dated buildings with modern teaching spaces.

**Threats**
Historically the school has been the only New Arrivals Program (NAP) for secondary aged
students in the Adelaide region. Over the last 12 months newly established religious independent schools have expressed a desire to enrol NAP students who fit into their demographic profile. While the Department will not fund private providers to run NAP programs these schools have begun taking NAP enrolments without additional funding. There is also an ongoing risk of mainstream schools enrolling NAP entitled students without being aware of their NAP entitlement. The school’s Transition Coordinator maintains strong relationships with mainstream government and independent schools to ensure that all parties are aware of student NAP entitlements.

The Adelaide Secondary School of English is a unique school which provides education for all secondary aged recently arrived students for whom English is a second language across the metropolitan area. The school is vulnerable to any change in State or Federal Government policy which decreases or reallocates EALD/NAP funding.

**Self Ratings**

No Rating

**Evaluator Ratings**

No Rating

**Evaluator Reason for Rating**

Adelaide Secondary School of English’s SWOT Analysis is a clear statement highlighting financial strengths mainly related to Department for Education funding and parental support through the Material Services Charge.

Eligible low-income families are supported by the State Government through the School Card Scheme and the State Government also provides metrocard recharging to cover the cost of travel to and from school for students living further than five kilometres distance from the school.

Training and information is provided by the Department for Education to key stakeholders in the school.
The main identified financial weakness is that Department for Education funding is linked to student enrolment numbers and these can fluctuate widely from week to week, with periods of low enrolment followed by high enrolment in largely unpredictable patterns.

This uncertainty in student numbers impacts negatively on the school’s ability to provide certainty of employment for staff, ongoing professional development of staff, and staff well-being. Unpredictable fluctuations in student enrolments also restricts the school’s ability to apply for capital work grants.

The Evaluation Team, after viewing a range of financial records including budgets, trend data, and the SWOT Analysis and following discussion with key stakeholders, is confident that the Principal and Business Manager, through conservative estimates, prudent budgeting, experience, and advice and information from Department for Education, are capable of achieving a sustainable financial situation for the school.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 1: Financial Information – Audit – Team Evaluation

The school describes its internal and external audit arrangements to indicate how it assesses business risk and how it uses checks and balances to improve financial and business management.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The Department for Education [Financial Management Policy](#) places the responsibility for developing mandatory financial management instruction on the Department’s Chief financial officer. Instructions are then published to schools in the form of financial instruction checklists for Principals, Finance Officers and Governing Councils.

The Department have comprehensive [internal & external audit processes](#) to ensure that schools and preschools comply with the published instructions. The Department undertakes several audits on an annual basis as part of its compliance and assurance processes.

The audits ensure

” operating information is accurate and reliable
” policies, procedures, plans, laws and regulations have been complied with
” assets are safeguarded against loss and theft
” resources are used economically and efficiently

Adelaide Secondary School of English complies with internal controls set out by the Department for Education. These controls take many different forms, including:

” setting and communicating appropriate procedure between business manager and finance officer
” defining delegations & limits so appropriate approvals are maintained
duties clearly assigned and overseen by the principal performing monthly reconciliations of bank accounts assets managed through software 'You Audit'. Regular checks and updates providing reports for information and independent assessment Auditors are also required to certify annual financial statements and provide a report detailing the results of the audit.

Adelaide Secondary School of English was last audited in April of 2018. After each audit a "Report of Audit Conducted" is presented to and accepted by the school’s Principal. Recommendations made by the auditor are received by the school’s Principal and Business manager and addressed by the school’s Finance Advisory Committee (FAC)

Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
South Australian Government Schools are required to follow strict Department for Education policy and procedures in relation to internal and external audit arrangements. Adelaide Secondary School of English complies with these regulations.

Findings of external audits are presented to the Governing Council (GC) and any listed actions are noted by the Principal, referred to the GC, and acted upon by the appropriate officers. The most recent external audit was completed by Perks in April 2018.

Adherence to prescribed policies and procedures, daily audit processes stipulated by the Department for Education, the termly financial report to the GC, and external audit requirements form a raft of checks and balances.
Commendations
None at this time.

Recommendations
None at this time.

The school demonstrates how it manages its finances and how well it manages its finances. This is an opportunity for the school to show how the Board/Governing Body exercises its responsibilities in financial planning and stewardship, as well as the roles of the senior officers in the school’s administration.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Financial Management lies with the school’s Governing Council and the Principal. Once a term (4 times per year) the Governing Council meets and receives the financial reports which presents the schools current financial situation.

These reports include

- Governing Council Report (or year to date actual vs budget report)
- Operating and South Australian Schools Investment Fund (SASIF) transactions account balances (or balance sheet)
- Debtors balances (or balance sheet)
- Profit and Loss statement
- Balance Sheet

Other than the financial reports the following items may also be presented to the Governing Council for approval and minuting

- Debt write-off
- Annual Delegations & Authorised Signatories
• **Annual Budget** (Annually)
• Variances to Annual Budget
• Fundraising Activities
• Receipt of Grants outside Department of Education

At the Adelaide Secondary School of English the chair of the Governing council is also on the Finance Advisory Committee (FAC) which meets once a term before the Governing Council meeting. FAC meeting is also attended by the Principal, Business Manager, Staff Representative, Finance Officer and Curriculum Representative. All items which are to be presented for approval at the Governing Council meeting are discussed at this meeting. Minutes to recent meeting [29 May 2018](#)

All school purchase orders and accounts payables are presented to the principal for approval and authorisation.

**Self Ratings**  
No Rating

**Evaluator Ratings**  
No Rating

**Evaluator Reason for Rating**

The Governing Council (GC) is responsible for ensuring that the accounts and records of financial operations are kept in accordance with Department for Education regulations and procedures.

The annual budget is approved by the GC and reviewed at termly meetings as an item in the finance report. Also included are details of income, expenditure, the bank reconciliation, and other reports.

The Finance Committee, a subcommittee of the GC, includes the school’s GC Chair, Principal, Assistant Principal, Business Manager, and staff representation. The Finance Committee
oversees the ongoing financial operation of the school and development of the annual budget.

The Principal and Business Manager work closely to manage the day-to-day financial transactions of the school. The Department for Education’s finance system is used by the Business Manager to record and monitor all financial operations. Two signatories are required and used for the operation of bank accounts, cheques, and EFT payments.

**Commendations**

None at this time.

**Recommendations**

None at this time.

The school outlines how it plans financially and relates this to the its strategic planning and the school’s Purpose and Direction.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Financial planning at ASSOE is done through an annual budget process which is performed according the the Department for Education’s Site budgeting processes. In term 3 each year the budget procedure begins for the following year. Budget request templates are compiled by budget managers and submitted to the Business Manager by a due date, the Business Manager then meets with the Principal to discuss submissions and make recommendations that are then taken to the Finance Committee. The Finance Committee (with staff and Governing Council representation) discuss the budget requests and recommendations prior to the Business Manager developing and presenting an Interim budget to Governing Council in term 4.

In term 1 of the following year a final budget based on staffing and student numbers is presented to Governing Council for approval and then purchase orders can be generated for approval by the Principal.

Budget managers are informed of their final budget allocation for the year. Staff are informed of budget allocations through their participation in team and committee meetings. Budget managers receive monthly report updates on their spending throughout the year.

The finance committee also considers requests for additional funds throughout the year. Budget spending is required to be finalised by the end of term 3 each year, then the next year’s annual cycle commences again.
The 2018 interim budget was presented to the Governing Council in November of 2017 and a final budget for 2018 was presented at the first Governing Council in March 2018.

**Self Ratings**
No Rating

**Evaluator Ratings**
No Rating

**Evaluator Reason for Rating**

Financial decisions are based on the School Strategic Plan, Site Improvement Plan, and annual budget.

School priorities and goals that link directly to student learning programs form the basis of the annual budget. Teachers have input into development of the budget.

The school has no liabilities that would incur financial penalties or lawsuits.

Management of contracts that provide services are a responsibility of GC. Services such as cleaning are Department for Education approved.

Thorough planning and careful budgeting enables the school to manage resources to maximise student learning.

**Commendations**
None at this time.

**Recommendations**
None at this time.

The school demonstrates its approach to investment, how it funds growth and the insurance policies taken out by the school to cover risk and liability in its activities.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Investments

The Adelaide Secondary school of English (ASSoE) follows guidelines set out by the Department for Education. The school has two bank accounts.

1) The trading account which maintains a balance adequate to pay outstanding accounts.

2) A South Australian Schools Investment Fund (SASIF) where all funding and grants are paid into. This account is a high interest account at call. All withdrawal requests must be submitted to the Department for Education whom process and monitor.

To comply with departmental requirements, ASSoE ensures that:

° opening and closure of all bank accounts is approved by authorised delegates as detailed in the money and banking instruction

° cheque signatories and EFT authorisers are approved and minuted by the Governing Council

° cash and cheques held on school premises are kept in a safe and do not exceed approved limits ($1500) and are banked regularly

° money to be banked is reconciled to receipts issued

° banking summaries are verified and signed by two officers

° bank deposit receipts are checked against a banking summary

° surplus funds not required for immediate operational needs are deposited in a SASIF
account, and there are no other types of unapproved investments

"SASIF withdrawals are authorised by the principal wherever possible
"monthly bank account reconciliations for all accounts are prepared within 10 days of the end of each month, with reconciling items resolved promptly
"bank statements/reconciliations for all accounts are reviewed and signed by the principal

Public liability insurance

It is the State Government’s policy across its associated entities to ‘self-insure’ where possible. Therefore ASSoE has public liability insurance though DECD underwritten by the State Government. Non Government users of the ASSoE site are required to provide proof of their own public liability insurance prior to contract for site use issued.

Debt Management

As a South Australian Government School the Adelaide Secondary School of English does not borrow funds to meet operating expenses or fund infrastructure spending. Responsibility for managing debt lies with the South Australian Government.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Adelaide Secondary School of English is required to comply with Department for Education investment guidelines. The school has a high-interest bank account, the South Australian Schools Investment Fund (SASIF), that is used for all funding and grants. A trading account is used to pay outstanding accounts.

The Department for Education provides all Government schools with comprehensive public liability insurance. In the case of Non-Government users of the site, proof of their own public liability insurance is required prior to issue of a contract for site use.
As a Government School, Adelaide Secondary School of Education adheres to strict guidelines in respect to debt management. No funds are borrowed to meet operating expenses or infrastructure spending. Debt management is the responsibility of the South Australian Government.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 1: Financial Information - Collections - Team Evaluation

The school demonstrates how debts are collected and the managerial processes in place to collect dues and to minimise debt.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Collections of Student Fees (Material & Service Fees) are made three ways, 70% of the school community are funded via School Card with the remaining fees collected via parent payments and International Student fees.

The School Card scheme offers financial assistance to students attending Government Schools whose parents are in receipt of Centrelink payments. The family is assessed and if eligible 100% of the school fees are paid. At the start of each school year families are invited to the school where support is provided for them to complete a school card application.

Families with a regular income are expected to make parent payments and are charged a Material & Service fee of $310 via an invoice.

International Student fees are managed by the Department’s International Education Services (IES) team and an invoice is sent to IES for all international students enrolled in the school. The school is not responsible for the charging and collection of fees from these students. ASSoE incurs minimal risk as fees are collected and managed by IES along with any debt recovery.

All outstanding Invoices are managed by the school’s finance officer with regular communication and follow up. Bad Debts are minimal with only one debt being written off last year and two families being referred to the Department’s Debt collection agency. Debts are not pursued for families that have successfully applied for a school card.

On occasion a debt is created by a school card eligible family failing to complete the school card application form. When possible, these debts are not referred for collection but are resolved by supporting the family to complete a school card application.
Should the School incur a Bad Debt collections for these are managed according to the .

Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
The school has developed a procedure for the collection of parent payments based on Department for Education guidelines.

Collections of student fees (Material & Service Fees) are made three ways: through the School Card, for families requiring financial assistance; families with a regular income are charged a Material & Service fee of $310 via an invoice; and international student fees are managed by the Department for Education. There is a process in place for following up payments that are overdue.

Should the school incur a bad debt, collection of these is managed according to Department for Education guidelines.

Commendations
None at this time.

Recommendations
None at this time.
Part 2: Domain A - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

**Ratings Rubric**

There is no Rubric for this response.

**Program Response Narrative**

The school’s Guiding Statements provide clear directions and parameters for decision making in the school. The school’s Policy and Procedures Manual includes a Vision Statement, Philosophy, Objectives and School Values. These are used in the development of curriculum documents and associated decision making processes, and school administration. Strategic planning across the school refers to the Guiding Statements, ensuring the school maintains alignment with its agreed vision, philosophy, objectives and values. School operations adhere to the Guiding Statements through line management structures, student well being, learning and behaviour support. The school is further governed by DECD policies, and as such all decisions and procedures in regards to staffing, daily operations and teaching conform to mandated ethical operations. The school’s strong focus on international and intercultural learning is incorporated across the curriculum, with students assessed on their learning and understanding within the assessment rubrics across Pathways and Levels. Topics of study include Australian Aboriginal culture, impact of colonisation, Tree of Life, engagement with global issues, and global citizenship. Students are encouraged to embrace and share their own cultural heritage, and to learn about and accept those of others. The school conforms to all relevant articles with the UN Convention on the Rights of the Child, as well as all aspects of the CIS Code of Ethics. School interactions focus on inclusivity, empowerment, and respect of culture. Recent changes to Student Behaviour Education to implement Restorative Justice practices, exemplify the values
outlined by the UN Convention on the Rights of the Child and the CIS Code of Ethics. The school’s Guiding Statements and the School Values have been reviewed, and the review process was genuinely consultative as it involved staff, parents, students, the Governing Council and the Student Representative Council. However, a formal plan for its regular review needs to be developed. The review of the Guiding Statements is effective in the areas of curriculum, wellbeing and school priorities as they inform the school’s 5 year Strategies Directions, annual SIP, PD plans, and are reflected in annual reports and leadership reflections. Useful data related to students learning such as EALD levels, RR levels + PAT R results is gathered and used for future planning. The school has a contextually appropriate definition of high quality learning as defined in the Guiding Statements. The school has three clearly identified learner Pathways; A, B and C, based on students’ educational backgrounds. Subject assessment rubrics and the EALD Language and Literacy Rubrics are core documents used to monitor the progress of students against expected learning outcomes. Appropriate learning outcomes are clearly identified in rubrics within all subject curriculum documents and are clearly accessible in all Pathways and Levels. The Admissions policy, process and outcomes are reviewed annually in the context of the Guiding Statements during the annual leadership reflection and future planning process. Through this process, issues are identified and priorities set in place for the following year. As stated in the school’s Vision Statement, there are no requirements nor restrictions for particular religious, cultural or philosophical beliefs for our students. All students of high school age that are recently arrived in Australia and need to learn English are welcomed and enrolled.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Adelaide Secondary School of English (ASSoE) has in place a set of clear, well-articulated, and appropriate guiding statements that include a vision, philosophy, and objectives. These express a clear commitment to developing intercultural learning, global citizenship, well-
being, and student-centred pathways for all students. The philosophy and objectives are
underpinned by the school’s key values: respect, responsibility, and resilience. The school’s
philosophy acknowledges the diversity of the student body and states clearly that this is a
strength of the school and creates an environment in which all members can demonstrate
the school’s values. The students themselves are able to clearly state what the key values
look and feel like at ASSoE and the different ways in which they have a positive impact on
the learning environment. The Restorative Justice (RJ) program is one initiative that embodies
the school’s values.

The focus on student-centred pathways appropriate for each student has ensured that a
process is in place that aims to provide excellent support and clear direction for teachers and
students alike. These pathways also support the school’s objective to provide a relevant and
challenging curriculum.

The guiding statements have been developed and refined over time through an open,
consultative process involving all stakeholders. Annual reviews are in place, as is a plethora
of means by which the school measures the impact the guiding statements have on student
learning, well-being, and school life. This process is not yet documented and the Evaluation
Team encourages the Senior Leadership Team to produce a written procedure to outline
how and by whom the guiding statements are reviewed, how their impact is measured, and
the degree to which they remain appropriate for the current demographic. School leadership
could consider how data, student needs, and school priorities may further drive the review.
Documenting the process will support consistency, sustainability, and growth in a school with
a regular turnover of students due to the special character of the school. Whereas this
characteristic has been embraced, it may also bring challenges that can be addressed
through a clear, written review processes.

The involvement of the whole school community in the development of the guiding
statements and the strength of support offered by the Governing Council (GC) has provided a
solid foundation ensuring the values, philosophy, and objectives are truly owned by all
stakeholders.

There clearly has been a deliberate strategic effort to align the five-year strategic plan, key
policies, and the guiding statements with the CIS Code of Ethics and the UN Convention on the Rights of the Child and this is to be commended.

The Evaluation Team is confident that the school is passionately committed to their own guiding statements and has the capacity at all levels to strive to fulfil them in all areas of provision within the school.

Commendations

None at this time.

Recommendations

None at this time.

The school’s purpose, direction and decision-making is guided by clear guiding statements that are appropriate for the needs of all constituent groups.

Ratings Rubric

Team Evaluation Criteria A1i. The Guiding Statements are used as suitable reference points in decision-making. Future Aspirations A1i. How can the Guiding Statements be constantly reevaluated because of the changing needs and circumstances of the students?

Program Response Narrative

The Guiding Statements are used as suitable reference points in decision-making.

The school’s Guiding Statements provide clear directions and parameters for decision making in the school. The school’s Policy and Procedures Manual includes a Vision Statement, Philosophy, Objectives and School Values. These Guiding Statements are referenced in the information contained in the Parent Handbook, Teaching and Learning Guide, and curriculum documents. Decisions made about the curriculum reflect the guiding statements objective to provide students with “a relevant and challenging curriculum” that educates “the culturally diverse student population in English language skills and developing capabilities for effective life-long learning participation in Australian and global society”. In addition, the school’s values of Respect, Responsibility, and Resilience inform decisions made about student wellbeing in the entire curriculum. The school values were developed collaboratively, and the third “R”, “Resilience”, was particularly chosen for our specific cohort of students, many of whom have displayed enormous resilience through the challenge of moving countries, and all of whom benefit from a focus on resilience as a characteristic which is a valuable tool for meeting the additional challenges of settling in a new country. The school is currently implementing Restorative Justice policy and practices, which reflect our school guiding statements particularly the school vision, philosophy and objectives. Whilst we are the Adelaide Secondary School of English, and as such our decision-making
focus is strongly on the acquisition and development of English language skills, our vision, philosophy and objectives all recognise that our mission extends to also supporting our students’ multiple needs for skills to support them in their transition, settlement and participation in the broader Australian community.

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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

The school’s vision, philosophy, and objectives are clearly documented, articulated, and appropriate to the needs and aspirations of the school community. The school’s values of respect, responsibility, and resilience are visually displayed around the school and in classrooms. Staff and students frequently referred to them in discussions.

The Evaluation Team observed the guiding statements being effectively used as a key reference in both strategic and day-to-day planning. The latest Policies and Procedures Manual is introduced with the school’s five-year Strategic Plan foci. This document highlights the school’s commitment to high academic expectations, offering a student-centred program (including a commitment to providing support for all students identified as being at risk or with special educational needs) and providing a solid well-being program for all students. This manual is robust and provides a clear direction in line with the school’s own guiding statements. Discussions with the GC and members of staff assured the Evaluation Team that these guiding documents are living and active in day-to-day school life. The strategic plan also outlines strategies and evaluation measures to be used to implement and review school priorities and targets.

The school’s Behaviour Education with Restorative Justice policy further supports the
school’s commitment to developing respect and responsibility in students. In their reflective statement, the students themselves recognised the importance and effectiveness of the Restorative Justice program. Students described a new calmness in the school since its introduction.

The students, in their reflective statement and in conversations during the visit, clearly articulated what respect, responsibility, and resilience meant to them at ASSoE – referring specifically to their multicultural environment and their challenge to integrate as responsible residents within Australia.

The Community Survey revealed that the parents overwhelmingly support the current guiding statements, believe they are appropriate for the school, and that the school is successful in fulfilling them as best they can. The majority of parents who responded to the Community Survey (76.5%) agreed or strongly agreed that they were invited to discuss and review the statements. Given the relatively quick turnover of students and parents at ASSoE, this figure seems to reflect strong engagement by the parents in the process.

It was noted by the Evaluation Team that all stakeholders clearly have a knowledge of and commitment to the day-to-day embodying of the vision, philosophy, and objectives at ASSoE.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain A - Standard A2 - Team Evaluation

The school’s Guiding Statements conform to the CIS Code of Ethics.

Ratings Rubric

Team Evaluation Criteria A2i. The Guiding Statements, and their ethical basis, influence how the school operates. Future Aspirations A2i. How does the school evaluate the ethical basis of its decisions?

Program Response Narrative

The Guiding Statements, and their ethical basis, influence how the school operates:

Development and implementation of curriculum follows the school philosophy of being relevant and challenging, aligning with the learning needs of the new arrival students and the Australian Curriculum. Our curriculum is structured to foster independent learning as evidenced through the use of the Teaching and Learning Cycle and the teaching and assessment of Critical and Creative thinking.

DECD expectations and guidelines govern our enrolment and transition processes, as outlined in the Parent Handbook.

Line management structures ensure the school follows through on commitments and assertions found in our Guiding Statements through professional development planning as well as annual feedback. There are clear lines of reporting and accountability, with line managers actively involved with, and responsible for, the wellbeing and work of a small team of staff, as well as for student wellbeing, learning and behaviour support.

The school philosophy of sharing cultural perspectives is facilitated through student placement within culturally diverse classrooms, fostering optimal intercultural interactions,
and through the curriculum. All students are engaged with the philosophy of developing a community minded approach to citizenship and are encouraged to see themselves as global citizens, as evidenced by the PLW Advanced curriculum.

Respect, Responsibility and Resilience are values that are integrated into the PLW and PLP curriculum across all Levels and Pathways. Teachers, student counselors and behavior education processes foster in students a positive sense of themselves. Students are given the opportunity to communicate and lead socially responsible behavior through participation in the Student Representative Council (SRC) and weekly class meetings.

A school objective is to develop partnerships, working with community organisations to support our students, parents and caregivers. Strong community connections have been and continue to be forged through the Community Partnerships leadership position.

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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

There is close alignment between the terminology and spirit of the vision, objectives, and philosophy at ASSoE and the CIS Code of Ethics. The school is committed to ensuring success for all of its students by providing a relevant and challenging curriculum. This commitment is reinforced in the school’s five-year Strategic Plan. Student care and well-being are of utmost importance both in the school’s documentation and in practice each day. The school’s values of respect, responsibility, and resilience support this. The students themselves articulated the school’s success at nurturing and promoting a respectful and tolerant environment.
The school’s desire to see its students share cultural perspectives to enhance learning, build positive relationships, and provide students with a general understanding of Australia’s democratic and multicultural society so that they can fulfil their rights and responsibilities as citizens highlights the school’s focus on promoting global citizenship.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain A - Standard A3 - Team Evaluation

The Guiding Statements endorse the school’s commitment to developing intercultural learning.

**Ratings Rubric**

Team Evaluation Criteria A3i. The school puts into action its definition of international/intercultural learning, both inside and beyond the classroom, as evidenced by the learning of students. Future Aspirations A3i. How well is the students’ learning developing their capacities as global citizens, and how is this reflected in their learning and in their behaviours?

**Program Response Narrative**

The school puts into action its definition of international/intercultural learning, both inside and beyond the classroom, as evidenced by the learning of students.

International and intercultural learning occurs both inside and beyond the classroom at ASSOE. This is clearly reflected in the school Vision, Objectives and Philosophy statements. For example, our Vision promotes ‘capability for …participation in Australian and global society’. Our Philosophy refers to shared ‘cultural perspectives’ and ‘educating students to become global citizens’. Our Objectives foster an understanding that ‘diversity can be embraced and utilized to collaboratively create a better world’. A clear definition of ‘interculturalism’ at ASSOE can be found in Section 1.8.4 of the Teaching and Learning Guide, which is followed throughout the curriculum. Internationalism/Interculturalism within our curriculum includes: Advanced EALD students examining global issues and History topics are based on Australian Aboriginal culture and the impact of colonization. The Tree of Life program at Intermediate PLW level encourages students to reflect on and embrace their own cultural heritage, including family and friends’ contributions. Students share aspects of their own lives and celebrate each other’s strengths, skills and aspirations. As questions arise around cultural differences, teachers encourage student input which supports our school ethos, philosophy and culture as outlined in our Guiding Statements.
Self Ratings  
Met

Evaluator Ratings  
Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school's rating for this standard.

The development of intercultural learning is weaved throughout the guiding statements. References are explicitly made to:

- developing communication skills and social responsibilities so students can make positive contributions to society;
- sharing cultural perspectives to enhance learning and build positive relationships;
- supporting students to understand that diversity can be embraced and utilised to collaboratively create a better world.

The school philosophy acknowledges the diverse cultural population and seeks to use this both as a catalyst for learning about the world as well as developing skills and attributes of respect, communication, resilience, and understanding.

Through discussion with students, staff, and parents the Evaluation Team heard that the Restorative Justice program at ASSoE has had a positive impact on the behaviour of students and the way in which they understand each other and resolve conflict. Students also provided further examples of how intercultural learning enhanced their personal growth and sense of preparedness to enter mainstream schools in Australia.

In the Community Survey, 100% of students agreed or strongly agreed that the guiding statements promote respect for diversity and the development of global understanding.
The school’s Teaching and Learning Guide provides a comprehensive framework for the provision of intercultural learning through language programs, a commitment to interculturalism, alternate pathways, a transition program for students preparing to enter mainstream secondary schools, an International Students Program, and a broad and thorough New Arrivals Program (NAP).

The Evaluation Team observed that the school’s strategic plan, curriculum documents, planning, and well-being policies and procedures all promote intercultural learning and provide robust guidance for teachers and students.

**Commendations**

Domain A Standard 3 - The Leadership Team and staff for their strong commitment to intercultural learning both within and beyond the classroom.

**Recommendations**

None at this time.
Part 2: Domain A - Standard A4 - Team Evaluation

The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990).

Ratings Rubric

Team Evaluation Criteria A4i. All interactions between adults and students are conducted in alignment with the values within the UN Convention on the Rights of the Child and the CIS Code of Ethics. Future Aspirations A4i. How do relationships between adults and students contribute to the students’ learning quality and to the nature of their learning? How do we know?

Program Response Narrative

All interactions between adults and students are conducted in alignment with the values within UN convention on the Rights of the Child and the CIS Code of Ethics:

The interactions between adults and students at ASSOE are conducted in alignment with the values within the UN Convention on the Rights of the Child and the CIS Code of Ethics as can be seen in the following examples.

Article 2 - Our vision speaks of a “culturally diverse” student population in which “diversity can be embraced” - reflecting Article 2’s inclusivity of all children regardless of race, religion, ability, thought and family background. This also aligns with the Code of Ethics point 5.

Article 3 - Classroom interactions which work towards what is best for each child’s needs are determined by the curriculum documents and associated differentiated teaching and learning plans, the school values, and agreed pedagogies for New Arrival students. Curriculum and pedagogy are in alignment with Code of Ethics point 2.

Article 12 - Students voice and opinions are encouraged within classroom meetings, SRC
meetings and feedback surveys in line with article 12. This also aligns with the Code of Ethics point 5.

Article 14 - The right to freedom of thought and religion is shown in the school’s philosophy, point 2 which says that we "seek to foster in students a positive sense of themselves as individuals so that they understand that diversity can be embraced and utilised to collaboratively create a better world” as per the Code of Ethics point 5.

Article 23 - Interactions with children who have any disability are governed by the Special Needs Policy, Individual Learning Plan (ILP) Policy and Learning Support Guidelines.

Article 36 - All teachers follow the procedures of the mandatory reporting (guidelines) to protect students from harm. Teachers follow the Student Behavior Education policy to ensure student safety. Student Wellbeing Leaders/Counsellor involvement and assistance from outside support services strengthens this objective as per the Code of Ethics point 3.

Article 28 states that discipline in schools should reflect children’s human dignity. This can be seen in our fundamental value of "Respect”, which underpins the school’s approach to discipline, wellbeing and learning, and in the application of restorative justice practices in response to behavior issues. This also aligns with the Code of Ethics point 5.

Article 29 - Respect for children’s own culture and that of their parents is encouraged as can be seen in our value of "Respect”, and Philosophy point 2: where students are encouraged to 'share cultural perspectives to enhance learning and build positive relationships’ thereby developing Global Citizenship as per Code of Ethics point 6.

All interactions between teachers and students are governed by and are in alignment with DECD regulations. This aligns with Code of Ethics point 4.

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Evaluator Reason for Rating

The Evaluation Team concurs with the school's rating for this standard.

Through the school’s narrative, provided evidence, examination of the school’s guiding statements, and through discussion with the GC, parents, staff, and students, the school community clearly shows a sound knowledge of and commitment to the articles of UN Convention on the Rights of the Child (1990). The nature of the school itself is to ensure children of immigrant and refugee families have access to high-quality, state-provided education in a safe and caring, student-centred environment. The students and staff commented regularly that this is very much the focus of the school and the conditions that the school desires to provide for students and their families.

Relationships between staff and students, and between students, were observed to be widely respectful and in line with the school’s values and support learning and promote well-being.

The diversity of the student body is celebrated through special events, alternate learning pathways, the school’s values as well as the Tree of Life and Restorative Justice program.

Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain A - Standard A5 - Team Evaluation

All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis.

Ratings Rubric

Team Evaluation Criteria A5i. The review process for the Guiding Statements is genuinely consultative, involves all constituent groups and the constituents are engaged with the school’s purpose and direction. Future Aspirations A5i. How do the views of the school’s constituents influence the school’s purpose and direction?

Program Response Narrative

The review process for the Guiding Statements is genuinely consultative, involves all constituent groups and the constituents are engaged with the school’s purpose and direction:

The school’s current Guiding Statements were drafted in 2012 by the Quality Assurance Committee. It was then reviewed by staff, The Governing Council, which includes parents, and students through the Student Representative Council (SRC). They were then adopted as the Guiding Statements.

The school Values were reviewed in 2014 and ‘Respect, Responsibility and Resilience’ were suggested by a committee comprising teachers and students from the SRC. Our staff was invited to make suggestions, which were then voted on. These Values were then taken to the Governing Council and following input were endorsed. In 2015 students were involved in designing posters, which now appear in all classrooms.

The school commences each year by re-visiting the Guiding Statements. The SRC and Governing Council also re-visit these documents at least once a year.

We believe the school has partially met this standard, as while there is evidence that the
school’s Guiding Statements have been reviewed in the past, there is no clear published plan outlining when the school’s Guiding Statements will be reviewed in the future, how this review will happen, or who should be involved.

Self Ratings
Met

Evaluator Ratings
Met

Evaluator Reason for Rating
The Evaluation Team concurs with the school’s rating for this standard.

The last formal revision of the guiding statements was in 2014. The process was consultative and open to all members of the wider school community. Adjustments were made such as reducing the number of values from five to three. Staff reported being very happy with the revision and were supportive of the notion that they are suitable for the school community, appropriate for guiding decision-making, while being a clear picture of who they aspire to be.

Although the guiding statements are regularly discussed, there is no documented, planned process that assures they are regularly reviewed and their impact measured. Staff could discuss how the guiding statements drive their well-being initiatives and curriculum design.

Commendations
None at this time.

Recommendations
Domain A Standard 5 - The School Leadership Team documents a process by which the guiding statements are reviewed and developed in a consultative and regular manner.
Part 2: Domain A - Standard A6 - Team Evaluation

The school has an effective means of monitoring and evaluating the implementation of its Guiding Statements.

Ratings Rubric

Team Evaluation Criteria A6i. The review and evaluation of the Guiding Statements is effective and provides data that informs the school’s direction. Future Aspirations A6i. How is the review and evaluation of the Guiding Statements informing the Board in their strategic oversight of the school?

Program Response Narrative

The review and evaluation of the Guiding Statements is effective and provides data that informs the school’s direction:

Review of the Guiding statements is effective in the areas of curriculum, wellbeing and school priorities, providing data informing the 5 year strategic plan, annual site improvement plan, ongoing teacher professional development plans, annual report and leadership reflections.

Goals for student learning as indicated through the Guiding Statements are reviewed through a range of mechanisms on student learning data: EALD levels, Reading Running Record levels; PAT R testing and this is reported on in reports to families (parent teacher interviews and written reports) and the school annual report, which is also shared in detail, with interpreters at the Governing Council Annual General Meeting.

The curriculum review initiated reporting against student wellbeing outcomes, based around the school values of Respect, Responsibility and Resilience; and these have appeared on students’ reports every term since term 1, 2017. Data on student wellbeing is gathered at the end of Transition to inform future planning. The school has been involved in the DECD Well Being & Engagement Survey for year 8 & 9 aged students for 2 years, and the data we receive from DECD has been reported in the 2016 + 2017 Annual Reports. Any concerns that
we have had from the 2016 survey have been acted upon. The school is well above the state average in all areas.
Student concerns about their safety and future directions have been addressed and are being addressed, through the implementation of "Work Studies", the new PLP curriculum, "Tree of Life", Restorative Justice initiatives and a commitment to Trauma Informed Practices

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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school's rating for this standard.

There are several mechanisms in place to support the school community in monitoring and evaluating the implementation of the guiding statements including the:

- Five-year Strategic Plan
- Site Improvement Plan
- Teaching and Learning Guide

Surveys, testing, reviews, and discussions with all stakeholders are ways in which the school gathers information to monitor its progress. A recently produced '2018 CIS Recommendation Action Plan' outlines a timeline, strategies, and people responsible for ensuring certain recommendations are addressed. The same format is provided in the school's five-year Strategic Plan.

Data from testing and surveys is gathered and analysed by senior leaders who then place it on the school's intranet. Areas identified as needing improvement then drive staff meetings and in-house training.
Across the school, the Evaluation Team observed a shared commitment to reflection and a desire to consider improved ways to implement the guiding statements for the benefit of student learning and well-being.

Commendations

Domain A Standard 6 - The Senior Leadership Team for implementing a range of strategies by which stakeholders can monitor the implementation of the guiding statements.

Recommendations

None at this time.
Part 2: Domain A - Standard A7 - Team Evaluation

The school has developed and adopted a contextually-appropriate definition of high quality learning and identified expected learning outcomes at each stage of a student’s pathway through the school.

Ratings Rubric

Team Evaluation Criteria A7i. The contextually-appropriate definition of high quality learning is related to students’ expected learning outcomes and referenced to standards. Future Aspirations A7i. How consistent is the application of the school’s definition of high quality practice, and how is the school addressing any inconsistencies in practice?

Program Response Narrative

The contextually appropriate definition of high quality learning is related to student’s expected learning outcomes and referenced to standards:

The school has a contextually appropriate definition of high quality learning as defined in the Guiding Statements. The school has three clearly identified learner pathways, A, B and C. These are outlined on the front page of the curriculum documents on the school intranet, on the parent report and in the teaching and learning guide part 1.7. Assessment rubrics for each subject across all Pathways clearly identify the performance standards that students are expected to meet. These outcomes are clearly identified in curriculum documents for each Level and each Pathway. The subject rubrics and the EALD Language and Literacy Rubrics are core documents used to monitor the progress of students against expected learning outcomes. Rubrics are provided within all subject curriculum documents, and are clearly accessible in all subjects across all Pathways and Levels.

A clear articulation of the school’s student learning and wellbeing needs can be found in the Teaching and Learning Guide (1.8). The Teaching and Learning Guide also provides a list of contexts in which our students need to participate (page 6) and a summary statement of the
expected Learning Outcomes (page 12).

Self Ratings

Met

Evaluator Ratings

Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The guiding statements outline the school’s definition of high-quality learning which promotes broad and balanced direction, and guidance for teachers and students. This is supported in more detail in the five-year Strategic Plan and the Teaching and Learning Guide.

Documents sighted by the Evaluation Team, such as the Language and Literacy Levels and Pathway A, B and C Expected Outcomes, are in line with the school’s understanding of quality learning and outcomes are appropriate to the needs and expectation of all students. The assessment process for EALD also uses an appropriate rubric that clarifies expected outcomes for creative and critical thinking and well-being as well as literacy and numeracy.

Commendations

Domain A Standard 7 [Major] - The whole school community for developing a shared understanding of high-quality learning which promotes deep and broad learning in all students.

Recommendations

None at this time.
Part 2: Domain A - Standard A8 - Team Evaluation

The school is inclusive in its admissions procedures, as defined by its Guiding Statements.

Ratings Rubric

Team Evaluation Criteria A8i. The Admissions policy, process and its outcomes are evaluated regularly in the context of the Guiding Statements to assess its inclusivity within the terms of the policy. Future Aspirations A8i. How inclusive is the school in the context of its admissions policy and how well-matched is the programme to those students enrolled?

Program Response Narrative

The Admissions policy, process and its outcomes are evaluated regularly in the context of the Guiding Statements to assess its inclusivity within the terms of the policy:

The Admissions Policy process and outcomes are reviewed annually in the context of the Guiding Statements. Through this process, issues are identified and priorities set in place for the following year.

Students are able to enroll at ASSoE at any time and generally begin at the school the Monday after their enrolment is completed.

As stated in the school’s Vision Statement, there are no requirements nor restrictions for particular religious, cultural or philosophical beliefs for our students. All students of high school age that are recently arrived in Australia and need to learn English are welcomed and enrolled.

Similarly, ability, skill level or prior learning are no barriers to enrollment at ASSOE. There is no entrance test for newly arrived students to determine eligibility, apart from an English language assessment which determines language proficiency. Likewise, the school will enroll any international student with the appropriate student visa and a suitably low level of English proficiency.

Families in financial difficulty are supported through the process of applying for assistance through the School Card program as appropriate, and negotiations can be made with regard
to uniform and excursion costs on a case by case basis. The school has a policy on social justice which states that the school will support families experiencing severe financial hardships.

Self Ratings

Evaluator Ratings

Met

Exceeded

Evaluator Reason for Rating

The Evaluation Team does not concur with the school’s rating for this standard. It has been changed to exceeded.

The Admission Policy implemented by ASSoE clearly states the nature of the school and also describes the students who best fit the programs offered. Statutory requirements are described, as are expectations of the progress to be made, while at ASSoE. Sufficient assessment and information is gathered to ascertain a clear picture of the ability and needs of new admissions. The Community Survey revealed that 94.9% of faculty agreed or strongly agreed that the Admissions Policy clearly outlines procedures for admitting eligible students.

The Admissions Policy provides guidance for staff with regards to placing students in appropriate pathways, as well as how to offer pastoral support to new admissions. Student services, orientation teachers, the Student Achievement Coordinator, and home class teachers are all involved in gathering information and supporting new students. This broad provision and inclusivity is aligned to the guiding statements. The school can and does provide financial assistance to some families in need to ensure it can admit students who would benefit from the program offered at ASSoE.

The Evaluation Team noted that in the Admission Policy procedures are guided by the Department for Education and ASSoE meets all of these. The school also requests further information from parents to ascertain the educational history and English language
background, as well as the journey the family has taken to get from their home countries to Australia.

The school is very careful to match newly-admitted students with appropriate pathways. It was reported to the Evaluation Team that the reason why students have not been admitted to ASSoE in the past is because their competency in English is such that they are able to access programs offered in other mainstream schools in Adelaide.

**Commendations**

Domain A Standard 8 - The Enrolment and Initial Assessment Team and Student Achievement Coordinator for ensuring an appropriate breadth of student data is gathered and considered when placing new students into pathways at the school.

**Recommendations**

None at this time.
Part 2: Domain A - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school’s Guiding Statements.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The school will include a thorough review of its Guiding Statements as part of a 5 year planning cycle, in line with the development of its Strategic Directions. However, to ensure the current student population and families are involved and engaged in the review and evaluation of the Guiding statements feedback from the SRC and Governing Council will be sought annually.

In order to engage any new cultural and language groups and to ensure the current Guiding statements are relevant and inclusive, the school will continue to publish the Guiding statements in a range of languages and will employ interpreters and BSSO to communicate with them.

Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
The school’s stated planned actions are appropriate and should be acted on in addition to the listed recommendation.
The School Leadership Team documents a process by which the guiding statements are reviewed and developed in a consultative and regular manner.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain B - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The Minister for Education through the Department for Education (the Department) has established the Adelaide Secondary School of English as a South Australian Government school through the powers defined in the Education Act 1972 (SA). In establishing the school, the Minister has delegated responsibility for the day to day management of the school to the Principal with oversight from the West Torrens Partnership, Education Director. The responsibility for the governance of the school is shared between the Principal, the Governing Council and the Minister through the Department. There is a clearly written and comprehensive framework for governance which all parties act within.

The school is funded under documented and stable policy which acknowledges the unique nature of the school’s enrollment and transition cycle. The school’s financial planning and budgeting processes are well documented and ensure that the school can pursue its mission and the Strategic Directions articulated in the Site Improvement Plan. The Principal ensures that the school operates its finances with the transparency and accountability required of a public organisation by adhering to the directions and instructions provided by the Chief Executive of the Department for Education.

The Principal is empowered through legislation as the leader of the school’s operations and its curriculum. She has the freedom to lead the school within the framework of Department for Education Policy as she pursues the school’s mission articulated in the strategic
directions and the Site Improvement Plan. She is ultimately responsible for decision making within the school. The school has a written decision making policy which acknowledges this responsibility but also articulates a framework for consultation with staff and the school community.

There is a clear line of accountability between the Principal and the Minister for Education via the Education Director of the West Torrens Partnership. The Principal line manages the members of the Senior Leadership team and delegates various school functions and responsibilities to them.

The Principal is accountable to parents/caregivers and the wider community through the school’s Governing Council which is established through the Education Act (SA) 1972. The roles, responsibilities and composition of the Governing Council is also articulated in the school’s Governing Council Constitution. The Governing Council’s members include parents/caregivers, community representatives and representatives from organisations relevant to the school. In 2018, the Governing Council voted to change the constitution to include more community organisations as council members. Training is provided for members of the Governing Council by the Department for Education. The school also provides interpreters as required for all meetings.

The Governing Council meets at least four times per year and the Principal has regular line management meetings with the Education Director of the West Torrens Partnerships as part of a formal appraisal process. The Governing Council has an Annual General Meeting (AGM) at the start of every year where the school’s annual report (from the previous school year) is formally presented to its members for approval prior to publication. The AGM also tables reports detailing school finances alongside student and staff wellbeing. Owing to the culturally diverse nature of the school community and because few parents/caregivers live locally, the school has created a Community Partnerships position focused on improving and facilitating community representation on the Governing Council, alongside strengthening links and working relationships between the school and the wider community.

The school’s leadership is supported by the Department for Education EALD program to engage competently with its culturally diverse community. The school has cultural resources
in the form of Bilingual School Services Officers (BSSOs) within the school, Community Liaison Officers (CLOs) within the Department and rich relationships with community organisations. These all serve to support the school in its mission.

All Department for Education policies and processes are published on the Department Intranet. Local policy and processes are documented on the ASSoE intranet. The school also has a documented 5 Year Strategic Plan as well as an operational yearly plan called the Site Improvement Plan, which guides and articulates the aspirations and directions of the school. Both plans are developed in consultation with the wider school community and are presented to the Governing Council for final approval.

Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
The roles and responsibilities of governance and leadership at the Adelaide Secondary School of English (ASSoE) are clearly defined in writing, articulated in policy documents, and reflected in daily practice. Governing Council (GC) members in key roles have participated in induction provided by the Department for Education.

The Department for Education defines the composition of the GC in the constitution as: The Principal (ex-officio); ten elected parent representatives (with a maximum two-year tenure); three community representatives (appointed by the Council); two student representatives (with voting rights); and one nominated staff representative (nominated by their staff colleagues).

The GC operates under an approved constitution based on the Department for Education template. Due to the uniqueness of the school setting ASSoE, after consultation with the community, is seeking approval from the Department to change the composition of the GC to be more reflective of the school community.
The school has an extensive set of policies, procedures, and guidelines which are regularly updated. There is a strong focus on teaching and learning and well-being. Broad and well-planned curriculum and co-curriculum programs have been implemented. ASSoE is committed to the employment and professional development of teachers who meet the needs of the diverse student population.

The manner in which the School Leadership Team and GC conduct their business is aligned with the CIS Code of Ethics. Enrolment processes are also aligned with the CIS Code of Ethics and Department for Education policy.

The GC and School Leadership Team endeavour to promote intercultural awareness and understanding. The GC is involved in the approval process for the annual budget.

The school currently has an enrolment of 385 students. It is characterised by complex student cohorts, including newly-arrived and refugee students from over 40 diverse cultural and linguistic backgrounds.

The school’s vision 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 life-long learning and participation in Australian and global society’.

The core values are: respect, responsibility, and resilience. These values are not just written in the school’s guiding statements but are demonstrated in every facet of school life on a daily basis.

Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain B - Standard B1 - Team Evaluation

The respective roles and responsibilities of governance and ownership, and leadership and management, are suitably defined in writing and respected in practice for the sustainable development of the school.

Ratings Rubric

Team Evaluation Criteria B1i. The roles and responsibilities of ownership, governance, leadership and management are clearly defined, formally articulated in approved policy, understood and respected by all members of the school community and reflected in practice. Future Aspirations B1i. How is governance developing as a result of orientation, systematic training and how is this training evaluated?

Program Response Narrative

As a South Australian Government school, the governance function is shared between the Governing Council and the Department for Education. The Department for Education’s Governance Framework describes the Department’s principles and elements of good governance. The framework documents the governance responsibilities of Department for Education Local Partnerships and site leadership teams. The Adelaide Secondary School of English is located with the West Torrens Partnership. The role of the Governing Council is further articulated in the Adelaide Secondary School of English (ASSoE) Governing Council Constitution which is approved by the Department for Education and the Minister for Education.

The Principal’s role description is specified by the Department and clearly defines her responsibilities. The Governing Council and the Principal have a clear understanding of their respective functions. Evidence of the respectful and interdependent relationship between the Principal and the Governing Council can be seen in the minutes of the governing council meetings. These minutes are recorded and stored for all Governing Council meetings. Recent minutes are stored on the ASSoE intranet for staff and are currently available to non-staff
members of the school community upon request. The minutes of the previous meeting are tabled and approved at all Governing Council meetings.

The roles and responsibilities of management and leadership within the school are articulated and documented for senior leaders, leaders and SSOs and are published on the ASSoE staff intranet. Strategic leadership is the role of the Senior Leadership team who develop a 5 year strategic plan in consultation with staff, the school community and Governing Council. The school’s strategic plan reflects the Department for Education’s Strategic Plan as well as the school’s local guiding statements.

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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

The governance of ASSoE is shared between the GC and the Department for Education. The Department provides comprehensive advice in the Governance Framework and through the Adelaide Secondary School of English Governing Council Constitution dated 30th November 2001.

Respective roles of the GC and the Principal, the protocols for constituting the GC, and the parameters of its operation are clearly articulated in the documentation.

GC members in key roles, for example the Chair and Business Manager, have participated in induction or training provided by the Department for Education. The evidence indicates clear
adherence to the regulatory framework of the Department.

The learning of the students is central to the operation of the GC. The 2017 Annual Report confirms that the school is effective in delivering an education aligned to the guiding statements.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain B - Standard B2 - Team Evaluation

The Head of the School is empowered to be the educational leader of the school, implementing the mission and has ultimate responsibility and accountability for the students’ education and well-being.

Ratings Rubric

Team Evaluation Criteria B2i. The Head’s role as the educational leader is unambiguous, supported by clear and widely understood structures and lines of reporting that distinguish between governance and leadership functions and practice at the school is indicative of shared understandings about roles and responsibilities and lines of authority. Future Aspirations B2i. Is the relationship between the Head and the Proprietors/ Governors a partnership based on a shared vision, trust, common understandings about roles and responsibilities thus empowering the Head to provide leadership for the total school programme?

Program Response Narrative

The Department for Education Governance Framework (pg 11) articulates how the Principal holds the responsibility for the management and educational leadership of the Adelaide Secondary School of English. The Principal has a broad responsibility to develop an annual Site Improvement Plan (SIP). The Department’s expectations in the development of the SIP are articulated in the Department’s Improvement and Accountability Policy. The Principal is empowered to lead and manage the school within the scope of department policy in order to meet the improvement goals articulated in the SIP. Over a 4-year period, the Adelaide Secondary School of English is externally reviewed against the question, ‘How well does the school support student achievement, growth, challenge and equity?’. The Principal, in collaboration with the Education Director, develops an improvement plan to meet directions given in the External School Review final report. The Principal delegates responsibility through a leadership structure determined by regular consultation with the PAC.
The Principal is accountable to parents/caregivers through the meetings of the schools Governing Council each term. The constitution of this body is defined by the Governing Council constitution, which is available on the ASSoE Intranet. The Governing Council in partnership with the Principal sets the school’s strategic direction in terms of the future aspirations and direction of the school. This is done in consultation with members of the school community and wider community partners. The Principal and the Governing Council also have a key role in the development and approval of site policies. An outline of the roles and responsibilities of this body and its governing capacity in partnership with the Principal are available on the Department website.

The Education Act (SA) 1972 and Education Regulation (SA) 2012 empowers the Principal as the head teacher to carry out their duties with independence and provides them with the authority to ensure the education, wellbeing and safety of the students in their care. Within the school, the Principal’s ultimate responsibility is affirmed through the ASSoE Decision Making Policy.

Self Ratings
Met

Evaluator Ratings
Exceeded

Evaluator Reason for Rating
The Evaluation Team does not concur with the school’s rating for this standard. The rating has been changed to exceeded.

The Principal has a well-defined role, determined by the Department for Education, as the educational leader of the school. The strong, visionary leadership of the Principal is demonstrated in the coordination of the educational programs of the school with governance structures working towards the school’s vision. There are clear and understood lines of reporting with the Principal reporting to the GC and the Department for Education. The day-to-day functions of the school are effectively managed by the Principal and School Leadership Team.
The Chair of the GC articulated a clear understanding of the role of the Council as distinct from the Principal. The Evaluation Team observed the Principal leading a highly organised and collaborative team of staff in striving for educational success for all students.

It is evident that there are high levels of trust and a positive spirit of mutual endeavour, with the GC providing support and approval where required for budgeting, programs, initiatives, and policies.

Although the GC informally discusses what has happened in the school on a term-by-term basis, there is currently no process to formally measure the success of their work.

The annual 2018 Site Improvement Plan (SIP) sets out the current school priorities, strategies, and outcomes. Current priorities are ‘relevant curriculum’, ‘improved teacher practices’ and ‘student well-being’. The importance of student learning and well-being as stated in the school philosophy is pivotal to the plan.

**Commendations**

Domain B Standard 2 - The Principal for her dedication, commitment, and strong leadership that, with the support of the Governing Council and a highly capable and professional School Leadership Team, enables the successful achievement of the school’s goals.

**Recommendations**

Domain B Standard 2 - The Governing Council continues to seek ways to formally measure the success of their work.
Part 2: Domain B - Standard B3 - Team Evaluation

The Proprietors/ Governors ensure there are educational and financial plans to support the school’s viability, the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community.

Ratings Rubric

Team Evaluation Criteria B3i. Proprietors/ Governors have developed, formally approved and effectively communicated educational plans for the near and long term that ensure school viability, are aligned to the mission and fully support the range of programmes offered by the school. Future Aspirations B3i. How detailed is educational and financial planning embedded in practice, effectively communicated, and widely understood? How does this ensure that the school is aligned to its mission, able to finance its development into the future and, in the process, fully support current and future programmes?

Program Response Narrative

As a Department for Education school, the Adelaide Secondary School of English is required to manage its finances in keeping with the Public Finance and Audit Act (SA) 1987. The responsibility for establishing appropriate internal controls to ensure compliance is the responsibility of the Department for Education Chief Executive (CE), as articulated in the Department for Education Governance Framework (pg 20). The CE discharges this responsibility by delegating specific tasks and instructions to school Principals.

Unlike other South Australian Government schools, ASSoE is not funded under the Student Centred Funding Model. Rather, ASSoE is funded under the New Arrivals Funding Allocation Policy. This flexible funding model allows funding to vary from term to term in response to continuous enrollments. Long term financial sustainability is often difficult to predict due to fluctuating enrolments, which are dependent on immigration and government policy. In 2018, predicted budget expenditures have been reduced in line with reduced student enrolments.
The Department for Education provides the School with instructions in establishing, managing and monitoring a transparent annual budget process where funding is linked to student enrolments. The School Budgeting processes are overseen by the finance committee which is comprised of the Principal, the Business Manager, the Finance Manager, the Governing Council chairperson, a staff representative and a leadership representative. An annual budgeting plan is presented to the Governing Council in line with the Department’s policies and aligned to the Schools Site Improvement Plan. Budget Managers request funding according to the needs of their curriculum and other programs. The Principal and Business Manager review and assess relevant funding applications and prepare a recommendation for consideration by the Finance Committee prior to final approval by the Governing Council. The annual financial statement is available to the School Community and the Department, through the school’s annual report.

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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

The school is resourced by the Department for Education through the New Arrivals Funding Allocation Policy. Funding varies from term to term in response to continuous enrolments. School finances are prudently managed to achieve the educational goals of the school as stated in the SIP, which is an annual plan based on the five-year Strategic Plan.

At each meeting of the GC, the Business Manager presents a finance report as required by the Department for Education. The GC also takes part in the consultation process for the formation and approval of the annual budget plan. The budgeting process ensures that resources are available to achieve the educational program.
The Finance Committee (FC), composed of the GC Chair, Principal, Deputy Principal, Business Manager, staff representative, and curriculum representative, oversees the budgeting process and the Budget Managers apply for funding to facilitate the curriculum and other programs.

The financial position of the school is reported regularly to the GC and the Department for Education and is available to the school community through the school’s Annual Report which is presented at the Annual General Meeting (AGM) and published on the school website.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain B - Standard B4 - Team Evaluation

Governance is constituted to enable the school to have a clear and appropriate sense of direction and continuity.

Ratings Rubric

Team Evaluation Criteria B4i. A legally compliant governance structure enables the school to have a clear and well defined direction, the relevant statutes and/or articles of association are translated into policy and embedded in practice and the Board can provide continuity for the school in the event of a sudden change in structure, ownership and/or leadership. Future Aspirations B4i. How well established is the governance, legally compliant and providing the school with sound direction and effective support? B4ii. How well placed is the Board to fulfil essential governance duties and provide continuity for the school in the event of a sudden change in structure, ownership and/or leadership?

Program Response Narrative

As a South Australian Government school, ASSoE has multiple and clear procedures for governance. Governance is a responsibility which is jointly shared between the Principal and the Governing Council. This joint responsibility is made clear in the Education Act (SA) 1972. The Department for Education provides a Framework for Governance within which the Principal and the Governing Council operate. The Governing Council is established and maintained through a published constitution which is approved by the Minister for Education and complies with the requirements of the Education Act (SA) 1972. Proposed changes to this constitution are currently before the Education Director for approval prior to being approved by the Minister. The proposal is to increase the number of community organisations represented on the Governing Council and remove now defunct groups. Governing Council meets once a term to discuss the direction of the school, its structure and membership is detailed in the school's Governing Council Constitution.

In the event of a sudden change in structure, the Department has the capacity to ensure the
continuation of essential governance duties and provide continuity for the school. Due to continual enrolments and the short term that students spend at the school, it has been difficult to maintain continuity in the composition of the Governing Council across academic years or from year to year. The Department for Education provides Governing Council members with training in the understanding and performance of their duties and on demand training on understanding policies and their implications. Moreover, members of Governing Council receive clear information at meeting as interpreters are present. Representatives from external/community organisations also provide continuity.

Self Ratings
Met

Evaluator Ratings
Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The GC is appropriately constituted and complies with the ASSoE Governing Council Constitution. Legal and statutory requirements are complied with and operation is within strict guidelines set by the Department for Education. Well-documented Department for Education policies and procedures define the operation of the GC. Structures and processes are in place to embed policies into practice.

The GC operates under an approved constitution based on the Department for Education template. Due to the uniqueness of the school setting ASSoE, after consultation with the community, has applied to the Department for Education for approval to change the composition of the GC to be more reflective of the school community. The proposed change to the Constitution is to enable the school to increase the number of community organisations represented on the GC.

To assist parent members’ understanding, interpreters are present at meetings.
Within the GC, the Principal, staff, and representatives from external or community organisations currently provide continuity. The Department for Education has the capacity to provide continuity of governance for the school if required.

Commendations

Domain B Standard 4 - The Governing Council and School Leadership Team for recognising the need, and applying to the Department for Education for approval, to change the composition of the Governing Council.

Recommendations

None at this time.
Part 2: Domain B - Standard B5 - Team Evaluation

The Guiding Statements drive strategic planning and the school’s strategic decision-making.

**Ratings Rubric**

Team Evaluation Criteria B5i. The links between the school’s Guiding Statements, the strategic plan and decision making are fully understood by the Proprietors/ Governors, school leadership, faculty and members of the wider school community and are clearly reflected in actual practice. Future Aspirations B5i. How well understood are the links between the school’s purpose and direction, Strategic Planning and strategic decision-making? B5ii. Do all members of the school community have an understanding of what the school stands for, embedded in practice and subject to ongoing review and reflection?

**Program Response Narrative**

The school’s vision, philosophy and objectives are linked to the five year strategic plan. The overall statement is 'World Class NAP Education' and the three guiding statements are Teaching and Engagement for Learning and Life / Wellbeing for Learning and Life / Partnerships for Learning and Life. The site improvement plan (SIP), is developed annually in line with the five year strategic plan, in order to provide comprehensive details that articulate how the strategic plan is to be implemented.

The school goals and strategies for the following year’s site improvement plan are discussed and prioritised by the school Leadership team at a Leadership reflection day in Term 4 each year. These priorities are then taken to staff for discussion and both small group and individual feedback is given to the Principal. The Senior Leadership team develop a final site improvement plan from the feedback, before taking the plan to staff and leadership for further refinement and feedback prior to publishing. Over the course of the year, the Senior Leaders and their respective teams reflect on their progress against the SIP.
Self Ratings  
Met

Evaluator Ratings  
Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The guiding statements have been developed following a consultative process involving all stakeholders. Efforts have been made to ensure that members of the ASSoE community are aware of, and understand, the guiding statements and their place in strategic planning and future directions. The statements are widely displayed around the campus and evident in school documentation.

The Community Survey results for the GC and the parents indicate that there is further work to be undertaken in broadening perceptions of input into the guiding statements and the understanding of their function. The School Leadership Team are aware of the need, and continue to develop strategies, to increase parent knowledge and understanding of the guiding statements and the education offered at ASSoE. Through the use of Parents in Education Funding (PiE), a recent initiative of scheduling parent information meetings during school hours is proving successful.

ASSoE has very detailed plans. The school’s vision, philosophy, and objectives are linked to the five-year Strategic Plan. ‘World Class New Arrival Program (NAP) Education’ is the overarching statement and the guiding statements are ‘Teaching and Engagement for Learning and Life’, ‘Well-being for Learning and Life’, and ‘Partnerships for Learning and Life’. Each year a clear process is followed to develop a comprehensive Site Improvement Plan linked to the Strategic Plan. The Evaluation Team notes the detailed articulation of the priorities for the school and the clear exposition of the criteria for evaluation, who is responsible for elements of the plan, and the tools and processes for monitoring progress.

Commendations

Domain B Standard 5 - The Governing Council and School Leadership Team for leading the
development of the guiding statements through a detailed consultation process involving all members of the school community.

**Recommendations**

None at this time.
Part 2: Domain B - Standard B6 - Team Evaluation

The leadership of the school has the inter-cultural competencies, perspectives and appreciation needed for the school’s unique cultural context.

Ratings Rubric

Team Evaluation Criteria B6i. The Head is suitably qualified and ensures that intercultural competencies, perspectives and appreciation relevant to the school’s cultural context are embedded in relationships between and among all school constituents, in the curriculum and in the day to day life of the school. Future Aspirations B6i. To what extent are intercultural competencies and perspectives embedded in the curriculum, in relationships between all members of the school community, and reflected in the day-to-day life of the school?

Program Response Narrative

The leadership team at the Adelaide Secondary School of English has focusses on developing and maintaining the inter-cultural skills required to cater for the diverse student cohort. The local leadership team is supported by the specialist Department for Education EALD program. They provide the school’s leadership and staff with specialist psychological support services, connections to external migration agencies, specialist training and leadership. The school leadership works in collaboration with Bilingual School Service Officers and Community Liaison Officers. Recently as part of a Parents in Education (PiE) initiative, a termly mothers’/parent meeting is led by the Community Partnerships teacher and the Principal.

The Community Partnerships support teacher has an ongoing role to look at ways to better link with the wider community and to obtain grants for special projects, such as PiE. The school works with support agencies such as ARA (Australian Refugee Association), STTARS (Survivors of Torture and Trauma Assistance and Rehabilitation Service) and AMRC (Australian Migrant Resource Centre). Members of the school leadership team work closely with the Governing Council to encourage parent involvement to make informed decisions.
about the needs of the student body. Interpreters are provided for these meetings and the Annual General Meeting.

The school Student Services team facilitates several cultural celebration days such as Harmony Day, Refugee Day and International Peace Day, as well as holding assemblies with a range of cultural performances and achievement awards.

Regular professional development for staff is provided on inter-cultural awareness at Tuesday staff meetings and on student free days. The school also provides interpreters for all parents/caregivers attending parent/teacher interviews each term and any other school meetings with parents.

The Principal has recently been appointed to the school for 5 years. Having been here for many years, this will further provide ongoing stability, a deep cultural understanding and commitment to school programs.

**Self Ratings**

| Met |

**Evaluator Ratings**

| Exceeded |

**Evaluator Reason for Rating**

The Evaluation Team does not concur with the school’s rating for this standard. The rating has been changed to exceeded.

There was strong evidence provided to the Evaluation Team from multiple sources including curriculum documentation, discussions with community members, and observations that intercultural competencies, perspectives, and appreciation relevant to the school’s cultural context are embedded and clearly identifiable in relationships between and among all members of the school community on a daily basis.

The school self-study celebrates the cultural and linguistic diversity in its context and notes
that this brings a wide range of views and experiences to bear in discussion about how the school works and students learn.

The School Leadership Team has as a focus the development and maintenance of the intercultural skills required to cater for the diverse student cohort. Support is provided by the Department for Education through the English as an Additional Language/Dialect (EALD) program.

Staff have attended professional development on intercultural awareness which is evident in classroom practice, curriculum, and student well-being programs.

Within the school there are many qualified, experienced staff, including the Principal, who have the intercultural competencies, perspectives, and appreciation needed for the school’s unique cultural context. Bilingual School Service Officers (BSSOs) and Community Liaison Officers (CLOs) work in collaboration with the School Leadership Team. The Student Services Team provides students with intercultural experiences by recognising and celebrating the diversity of the school community. The Community Partnerships support teacher investigates and develops ways to better link with the wider community. A termly mothers’/parent meeting has been introduced as part of a PiE initiative.

**Commendations**

Domain B Standard 6 - The Principal and staff for ensuring that intercultural competencies, perspectives, and appreciation relevant to the school’s cultural context are embedded in relationships between members of the school community.

**Recommendations**

None at this time.
Part 2: Domain B - Standard B7 - Team Evaluation

The working relationship between the Proprietors/Governors and the Head of School is established to sustain high morale, positive professional relationships, and a conducive climate for teaching, learning, and students’ well-being.

Ratings Rubric

Team Evaluation Criteria B7i. The working relationship between the Head and the Proprietors/Governors is well defined, articulated in policy, reflected in actual practice and establishes and sustains high morale, positive professional relationships and a climate that is conducive for teaching, learning and student wellbeing. Future Aspirations B7i. Is the working relationship between the Head and Proprietors/Governors based on a strong sense of partnership, clear understandings about roles and responsibilities, effectively communicated, open and mutually supportive? B7ii. Is the working relationship between the Head and Proprietors/Governors subject to ongoing reflection of its overall effectiveness in promoting a school culture that sustains high morale, positive professional relationships and a climate that is conducive for teaching, learning and students’ wellbeing?

Program Response Narrative

The relationship and the responsibilities shared between the Principal, the Governing Council and the Department for Education is comprehensively documented in the Department for Education Government Framework and in legislation. The strength of this relationship is demonstrated by the high percentage of positive responses from members of the school community when questioned about their satisfaction with the school. The Principal has fostered a strong relationship with Community organisations focused on Migration Services and these relationships are used to strengthened the school’s ability to fulfill its mission. The newly elected Chair of the Governing Council, Mohsen Abdel-Mesah is an employee of the Australian Refugee Association and has a longstanding relationship with the school as he has been involved in supporting the school’s after school homework centre over a number of years. This existing relationship has allowed him to have a close working relationship with
the Principal and the school's Finance Committee. The school values the expertise and perspectives that community members such as Mohsen bring to the school’s Governing Council.

The previous Chair of the Governing Council, Craig Auricht had been a member of this committee for five years and initially began his involvement with the school as part of his Councillor role with the local council (the City of Charles Sturt). Through his involvement with the local community and as an active member and chairperson of the Governing Council he maintained a close working relationship with the Principal, members of the school’s Finance Committee and members of the school’s leadership team.

The school has invited representatives from outside agencies/organisations such as Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS) and Australian Refugee Association (ARA) to meetings and together with Bilingual School Services Officers and Community Liaison Officers they have worked with parents/caregivers to represent their views and be involved in school decisions.

Both the Principal and the Governing Council are mandated to adhere to the expectations documented in the Department for Education's Policy and Procedures documents which clearly outline the responsibilities of the varying roles. The school Principal ensures that the Department's guidelines and policies such as the Code of Ethics for South Australian Public Sector are the reference sources used to guide decision making and positive professional behaviours, and moreover, to ensure the school provides a positive climate for teaching, learning and well-being.

School programs are directed by feedback provided by teachers, School Support Officers, parents/caregivers and students to ensure high morale is upheld amongst staff, students and families. The Student Representative Council (SRC) is also involved in reporting and providing feedback about the wellbeing activities and learning experiences provided both in class and as whole school activities. Moreover, information gained via bi-annual, face-to-face interviews with International Students regarding their level of satisfaction with their schooling and their home stay also directs school programs.
In general the Governing Council is supportive of the school and comments have often been made by parents at meetings indicating an appreciation for the work staff do at the school and for initiatives implemented by the school to enhance teaching and learning, and to support student wellbeing.

**Self Ratings**

Met

**Evaluator Ratings**

Met

**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

The efficacy of working relationships are founded on clear and regular communication and the strength of educational leadership. The roles and responsibilities of the Department for Education, GC, and the Principal are unambiguously defined. The school holds regular GC meetings at which parent, staff, and community representatives discuss and approve plans, policies, and budgets that will enable the school to work towards meeting its goals.

There is evidence of an excellent working relationship and mutual respect between the Principal and the GC. The Code of Ethics for the South Australian Public Sector is one of the Department for Education’s regulatory guideline documents and policies used by the Principal to guide decision-making and develop positive professional behaviours. Through the Principal’s leadership there is a commitment to continuous improvement in a positive working environment. This relationship promotes a school culture that sustains high morale, positive professional relationships, and a climate that is conducive for teaching, learning, and staff and student well-being.

Ongoing opportunities, through surveys and proposals, for input from students, staff, and parents into aspects of school life ensures relevance and promotes ownership, for example changes to uniforms, improving safety, and advocating for a more direct transport option.
Commendations

Domain B Standard 7 [Major] - The Principal and the staff for the clear and effective understanding they have of their role in establishing and sustaining high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.

Recommendations

None at this time.
Part 2: Domain B - Standard B8 - Team Evaluation

There are clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

Ratings Rubric

Team Evaluation Criteria B8i. The Proprietors /Governors have developed, formally approved and implemented a policy manual that is supported by relevant procedures. This includes policy related to the appraisal of the Head and the Board and is systematically reviewed on a regular basis, bringing consistency and clarity to school operations. Future Aspirations B8i. To what extent is policy and associated operational procedures embedded in practice, consistently implemented, effectively communicated, widely understood by faculty, staff, parents and students where applicable and subject to regular and systematic review?

Program Response Narrative

The school’s policies and procedures manual 2018 located on the ASSoE intranet contains documented written policies which informs school operation practices. Across the ASSoE intranet these policies are expanded with pages dedicated to processes and policy related matters, including excursions, incursions and absences. These policies and procedures are regularly reviewed and the expected review date is attached to the policy.

School policies are reviewed by the relevant senior leader who oversees that section of the school’s policies. The senior leader ensures that the school policies are consistent with the Department requirements. The review process depends on the level of change required at the time of the review. Minor updates in procedures, are made by the senior leader and taken to the senior leadership and leadership groups for comment and ratification.

For major rewrites of school procedures, a working party is formed with expressions of interest from staff to be part of the working party. Recommendations from the working party are implemented through the school’s decision making policy.
The Deputy Principal has responsibility for ensuring the policies and procedures manual is reviewed and updated.

**Self Ratings**

Met

**Evaluator Ratings**

Met

**Evaluator Reason for Rating**

The Evaluation Team concurs with the school's rating for this standard.

The 2018 ASSoE Policies and Procedures Manual, located on the school intranet, details school operations, consistent with Department for Education requirements that meet the current needs of the school. The Deputy Principal has responsibility to ensure the Policies and Procedures Manual is reviewed and updated regularly. The Evaluation Team saw evidence that these policies and procedures are embedded in practice and consistently implemented.

The Principal's performance appraisal is conducted by the Education Director who has the responsibility of being the line manager. The Principal takes personal responsibility for the individual performance appraisal of the School Senior Leadership Team.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain B - Standard B9 - Team Evaluation

There is a clear roadmap for the storage, access and use of data to enhance learning.

Ratings Rubric

Team Evaluation Criteria B9i. The technology strategy identifies the school’s plan for the storage, use and analysis of data to support students in their learning. The authority for data-driven decision making is disseminated to teachers. Future Aspirations B9i. How is the use of data for operational and teaching purposes to support students’ meaningful learning being evaluated and with what success criteria?

Program Response Narrative

The school has completed significant work over the last 5 years in changing the way that data is stored in order to increase teacher access and facilitate use. As part of the 5-year curriculum review, the curriculum was designed to be included on the school’s intranet with the aim of this inclusion being to create consistency and ease for teachers to access resources.

The school has also worked on reforming how student data is made available to teachers. Student data that is stored in EDSAS (a Department data system) and physical files, are not easily available to teachers. The school has adopted Daymap for reporting and managing student attendance and has also developed database (WeDoData) to make EALD levels data, reading data, behaviour data, health data and alerts, special needs data for Negotiated Education Plan (NEP) and Individual Learning Plan (ILP) and teacher notes more accessible. WeDoData also allows stored data to be quickly and routinely monitored and analysed in a rudimentary way. The school continues to maintain student records in EDSAS and physical form while it waits for the introduction of the department’s Education Management System(EMS) which will replace this system.

Teachers complete Differentiated Teaching and Learning Plans each term and as part of this
process access student feedback and data to plan how they will support the individual needs of the students in their classes. The school provides teachers with collaborative planning time each term to work together as class teachers to view data for students in the classes they teach and to plan appropriate supports. Time is also allocated each term for teachers to reflect on student progress across the first half of the term and highlight students with progress concerns through mid-term progress checks. Students flagged in this process are again considered for additional support or intervention strategies by a team of leaders at the end of each term. Outcome, behaviour and wellbeing data is triangulated in order to plan the allocation of curriculum support resources the following term.

**Self Ratings**

- Met

**Evaluator Ratings**

- Met

**Evaluator Reason for Rating**

The Evaluation Team concurs with the school's rating for this standard.

The school generates, records, and stores a rich array of data that is used by teachers in the development of curriculum, assessment, analysis, pedagogy, and for providing individual programs for students.

Significant work over the past five years has improved the way data is stored, increased teacher access, and facilitated use. There was evidence that the staff knew where data was stored, how to access and input information to individual student profiles, and the value of this information for planning for and assessment of learning. However, in a recent Department for Education survey, some staff identified a need for more professional development in the analysis of data.

The school uses a variety of data systems dependent on what data is required. EDSAS, a Department for Education system, continues to be used to maintain student records until the introduction of the Department’s new Education Management System (EMS).
Data about student attendance, behaviour, and assessment is used to track and support students who are experiencing difficulty.

Although the school collects and analyses a large amount of data, there was little evidence of a clear documented plan or procedure for the storage, access, and use of data to enhance learning.

**Commendations**

Domain B Standard 9 - The School Leadership Team for implementing a system that tracks student progress in attendance, behaviour, and achievement so that individual students are supported.

**Recommendations**

Domain B Standard 9 - The Leadership Team provide additional professional learning for staff to further the understanding and use of data to improve teaching and learning.

Domain B Standard 9 - The Senior Leadership Team, in collaboration with the ICT Team, review current practice and develop a plan for the storage, use, and analysis of data to support students in their learning.
Part 2: Domain B - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school’s Guiding Statements.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The school will continue to pursue an amendment to the Governing Council constitution to ensure the current Governing Council membership is reflective of the range of community organisations and support groups that work with the school, students and families, along with the involvement of BSSOs and/or CLOs. The school will also continue to maintain a focus on inviting and encouraging parents/caregivers to be on the Governing Council as part of the enrolment process and with invitations to attend meetings.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school’s stated planned actions are appropriate and should be acted on in addition to the listed recommendations.

- The Leadership Team provide additional professional learning for staff to further the understanding and use of data to improve teaching and learning.
The Senior Leadership Team, in collaboration with the ICT Team, review current practice and develop a plan for the storage, use, and analysis of data to support students in their learning.

Commendations
None at this time.

Recommendations
None at this time.
Part 2: Domain C (Middle School) - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The primary mission of the school as outlined in the Guiding Statements is to develop student’s English language competencies and further build on their knowledge and skills such that they are equipped for life-long learning, can realise their full potential and contribute positively to global citizenship. The documented curriculum (1.9.5) has been created specifically for the New Arrivals Program (1.9.5-C) (NAP) context of our school, and is linked to the Australian Curriculum (1.9.5 - J) given that this is the context to which the majority of students will transition at the end of their program.

The school’s curriculum was developed through a rigorous and consultative 5 year program, and is now in its second year of full implementation. Three learner Pathways (1.7.1; 1.7.2 1.7.3) exist, catering to the needs of students with significantly diverse prior educational experiences, and reflecting the different pace, complexity and resources appropriate to each cohort. Within each pathway, a sequential development of skill and academic complexity is evident through the subjects, with horizontal congruence ensuring that skills are repeated and reinforced across the curriculum. The curriculum is clearly documented on the school’s intranet, with each subject articulating the description of the intended learning, units of work, weekly lesson plans, model texts, genre descriptions, rubrics, student checklists, expected language and literacy level targets (1.9.5 - K), and also recommended resources.

The coordination, development and evaluation of the curriculum is the responsibility of the
Deputy Principal, who also works closely with the team of curriculum coordinators. Another significant body is the Curriculum Committee, comprised of Learning Area and curriculum leaders. This committee is the main forum responsible for evaluating suggested changes to the curriculum. Learning Area leaders also manage minor curriculum changes with impact only on one learning area. A process for initiating curriculum change is clearly published on the intranet, and has already been used to create changes in response to student and teacher feedback and learning needs. In this way, the curriculum is continuously evaluated and suggestions made for future changes. This process ensures that any change remains in line with the school’s guiding statements and retains overall curriculum coherence, while enabling flexibility in responding to changing student needs and priorities. When the school’s curriculum objectives remain unchanged for a period of 5 years, the Curriculum committee would automatically engage in a period of consultation with staff to review the curriculum and identify any required changes.

The Agreed Pedagogies documents articulate how the school best believes the curriculum should be implemented and taught in this school context. Differentiated Teaching and Learning Plans submitted by teachers to Line Managers each term outline how individual learning and wellbeing needs are met in the context of the curriculum goals. During 2019, a new leadership structure will see coordinators working with a particular pathway to ensure the curriculum and agreed pedagogies are being implemented appropriately for each Pathway context.

In consultation with families, students with special needs are identified, referred, assessed (1.10.2) and supported through Negotiated Education Plans/One Plans, or Individual Learning Plans and may involve modified curriculum outcomes. Students with particular wellbeing needs are offered programs run by Student Wellbeing Leaders and outside agencies. Bilingual School Support Officers (BSSOs) and Volunteers are employed to provide language and learning support to identified students. Students who are identified as not reaching expected benchmarks (1.9.5 - H) are provided with targeted support based on analysis of student achievement data.

Global and digital citizenship is integrated in particular subjects so that all students are exposed to this learning. There is an expectation that these aspects are also referenced by teachers throughout the students’ time in the school. Additionally, the school’s hidden
curriculum of regular events and celebrations, Student Behaviour Education Policy and procedures, and ICT usage policy all reinforce these understandings. Digital technology is integrated into most subjects across the school, and the ICT continuum provides a developmental sequence of skills that all students need to develop. Multimodal texts are evident within the curriculum expectations, and by transition, students are expected to be able to select technology to present or use in learning tasks independently.

The curriculum includes student voice in the self and peer assessment checklists. Class meetings, community service and the Student Representative Council all provide significant opportunities for student voice and choice, as do the plethora of co-curricular activities offered at the school. Co-curricular activities also provide support for students’ academic, social, physical and emotional needs. In Transition, the Personal Learning and Wellbeing (PLW) subject for junior students and Personal Learning Plan (PLP) subject for seniors engage students in rigorous reflection about their own learning styles, aspirations and future pathway planning.

It is evident that the school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques through various initiatives. A major forum for this is the Professional Learning Teams where action research is used to explore aspects of school life including curriculum, teaching and/or resourcing, shared with all staff through an ”Expo” in term 4, and providing recommendations for future actions in each area. Innovative teaching and curriculum is encouraged and resourced; for example, currently a team is investigating the potential implementation of Trauma Informed Practice across the school.

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Evaluator Reason for Rating

The school is very clear in its guiding statements defining the purpose of the school and articulating the support they intend to provide for students.

The vision explicitly subsists throughout the planned and hidden curriculum which 'fosters intercultural understanding' and is tailored specifically to 'the culturally diverse student population'. Students are supported through the development of 'English language skills and developing capabilities for effective lifelong learning and participation in Australian and global society'. This is clearly strengthened by means of the school’s objective to ‘develop partnerships with community organisations to support our students, families, and caregivers’.

Students ‘are provided with a relevant and challenging curriculum’ via appropriate placement in one of the school’s three pathways. These pathways, which provide the framework for the curriculum, are regularly reviewed using the curriculum review process. The school clearly designates the responsibility of all aspects of the curriculum.

Students are provided opportunities throughout the curriculum to shape and explore their own identities and learning styles. Professional development and the school’s professional learning teams allow for the exploration of innovation and improvement in all aspects of curriculum development.

In the context of a variety of extracurricular activities, the school philosophy is carried through as the students ‘are provided with opportunities to become confident, critical, creative, and independent learners’.

The school and all stakeholders may benefit from a clear definition of digital citizenship. This may provide direction for further development of digital literacy in the classroom and extend support for students and parents with cyber-safety.

Commendations

None at this time.
Recommendations

None at this time.
Part 2: Domain C (Middle School) - Standard C1
- Team Evaluation

The documented curriculum is broad, balanced and sequenced in a way to promote students’ access and progression, and is guided by the mission of the school and the needs of the enrolled students.

Ratings Rubric

Team Evaluation Criteria C1i. There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation and review.

Future Aspirations C1i. How is the curriculum being re-defined and articulated in the light of students’ changing needs and circumstances?

Program Response Narrative

The Adelaide Secondary School of English (ASSOE) is a New Arrivals Program (NAP). As such, the school does not directly teach the Australian Curriculum (AC) but teaches an AC informed NAP (1.9.5) curriculum. The Curriculum’s priorities are articulated in the School's Curriculum policy. The primary mission of the school is to: develop students’ English language competencies and further build upon their knowledge and skills so that they are better equipped for life-long learning, can realise their full potential and contribute positively to the wider community.

The ASSOE curriculum was developed through a rigorous 5 year process (2012-2016) involving teams of teachers and significant consultation with teachers through Learning Area processes documented under ‘curriculum change’ on the school’s intranet. Differentiated curriculum is articulated clearly through three learner Pathways (1.7.1, 1.7.2, 1.7.3), and in developmental levels within each pathway (Appendices) describing the systematic acquisition of English, general capabilities and learning area knowledge and skills over the students’ time at the school. Curriculum documents for each subject available to teachers on the intranet include: statements of intended learning, unit plans or weekly plans, annotated model texts, self and peer assessment documents, assessment rubrics and
recommended resources. These provide teachers with comprehensive articulation of what to teach and assess along with suggestions for how to teach. This curriculum is in the second year of implementation, meaning that some teachers are still teaching certain subjects or levels for the first time. A major focus within Learning Areas and for curriculum leaders in this initial implementation stage is ensuring that teachers are supported with appropriate resources and Professional Development to effectively enact the curriculum.

The ASSOE curriculum ensures that English language competency development occurs in a broad, balanced and sequenced way. The school’s curriculum is aligned to student progression through the South Australian English as an Additional Language or Dialect (EALD) levels. Students progress (1.9.5 -K) through levels 1-3 in Foundation and work towards level 8 or 9 in Transition. Reading levels are tracked through Running Records (RR) and the Statewide Progressive Achievement in Reading (PAT) test. Literacy, English language and general capability skills are developed across all learning areas including EALD, Personal Learning and Wellbeing (PLW), Maths, Science, History, Geography, Drama, Visual Arts, Personal Learning Plan (PLP), Music, Digital Technologies, Gardening, Cooking, Woodwork, Integrated Learning and Work Studies. The school’s vision statement values respect, responsibility and resilience. These values underpin the wellbeing outcomes that are taught and assessed across all learning areas.

In 2017, a curriculum review flow chart was developed and agreed upon through consultation with teachers and leaders. This chart clearly designates the process and responsibilities for curriculum change graduating from individual learning areas for minor changes, to the school’s curriculum committee and leadership team with whole staff involvement, for major changes. This process has already been implemented with changes suggested by the Health/PE learning area teachers resulting in a rewriting of one pathway and level’s health curriculum to better meet the learning needs of that cohort. Similarly, the SACE integrated learning: Work Studies subject is currently undergoing this process in order to improve the effectiveness of this subject for senior students.

In addition to changes to the curriculum itself, teachers are expected to differentiate the delivery of curriculum according to the learning and wellbeing needs of the particular students in each cohort. Such changes are documented each term on the Differentiated
Teaching and Learning Plans. Students with specific learning needs can be given Individual Learning Plans with modified curriculum goals, in consultation with the Special Needs Coordinator. Students with a verified disability have highly individualised goals recorded on a Negotiated Education Plan (NEP/One Plan).

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Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The school has three learner pathways based on their previous educational experiences and their particular educational requirements. They range from Pathway A, for students with limited and/or disrupted schooling and low literacy skills, to Pathway C, for students with continuous schooling but no or limited prior schooling in English. These pathways are fully aligned with the school’s guiding statements. Student needs are met through accurate program placement and the preparation provided to enter local high schools or Technical and Further Education (TAFE) courses.

The curriculum offers a wide variety of courses based on the Australian Curriculum, but also intentionally planned to meet the levels of English of the students in the specific pathways. For example, Pathway A Foundation incorporates: English as an additional Language or Dialect (EALD); Personal Learning and Well-being (PLW); mathematics; Physical Education (PE); visual arts; and music. This progresses to Pathway A Transition which incorporates more language heavy courses such as science, history, and geography.

There is a systematic approach to curriculum review in place. Smaller course changes are
managed by the learning area leaders. Larger curriculum changes are reviewed by the curriculum committee. There is a planned curriculum review process. There are clearly defined curriculum area leaders who sit on the curriculum committee. Teachers and coordinators are working towards completing unit plans and detailed weekly plans for all courses.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain C (Middle School) - Standard C2 - Team Evaluation

The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.

Ratings Rubric

Team Evaluation Criteria C2i. The school has articulated the curriculum fully, and sees the need to constantly re-evaluate this articulation. Future Aspirations C2i. How does the articulation of the curriculum inform teaching and learning? C2ii. How is the curriculum articulation being constantly evaluated?

Program Response Narrative

The ASSOE Curriculum is clearly articulated and made available to all staff on the intranet. For each subject, curriculum documents include the intended learning, units of work or weekly plan, recommended resources, annotated model text, genre description, assessment rubrics, student self and peer assessment checklists, and recommended resources. For each pathway, the development of English, literacy, general capability and learning area knowledge is systematically and sequentially described through levels that progress from Foundation through to Transition. Vertical and horizontal coherence can be seen in the genre map, lesson allocation (Appendices) and ICT continuum documents. Genres develop from personally significant and concrete genres in Foundation, through to highly complex more academic and abstract genres by Transition. Genre development is strengthened by cross learning area repetition. For example, in Pathway A Advanced 1, the Geography Inquiry Report and Science Information Report are mutually strengthening, as are the research elements in EALD (argument) and Science (information report).

The curriculum is deliberately differentiated in scope and sequence according to student learning needs and prior experiences. For example, Pathway A students spend the first year of the programme studying only EALD, maths and wellbeing subjects before experiencing more academic subjects, whereas Pathway C students study the full range of academic
subjects from Foundation. Similarly, Senior Students (aged 15+) are able to study the SACE subjects Personal Learning Plan (PLP) and Integrated Learning from Advanced. Progressive assessment targets for EALD language and literacy levels (1.9.5 K) and Running Records (1.9.5 H) are clearly articulated in Curriculum Documents, on parent reports, and are recorded on a termly basis on the school’s WeDoData platform.

A curriculum review process has been developed, approved by staff and clearly posted on the school intranet. This process clearly documents how curriculum changes can be proposed and approved, and who carries responsibility for managing different kinds of change. For example, minor changes which impact only on one Learning Area are made by the Learning Area teachers under the Learning Area leader’s guidance, while more broad ranging changes are brought to the school’s curriculum committee and the whole staff for approval. The Curriculum Committee, comprised of learning area leaders and curriculum coordinators, alongside the Deputy Principal have responsibility for ongoing monitoring and leadership of curriculum review ensuring that the curriculum continues to effectively meet the needs of changing student cohorts over time.

Self Ratings  
Exceeded

Evaluator Ratings  
Exceeded

Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The school has articulated a full curriculum for all three pathways which is available to all staff through the school’s intranet system. A summary of the teaching and learning program is available to all stakeholders. The curriculum review process is coordinated through the
curriculum committee and includes input from all staff as appropriate.

The unit plans, and scope and sequence samples provided by the school, illustrate the horizontal and vertical articulation of the curriculum. The Pathway A - Advanced 1 sample, provided in the self-study, shows the interdisciplinary thought that has gone into connecting the skills (research) and knowledge (text, grammar, word, visual) across multiple subject areas (science, geography, and EALD).

**Commendations**

Domain C Standard 2 - The staff for their dedication to ongoing curriculum development and review in line with the students’ needs and the school’s guiding statements.

**Recommendations**

None at this time.
Part 2: Domain C (Middle School) - Standard C3 - Team Evaluation

The curriculum promotes the development of global citizenship and intercultural learning.

Ratings Rubric

Team Evaluation Criteria C3i. Curriculum documents provide for the integration of global citizenship in the students’ learning. This is evidenced in students’ outcomes. Future Aspirations C3i. How are the attributes of global citizenship being developed in the students through the planned and the hidden curriculum?

Program Response Narrative

The school’s curriculum documents promote the integration of global citizenship in students’ learning. Interculturalism (1.9.4) is clearly defined, and can be seen particularly in the areas of Personal Learning and Wellbeing at Advanced level in Pathway A and B. In Pathway C, global citizenship is covered in PLW at Advanced level for Junior classes and at Intermediate level for senior classes. The outcomes for students across all pathways focus on: rights and responsibilities; exploring the UN rights of a child; the school values of respect, responsibility and resilience; citizenship, including what it means to be a global citizen; and participating in community service activity. Attributes of global citizenship are also developed in English as an Additional Language or Dialect (EALD) at Advanced level across all pathways. Here, students explore international issues through the Argument genre. Additionally, Integrated Learning is offered as an optional SACE subject for students at Advanced and Transition levels. In this subject, students compare and contrast citizenship, rights, responsibilities and expectations between their home country and Australia. The integration of global citizenship also occurs in the History curriculum at Advanced level across all pathways in the exploration of traditional and contemporary Aboriginal society and culture.

In addition to this planned exposure to global citizenship through the curriculum, the school’s hidden curriculum promotes global citizenship and learning in a number of ways. Regular events throughout the year focus on various human rights and highlight
global issues such as racism, bullying, homophobia, refugees and responses to current events. Termly assemblies focus on themes including refugee week and Reconciliation. At assemblies, student contributions to leadership and citizenship are acknowledged with a leadership award for graduating students, and class awards for all levels. Whole school events celebrating Harmony Day, Youth Week, Refugee Week, and IDAHOBIT Day amongst others promote inclusion and celebration of diversity. Through the SRC, students participate in decision making including fundraising to support local and international causes.

Self Ratings

Met

Evaluator Ratings

Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school's rating for this standard.

The school's vision is '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'.

This integration of global citizenship and intercultural understanding can be seen in multiple unit examples across all three pathways. One example is the Arguments unit in Pathway B Advanced 2, where students conduct research about an international issue. The school also focuses student learning on cultural understandings from both a home country and Australian perspectives.

As for the hidden curriculum, the school holds numerous events and school assemblies throughout the school year that focus on intercultural awareness and human rights, for example Harmony Day, Peace Day, and World Refugee Week. These days incorporate student-suggested and student-led activities, with the Student Representative Council (SRC) often speaking at assemblies.
The school employs numerous bilingual school services officers who are fluent in a second language and support EALD students. In line with the school objective to ‘develop partnerships with community organisations to support our students, families and caregivers’, the school engages with outside agencies to run activities for the students where they celebrate their own language and diversity.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain C (Middle School) - Standard C4 - Team Evaluation

The curriculum promotes the development of digital citizenship.

Ratings Rubric

Team Evaluation Criteria C4i. The school has defined digital citizenship and has shared its expectations with the students in an age-appropriate form, which informs the nature of their learning. Future Aspirations C4i. How well are the students’ capabilities in digital citizenship used to transform their learning?

Program Response Narrative

Curriculum documents outline the expected learning of Information and Communication Technology (ICT) outcomes. Students learn ICT skills and protocols through a variety of subjects in each Pathway and level and as such, all teachers carry responsibility for teaching and reinforcing appropriate digital engagement within their classes. The ICT Continuum is a school document that outlines a progression through key ICT skills that are explicitly taught across a range of learning areas. In Transition, all students study and use robotics to implement simple digital solutions as visual programs with algorithms. This subject also engages students in ethical thinking about how digital technology can help to solve real life problems. In the Personal Learning and Wellbeing (PLW) subject, students are explicitly taught age appropriate cyber safety, which is an important part of promoting digital citizenship. All aspects of digital citizenship are reinforced through the school Behaviour Education processes, and in the general course of classes. While the school has partly defined digital citizenship in the Advanced PLW course, a tighter focus and highlighting of individual student’s ethical responsibilities is needed.

A large proportion of the students at the school have had limited experience with online environments. Additionally, families may not have had the experience required to develop the student’s understanding of appropriate and safe online environments. As a result, during the enrolment process, families receive an enrolment handbook which outlines the acceptable
use of ICT in the school. At times, parent meetings focus on digital safety and ethical use. Students also sign an ICT user agreement which clearly outlines the parameters for appropriate ICT use in the school context. This information is explained using interpreters.

Through explicit teaching aligned with the ICT general capability of the Australian Curriculum, 80.7% of students surveyed in 2017 feel that they have been taught how to use technology effectively and have enhanced their IT skills throughout different subjects. The current rubrics are shared with students to show clear ICT learning expectations and to inform their learning.

Self Ratings
Not Met/Partially Met

Evaluator Ratings
Not Met/Partially Met

Evaluator Reason for Rating
The Evaluation Team concurs with the school’s rating for this standard.

The school’s ten-stage ICT checklist is explicitly referenced in curriculum documents and rubrics. This is demonstrated in PLW (cyber safety) and Transition (ethical thinking about digital technologies). The school supports their beliefs through their Student Behaviour Education and Restorative Justice (RJ) program, where if a student uses technology inappropriately, the goal is to ‘repair the harm caused and challenge the behaviour’.

The school aims to educate parents and incoming students about the accepted use of digital devices through the Enrolment Handbook (section 3), ICT user agreement (signed by students), and parent sessions (cyber-safety). However, the school also acknowledges the need to tighten the focus of digital citizenship by highlighting students’ ethical responsibilities and by providing more parent sessions on cyber-safety and digital literacy. The school is yet to define digital citizenship in their context.
Commendations

None at this time.

Recommendations

Domain C Standard 4 [Major] - The Senior Leadership Team and the Curriculum Committee clearly define digital citizenship and continue to work towards educating parents on cyber-safety and digital literacy.
Part 2: Domain C (Middle School) - Standard C5 - Team Evaluation

The curriculum offers challenge, supports the students’ academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.

Ratings Rubric

Team Evaluation Criteria C5i. Curriculum implementation provides evidence of the students being able to shape, personalise and participate in their learning and have an awareness of their own learning styles. Future Aspirations C5i. How is the curriculum planned with reference to the personalised learning needs of every student?

Program Response Narrative

All students at ASSOE are newly arrived to Australia, but due to previous life experiences, have differing needs. The learning and wellbeing needs of the students are outlined in the Teaching and Learning Guide, (1.9.5 A) and underpin the curriculum. Additionally, learner pathways are differentiated; students are placed in Pathway A, B & C (1.7) according to their years of previous schooling, existing knowledge and their reading and writing abilities on enrollment. The curriculum within each pathway offers a breadth of subject content appropriate to a New Arrivals Program (NAP) (1.9.5 C) context, while also focusing on the specific needs of the students within each Pathway. In addition, all teachers develop Differentiated Learning Plans in which they record how they plan to cater for the differing learning and wellbeing needs of students within their classes. The curriculum outcomes are able to be amended for students with a verified disability, or students who have been granted an ILP in consultation with the Special Needs Coordinator. The new One Plan format mandates consultation with the student about their own strengths, interests and learning goals.

The school has structured the timetable to include a substantial Home Group time with a pastoral care focus. The Personal Learning and Wellbeing (PLW) curriculum addresses students’ immediate social, emotional and physical needs relevant to settling in a new
country, including making appointments, navigating our city and using public transport. **Class meetings** and participation in the **Student Representative Council (SRC)** provide opportunities for student voice and input into school decisions and leadership within school activities. The **PLW Tree of Life program** enables students to participate in a personalised manner in creating their own identity document through which they identify, present and appreciate their own values, skills and aspirations. The **Personal Learning Plan (PLP)** offers senior students the opportunity to gain self-awareness about, and an understanding of their own learning styles, as well to set goals about future study options and research employment pathways in Australia. The **PLW curriculum** provides a similar opportunity for junior students who complete "My Steps to School Success” document which involves significant personal goal setting and reflection.

**Learning Area content includes** **Directed investigations**, **Inquiry** and **Investigation** reports and a **Source analysis**, which are built into the curriculum at different levels to assist students to develop lifelong learning skills, improve numeracy and literacy skills and develop higher order and critical thinking skills. In 2018 a **Professional Learning Team** is investigating Science, Technology, Engineering and Maths (STEM) pedagogies appropriate to our NAP context, focusing on fostering critical and creative thinking and collaborative learning. **Self and peer assessment** documents are present in most curriculum documents, supporting students to reflect on and improve their own and their peers’ learning.

Regular checks are made of **student progress** by teachers and leaders, and a list of **students 'at risk'** is compiled, with the intent of ensuring that all students are provided with appropriate support with learning and wellbeing needs. In this way, appropriately targeted support can be provided.

The school offers a variety of extra-curricular activities in which students are encouraged to participate according to personal preference. These include sporting opportunities such as short "come'n try' sessions, interschool sport, participation in carnivals and lunch time competitions. The **swimming program** and the **PE curriculum** provide appropriate and differentiated physical education for all students including those with disabilities. Arts-based and **Leadership training opportunities** are also offered regularly, as is a choir.
Self Ratings

Met

Evaluator Ratings

Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The school has clearly outlined the learning needs of the students in the Teaching and Learning Guide. Academically, the three pathways allow for differentiated learning according to the level of need as the students enter the school. With average class sizes of 10 to 15, depending on the pathway, teachers create and articulate differentiated plans for each student. These plans are across both academic and well-being programs. Academic at-risk students are identified at any time throughout the year, and specific review meetings are held at the end of each term. These meetings may result in students receiving a One Plan, developed to meet the needs of the student, or an Individual Learning Plan (ILP), which amends the intended learning and priorities for the student. In rare circumstances a change in class level may occur, if appropriate.

The school addresses the social and emotional needs of students through a variety of units in the PLW course. One example of a learning activity is the Tree of Life, where students are guided to understand and appreciate their own identity.

To complement the Physical Education curriculum, there are also a number of casual activities that students can participate in to support their physical well-being. Leadership and artistic activities are also on offer as after-school activities.
In speaking with the SRC, the students rated the level of challenge of the school work they do as ’a 10, but a good 10’ and ’I came here not able to speak English, now I can speak and am confident’. The students indicated that they feel greatly supported by the teachers and the content of the curriculum that helps them with the school objective to gain ’a general understanding of Australia’s democratic and multicultural society so that they fulfil their rights and responsibilities as citizens’.

**Commendations**

Domain C Standard 5 - The Leadership Team and staff for meeting the needs of individual students through differentiated pathways and personalised learning plans.

**Recommendations**

None at this time.
Part 2: Domain C (Middle School) - Standard C6 - Team Evaluation

The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students’ changing needs.

Ratings Rubric

Team Evaluation Criteria C6i. The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.

Future Aspirations C6i. How well is curriculum review informed by contemporary research and through networking with leading international practices? How is the curriculum review process helping to shape the curriculum needed by today’s students?

Program Response Narrative

A clear process for curriculum change has been developed, accepted and is available on the intranet. This process details the responsibility for and process to be followed to initiate curriculum changes on a graduated basis from minor amendments to major changes and/or re-writing. This process indicates that change can be initiated at any time in response to teacher request or changing student cohort, and clearly outlines a process to ensure that any changes reflect the overall intentions of the curriculum and are directed towards improving student learning outcomes.

The school encourages pilot curriculum innovations and explorations of new strategies, monitored by appropriate assessment techniques. Each year a range of Professional Learning Teams (PLTs) operate based on identified or emerging school or student needs, and provide recommendations to school leadership. For example, since a major focus for 2018 is improving oral language teaching across the school, a Professional Learning Team formed, and a team is undertaking an oral language trial project in partnership with a local schools. These groups will suggest adaptations to the EALD curriculum to more firmly embed oral language into curriculum delivery. Similarly working parties are formed in
response to particular needs, and feed into school-wide reflection on curriculum priorities as appropriate. In 2018, for instance, a working party has reviewed the South Australia Certificate of Education (SACE) ‘Work Studies’ subject and is re-writing the curriculum for this subject so that it better meets the needs of senior students.

In 2017, a team of teachers investigated and trialled a “nurture group” approach to working with highly traumatised young people, resulting in recommendations for further investigation of Trauma Informed Practice (TIP) during 2018 and beyond, with expected implications for curriculum implementation and design. Members of the steering committee are trialling strategies in classes with a view to expanding this approach across the school. All of these innovations have implications for curriculum implementation and revision into the future.

The school has trialled, monitored and implemented a number of SACE subjects including its Work Studies and Integrated Learning programs. These programs are assessed against SACE capabilities with students able to gain additional SACE credits before graduating from the school. The Integrated Learning program is delivered after normal school hours and is mainly facilitated in an online learning environment using G Suite for Education.

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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.
There is a clear process for any curriculum changes to take place. These changes are reviewed and made in line with the school’s curriculum policy.

Since the self-study was submitted, two examples of reviews to meet student needs, are as follows:

1. The review of the South Australian Certificate of Education (SACE) Work Studies course. Through the review of the curriculum content of this course it was decided that Work Studies would be replaced by part of the new Community Studies course.

2. The health teachers request for an extra class per week for health classes. The class would have come from an EALD class allotment. This was proposed, discussed, and ultimately rejected through the new curriculum review process.

Each year, in alignment with the School Improvement Plan (SIP), the school decides on the Professional Learning Teams’ (PLTs) priorities for the year. Staff are invited to lead these working groups with the expectations of a research-based recommendation at year end. All staff are expected to sit on one of the PLTs.

One of the PLT priorities, given the high number of students joining the school with troubled pasts, is Trauma Informed Practices (TIP). Four staff attended Berry Street TIP training and returned to present a full day session to all staff. Student-teacher relationship support, leading to curriculum flexibility, is a focus for the TIP action plan. This plan was being determined during the visit.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain C (Middle School) - Standard C7
- Team Evaluation

The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school’s Guiding Statements.

Ratings Rubric

Team Evaluation Criteria C7i. Curricular and co-curricular design, teaching and resources ensure all students’ needs are met, all are included and all students are challenged. Future Aspirations C7i. How well are curricular and co-curricular programmes matched to students’ changing needs, circumstances and aspirations?

Program Response Narrative

As the school’s Guiding Statements make clear, Adelaide Secondary School of English (ASSOE) has a clear mission to ensure that all students are supported to develop the English language, literacy and general capability skills necessary to enable them to successfully engage with mainstream education in Australia, along with the confidence, resilience and motivation that will enable them to participate as active citizens in local and global communities. The curriculum has been designed very deliberately to support these goals, and to enable all students to reach their greatest potential.

The different learner pathways (1.7.1, 1.7.2, 1.7.3) offered by the school enable students of different educational backgrounds to be appropriately supported to achieve their aims, with variations in the complexity and pacing of subjects, time allocated to the mastery of each skill, expected achievement targets (1.9.5), class sizes and pedagogical approaches reflective of the differing learning needs of each cohort. All students are exposed to a range of academic subjects which mirrors what students can expect to encounter in mainstream South Australian high schools. While the ASSOE curriculum is not directly based on the Australian Curriculum (AC), it has clear connections to the AC (1.9.5) for this reason. Resources are tailored specifically to the expected achievement and skill level of the
pathway, as can be seen in a comparison of the Transition Maths Model texts from Pathway A and Pathway C. Ongoing development of resources to support the curriculum are a clear priority in the school, as seen in the Site Improvement Plan for 2018. In 2019, a new leadership structure will be trialled with coordinators allocated to a particular Pathway and leading the implementation of the school’s agreed pedagogies in the context of that Pathway; it is anticipated that this will further ensure that teaching meets the needs of students such that all are included and challenged effectively.

The curriculum emphasises gathering, presenting (including using multimodal texts) and applying ideas and information along with mastery of content knowledge across the range of subjects. This is particularly evident in the following:
- **Intermediate Geography** - students conduct field work around water quality in order to construct an Inquiry Report. During 2018, a number of teachers and classes have participated in a Beacon project in which collaboration with an Industry Partner, the government department of Natural Resources Management has ensured real life outcomes and relevance within this subject.
- **Advanced EALD** - students are explicitly taught research skills which they use to research and present arguments about local and international issues.
- **Advanced History** - students apply their knowledge of Aboriginal Australia and European settlement to analyse an image in a Source Analysis text. They also investigate issues arising from European settlement, applying general capability skills.
- **Advanced Integrated Learning** - students are required to choose and evaluate sources and present correctly referenced information from a variety of sources.
- **Transition maths** - students investigate different ways to collect and analyse data, consider a question and gather relevant data to conduct a Directed Investigation.
- **Transition Digital Technologies** - students explore the potential for robotics to contribute positive solutions to a real world challenge.

That the school sees a strong correlation between student wellbeing and student learning is evident in the 5 Year Strategic Directions 2018-2022 document. A strong pastoral care program beginning with the home class structure and daily home group time (appendix), and supported by Student Wellbeing Leaders, underpins all co-curricular activities. Additional wellbeing co-curricular programs include Breakfast Club, Student Representative
job club and programs offered within the school by community agencies including Port Power Football club, Australian Refugee Association, Carclew Arts, and Nexus Arts. Regular incursions linked to the curriculum include Youth Law information sessions by the Legal Services Commission, Start Smart Financial Literacy, and Aboriginal Cultural incursions with various presenters.

Building strong partnerships between school and home remains a significant focus for the school. In 2017 and 2018 the school applied for and gained Parent in Education (PIE) grant which was used to run information sessions at the school on topics of relevance to migrant parents. Throughout 2018 the school has been investigating Trauma Informed Practice as a whole school approach to ensuring that all processes, curriculum and activities are supportive of students who have experienced trauma. Additional extra curricular choices available to students include inter and intra school sport competitions and workshops in various sports, along with lunchtime activities including choir, gardening club and art club. Led by the student Representative Council, and supported by the Community Service requirement in PLW and Integrated Learning, fundraising both within and external to the school provides additional learning and community participation options for students.

Self Ratings
Met

Evaluator Ratings
Met

Evaluator Reason for Rating
The Evaluation Team concurs with the school's rating for this standard.

The school aims to generate authentic out-of-classroom experiences, investigations and real-world challenges for the students. Examples of these can be found in geography, mathematics, and digital technologies respectively.
Students may choose to participate in a variety of after-school activities. These activities include athletics, arts, leadership, cultural, law, and financial education.

The TIP is another way the school is supporting students and teachers. The TIP training has been supported through a Partner in Education grant that the school secured in 2018.

Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain C (Middle School) - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school’s Guiding Statements.

**Ratings Rubric**

There is no Rubric for this response.

**Program Response Narrative**

As the school is currently in the process of finalising the ASSoE Cyber Safety Policy, which defines what digital citizenship looks like in the NAP context and develops a NAP appropriate set of norms and responsible behaviours with regard to the use of digital technologies. The school will ensure that the curriculum explores these norms and responsible behaviours through the PLW curriculum by including the appropriate aspects of the [Keeping Safe: Child Protection Curriculum](#).

With the recent implementation of current school curriculum, the school will continue to develop appropriate and relevant resources and will ensure a regular review of the curriculum through the curriculum committee and learning area teams, in line with the curriculum policy.

The school’s will fully articulate the future leadership structure, which will include Pathway Leaders with a curriculum and pedagogy leadership focus, will support the embedding of the ASSoE Agreed Pedagogies across the curriculum.

**Self Ratings**

No Rating

**Evaluator Ratings**

No Rating
Evaluator Reason for Rating

The school’s stated planned actions are appropriate and should be acted on in addition to the listed recommendation.

- The Senior Leadership Team and the Curriculum Committee clearly define digital citizenship and continue to work towards educating parents on cyber-safety and digital literacy.

Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain D (Middle School) - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The school has a comprehensive curriculum, developed by teachers and leaders within our school, and tailored to the differing needs of three distinct student cohorts called Pathways A, B and C. Each pathway's curriculum documents are supported by clear genre maps, and lesson allocation documents. Within each subject and level, the curriculum documents outline the intended learning, genre, annotated model texts, student self and peer assessment checklists, unit or weekly plans, and suggested teaching resources. While the school does not teach the Australian Curriculum, it has been used to guide the school's own curriculum. The school curriculum aligns itself with the Australian Curriculum in order to further the school's major aim of preparing all students with the skills and knowledge needed to successfully participate in mainstream education within the South Australian system when they graduate from ASSoE. A clear process for curriculum change as needed, has been established. Due to the highly transient nature of our student population, as well as to the highly variable learning and wellbeing needs of our cohort at any given time, it has been agreed that a suite of pedagogies and methodological approaches are required to effectively teach at our school. The agreed pedagogies for teaching English and Maths at our school have been clearly articulated, and a related teacher induction and ongoing Professional Development (PD) plan established to ensure consistency across the school, along with responsiveness to student needs. Intercultural learning occurs both authentically in contexts across the school, and in a planned way through various elements of the curriculum, as does community service and orientation to facilitate participation in the wider Australian
The school’s assessment expectations and timelines are clearly articulated within the teaching and learning guide and school intranet. They are also supported by curriculum documents. Moderation (1.10.4) of the core written levelling tasks, and of the South Australian Certificate of Education (SACE) subjects occur on a termly basis, and key assessment data including the EALD language and literacy levels and Running Records are recorded on the school’s WeDoData platform. This data is used for teacher planning, through the Differentiated Teaching and Learning Plans, as well as to identify students at risk in order to provide appropriate support. The school is currently working towards greater consistency in assessment practices across all learning areas. Assessment and teaching can be differentiated through Individual Learning Plans (ILPs) for student deemed at risk, or One Plan (formerly Negotiated Education Plans) for students with a verified disability, and support is provided through a special needs program involving a coordinator, teacher, Student Support Officers, with support from the Department Educational Psychologist and other support services as needed. Bilingual support is available at the school to students as required. This bilingual support is also used to ensure that caregivers are supported to understand their students’ learning and progress.

Students have access to a range of appropriate Information and Communication Technology (ICT) hardware and software to support their learning. Hardware is centralised in the ICT Hub, but projectors and laptops are available in all classrooms, and Chrome Books which can be taken home are being trialled in three classes this year. The Google Classroom environment is being increasingly used by teachers and students, enabling technology-supported learning to continue outside of the physical school and out of school hours. This has been a major focus of teacher PD in recent years. The ICT skills that students will need to successfully participate in mainstream schools on exit are clearly outlined in the curriculum documents, and follow a developmental sequence, and include learning about cybersafety and cyberbullying.

Student reflection is built into the curriculum through self and peer assessment checklists, and is a major part of the transition PLW curricula. Student voice in relation to their own learning is being increasingly important; from 2018, teachers are expected to discuss student
feedback with their line manager as part of the school’s professional development planning process. Student engagement has been defined for our school context, and an area for growth includes ensuring that all students are able to clearly articulate what they are learning and reflect on their own progress.

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**Evaluator Reason for Rating**

Adelaide Secondary School of English (ASSoE) offers ‘specialist intensive English language programs to prepare secondary aged migrant, refugee, and international students newly arrived in Australia, for entry into mainstream secondary schools or study pathways. The school’s guiding statements are fully understood and embraced by all staff. The intensive English as an Additional Language or Dialect (EALD) course and Personal Learning and Well-being (PLW) Course are delivered by qualified teachers in small-size classes. All curriculum documents, assessment rubrics, and student information are on the school Intranet documented in an effective and transparent way. All teaching staff gain support, training, and professional development opportunities provided by the school, to help them better understand different learning needs, data analysis, and EALD pedagogies.

The new curriculum review is data-driven and research-based. The Teaching and Learning Guide clearly states the enrolment, learner pathway, curriculum objectives, assessments, and reporting. Following the preparatory visit report, the school includes the document Engagement at ASSoE in this guide and defined the ‘engagement’ within the school’s unique context. During the new curriculum review, the school also created an Information and Communication Technology (ICT) continuum which indicates the ICT skills for the students to achieve at each stage. The student-friendly rubrics have been developed to assist students have a better understanding of assessments.
All data is stored and accessed on WeDoData. The School Leadership Team tracks all data, monitors student achievements, and uses data analysis to inform teaching and learning. WeDoData and Intranet work as a centralised platform for sharing data. Formal reporting on individual student progress is carried out through a written report to parents at the end of each term, and followed up at a parent-teacher interview with an interpreter’s help.

Students are tested and assigned to follow different pathways depending on previous educational experience and particular educational requirements. In each pathway, subject teachers share the same student outcome expectations and ensure the horizontal and vertical links between pathways. At ASSoE, all academic staff members are language teachers and they have opportunities to take part in a number of EALD training courses.

Students at ASSoE with specific learning needs are given support from the Special Needs Team, student support officers (SSO) and community volunteers. All different learning needs are carefully considered by teachers when using differentiated teaching and learning plans to outline learner-centred teaching strategies. The plans are also collected by the curriculum coordinators when they review the curriculum term plans and the agreed pedagogical teaching approach in class.

The school provides language support for students and families by the employment of interpreters and bilingual school service officers (BSSOs). The school also works with professional resources to give further support regarding individual attention. The community volunteers, mentors from Flinders University, and volunteers from the Australian Refugee Association (ARA) help students on a 1:1 ratio in class and in the after school homework club.

Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain D (Middle School) - Standard D1 - Team Evaluation

Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities.

Ratings Rubric

Team Evaluation Criteria D1i. The teaching strategies and support resources for the taught curriculum allow all students to learn and be successful. D1ii. The classroom environment and teaching strategies accommodate varied learning styles and needs. D1iii. Learning Support is provided to students with special learning challenges as well as to those who require additional direction to fulfil their potential. Future Aspirations D1i. To what extent are teachers provided with ongoing professional development opportunities, resources, and support to create the best possible learning environment for their students?

Program Response Narrative

The key, school-wide framework used at ASSoE and endorsed by the English as an Additional Language or Dialect Program is the Designing, Teaching & Learning, and Assessment Cycle. Teaching pedagogies used in maths and English at ASSoE are outlined in the Agreed Pedagogical Approaches documents in the Teaching and Learning Guide. Teaching methods are pedagogically tailored to each of the different pathways, (Teaching and Learning Guide p 1.7) as each pathway has broadly identified learning and wellbeing needs, (Teaching and Learning Guide 1.8.4), and within each class, based on the skills, interests and knowledge of the teachers and the students’ learning needs. Teaching strategies include opportunities for the cooperative learning, collaborative learning and independent learning of all four macro language skills and other skills and knowledge needed to successfully integrate into Australian society.

Teachers outline their learner-centred teaching strategies in Differentiated Teaching and Learning Plans, submitted for each subject every term. School-wide teaching strategies include small differentiated groups working on Words Their Way, and guided reading with
differentiated groups. Each year, each teacher writes a Performance Development Plan goal aligned with ASSoE’s Site Improvement Plan Focus: Teaching and Engagement for Learning and Life, supporting continual improvement in the development and implementation of effective teaching strategies. For example, staff have undertaken Professional Development training on Words Their Way with Felicity Clark, Executive Function with Professor Martin Westwell and Kristin Vonney, and information communication technology with various presenters. Each year, teachers participate in a Professional Learning Team to improve student learning through the collaborative continuous learning by educators. Peer sharing workshops enable staff to present their learning for the benefit of others.

According to the 2017 CIS Community Survey, over 90% of graduated students feel emotionally, academically, and socially prepared to pursue their goals. Physical support resources for the school curriculum include levelled readers, well equipped science laboratories and gym and access to computer hardware and software. Support to enable students to be successful in our school curriculum also includes case management, home group activities, (Teaching And Learning Guide, Appendix 1 p.28) student-teacher and student-student relationships, intensive BSSO support for students who require additional support, and homework clubs.

According to the 2017 CIS Community Survey, over 90% of current students feel that the school takes account of their learning needs. Students change classes and pathways as their needs are identified. Some students need intensive support and this is achieved, for example, through special needs support (Teaching and Learning Guide,1.9.2) for education, life and social skills including the MacqLit program, as well as an intensive reading support program using Leveled Literacy Intervention (LLI) and MacqLit.

### Self Ratings

| Met |

### Evaluator Ratings

| Met |

### Evaluator Reason for Rating

Page 158
The Evaluation Team concurs with the school's rating for this standard.

ASSoE is a specialist EALD school. In its guiding statements, one of the stated objectives is to 'develop students’ English language competencies and further build upon their knowledge and skills so that they are better equipped for lifelong learning, can realise their full potential, and contribute positively to the wider community'. This objective is fully understood by the teachers and aligned with the intensive EALD and PLW programs. The school provides EALD pedagogy which is delivered by qualified teachers teaching classes with a small number of students.

The school’s enrolment procedure includes formal assessments and communication with the families in their own language, to ensure collection of an extensive background history of the students’ prior education and any health issues. After identifying the students’ language level, academic level, and learning support areas, information is shared with all staff through the school Intranet. Additional support is provided by the school, through employment of interpreters, bilingual support service officers (BSSOs), and a special needs coordinator. BSSOs also have a daily timetable that enables them to move between classes and support students with their learning.

The Evaluation Team witnessed differentiated teaching happening in the majority of classrooms, and the teachers are required to regularly design and implement a 'Differentiated Teaching and Learning Plan' for their classes. These plans are submitted to curriculum leaders for ongoing review, and modification to inform the term planning and teaching practice to meet individual needs.

The school followed up on the recommendation from the CIS preparatory evaluation report suggesting that a preferred pedagogical approach for learning and teaching English and maths is identified. A document titled Agreed Pedagogical Approaches for teaching English and Maths at ASSoE was created in February 2018. This document outlines the teaching structure for teaching phonics and genres. Additionally, a program is designed for staff professional development that empowers and enables teachers to be able to embrace and consistently deliver the curriculum in ways that best cater for the learning needs of all students. In the interview with the Domain D Committee, the Evaluation Team was informed
that it is challenging to agree on one specific teaching approach due to the different backgrounds students have and the different contents of the Pathways, for example, specific maths language with which students are not familiar. As part of a focus on pedagogy across the pathways, the school is developing a set of recommended strategies for teachers on how to better meet the educational needs of all students, including articulating how teachers make learning intentions explicit to students in ways that are appropriate to a student’s English language development.

According to the 2017 CIS Community Survey, over 90% of students feel that the school takes account of their learning needs. The school also works with volunteers and outside agencies to support different learning needs, and enable all students to achieve success.

Commendations

Domain D Standard 1 - The staff for fully embracing the school’s guiding statements and ethos of student-centred learning.

Recommendations

Domain D Standard 1 [Major] - The curriculum coordinators and teaching staff continue to research different teaching and learning approaches and apply them in practice to meet the learning needs of the students.
Part 2: Domain D (Middle School) - Standard D2 - Team Evaluation

There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school’s programmes.

Ratings Rubric

Team Evaluation Criteria D2i. Professional training and support is provided for all teachers in the identification and referral of students with special learning needs, gifts and talents. D2ii. The school periodically reviews its admissions policies and procedures, and its provision of learning support for students, in line with revisions of the school’s Guiding Statements and with significant changes in student demographics. D2iii. The school uses means to maximize every student’s self-expectation of high academic attainment. Future Aspirations D2i. To what extent does the school use research to enrich its understanding of the ways in which students learn in order to identify the means to improve support for their learning? D2ii. To what extent does the school consider whether expanding the admission of students with exceptional needs, gifts and talents may benefit the community and strengthen the school’s programmes?

Program Response Narrative

An Education Psychologist in the English as an Additional Language or Dialect (EALD) Program and departmental Speech Pathologists and Occupational Therapists work with the school to identify the various needs of students with special and/or complex needs. The Special Needs Coordinator, some teachers and relevant SSOs have received professional training in special education. The whole school Professional Development Plan has highlighted the need to run professional development on the identification of students with special needs in term 4 of 2018 and 2019.

All students have a gift or talent. There has been no school-wide training on identifying and referring students with gifts and talents. Maximizing every student’s self-expectation of
English language acquisition and developing the skills that are needed to successfully integrate into mainstream Australian society are the school’s main foci. Staff are conscious of enabling all students to reach their greatest potential. When a student appears to be working far above the level of others in the class, s/he is transferred from one level or pathway to another to best support their learning and wellbeing needs. Students with particular gifts or talents in, for example, music, sport or art are identified and encouraged in the direction of co-curricular activities and/or programs run either by the school or through external agencies to allow them to express and develop their gifts or talents.

According to the 2017 CIS Community Survey, around 48% of staff agree that they are informed about the unique abilities and needs of students before they are admitted into the classes, and around 51% disagree that they are informed.

The school is governed by The Department for Education’s policies and procedures regarding enrolments and admissions. ASSoE’s admissions policies and procedures and enrolment package are reviewed and updated in line with changes in the Department’s policies. The enrolment package is reviewed annually and updated as needed. Recent changes included information about an additional 949 bus route and student Health Care Plans.

In 2016 there was a large intake of Arabic-speaking students from Syria that changed the school’s demographics. Following that, a number of Arabic-speaking BSSOs were employed for a significant proportion and period of time. Two professional development sessions were conducted at the school on Arabic cultural awareness. The Department’s English as an Additional Language or Dialect Program ran other cultural awareness information sessions offsite that were attended by some ASSoE staff. At around the same time, the school reviewed and modified its Student Behaviour Management/Student Behaviour Education policy and procedures. Each of these changes aimed to provide learning, emotional and social support to the new cohort and to benefit the whole school community.

According to the 2017 CIS Community Survey, 95.5% of graduated students believe that the school adequately supported their learning needs, and 98% of current students believe that their learning needs are adequately supported by the school. The school maximises every
student’s self-expectation of high academic attainment in many ways. Teachers prepare and implement Differentiated Teaching and Learning Plans to meet the unique needs of each student in their classes. In week four, a mid-term progress check is written in which subject teachers identify students at risk of not achieving the benchmarks or a passing grade. Home Group teachers contact the parents of “at risk” students to discuss their concerns. In week nine, school leaders consider students “at risk”, and an intervention group works on ensuring support is given to enable the students’ social development or learning outcomes. BSSOs and volunteers support students in classes and in the Homework Centre to assist them in achieving their potential. Reading support is offered to students who are identified through Running Record levels and school benchmarks. Students’ theoretical learning is complemented by experiential learning through practical tasks, excursions and incursions.

### Self Ratings

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### Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The school has clear and comprehensive enrolment policies and procedures. Initial assessments take place to identify the students’ academic background and language level. Further information is collected by interviews with families with language support from interpreters and BSSOs to ensure the school gains an extensive background history of the student’s prior education and any health issues. Assigned pathway and additional support are decided based on this information in a timely manner and shared with all staff on the intranet for reference.

If teachers believe a student has been inappropriately placed, they communicate with the student achievement coordinator who follows up with procedures and appropriate documentation.
The special needs coordinator collaborates with teachers, counselors, the Special Needs Team, and volunteers to support students with specific learning needs. A formal referral process is followed.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain D (Middle School) - Standard D3 - Team Evaluation

Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students’ needs, data from varied assessment of students’ learning and reflection upon pedagogy.

Ratings Rubric

Team Evaluation Criteria D3i. Differentiation of teaching and assessment strategies is evident in the classroom. D3ii. Teachers ensure that individual students’ needs and learning styles are aligned with assessment strategies. D3iii. Assessment data are used to inform teaching strategies, lesson content, and/or assessment tools. D3iv. A schoolwide Assessment Policy is in place. Future Aspirations D3i. How consistently and how well are teachers focusing on the development of authentic assessment tools and strategies for all ages, abilities? D3ii. Are there designated times provided for faculty to reflect upon their teaching, to share effective strategies, and to identify how best to support students’ learning? If so, how well are these opportunities used?

Program Response Narrative

Teachers develop a Differentiated Teaching and Learning Plan (DTLP) each term for each subject they teach. In this plan, which is shared with class line managers, teachers outline how they will differentiate their teaching and assessment strategies according to the students’ assessment data and learning and wellbeing needs. While all teachers complete these DTLPs, an area for improvement is the extent to which these are consistently implemented across all classes and subject areas.

At enrolment, students’ reading and language and literacy levels are assessed. This data is used along with information in reports and assessments from previous schools and health care providers, when available, to place students in appropriate pathways and levels.

When there are concerns that a student may have a learning disability, Teachers or Student
Wellbeing Coordinators complete a student referral form. Students who may have a learning difficulty and have been referred, or who are having difficulty reaching the expected level can be given an Individual Learning Plan for as long as required. This plan is completed by subject teachers each term on WeDoData. An Education Psychologist in the English as an Additional Language or Dialect Program receives the referrals and assesses students for disabilities that affect learning. Students who are diagnosed with a disability(s) that affects their learning are eligible for a One Child One Plan. The identified students are supported in their learning by class teachers, the special needs teacher, BSSOs, Special Needs SSOs, Volunteers and Student Wellbeing Coordinators.

Curriculum documents make clear for teachers what needs to be assessed. Teachers use various methods of assessment and assessment tools to assess student learning. Guided reading and Words Their Way are two methodologies used to formatively assess language and literacy. Summative text types and other tasks are either spoken or written, and often multi-modal. Assessment tools used by teachers include: Learning Area Assessment Rubrics, Wellbeing Rubrics, the Information and Communication Technology Continuum, the Language and Literacy Levels and Running Records. Summative assessment tasks in South Australian Certificate of Education (SACE) subjects are assessed using the SACE performance standards. The summative assessment tasks for these subjects include spoken texts and written texts. From 2018, a core focus of Learning Areas other than English is the collaborative development of common assessment tasks for each level and pathway.

The evaluation of student learning takes place formally mid-term with a progress check to identify students who are at risk of not being successful. Student achievement is communicated to parents/caregivers in written reports at the end of each term and in parent teacher interviews at the end of the first term of each level. In the week 9 learning intervention meeting, assessment data and ongoing observations entered on WeDoData are analysed by Curriculum Coordinators and Student Wellbeing Coordinators to provide extra support and intervention for identified students, and also as evidence for students who may need to move pathway or level. Systematic examination of student assessment data leads to further investigation and change. For example, Pathway C language and literacy level data was examined in depth by a working party in Term 4 2017. As a direct result, a Professional Learning Team was formed in 2018 to explore how the school can better support the
learning and wellbeing needs of international students in the school.

There is a school-wide assessment policy (Policies and Procedures Manual, pp 57-58). The term planner and the reporting timeline are uploaded on the school intranet every term to ensure that the evaluation of students’ learning and assessment occurs in a timely manner.

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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

Teaching and assessment for learning are monitored and evaluated in a planned manner in response to students’ needs. A school-wide Assessment Policy is in place covering initial, special needs, and ongoing assessment.

All students are assessed with an initial assessment that gives them an EALD and a Running Record reading level on arrival. The assessment results are used to allocate students to the appropriate learning pathway and class.

Students with learning difficulties are identified by teachers and, if needed, they are assessed by an EALD Educational Psychologist. One Plan is for the students who are identified as having a disability. An Individual Learning Plan (ILP) is created for students who do not have disabilities but are at academic risk. The students on One Plan and an ILP have modified learning and reporting outcomes.

Students are assessed continuously in all learning areas. Summative assessments take place during and at the end of each term and form the basis of student reports. Teachers develop a Differentiated Teaching and Learning Plan (DTLP) each term for each subject they teach.
and outline how they will differentiate their teaching and assessment strategies according to the students’ learning and well-being needs.

The learning area assessment, EALD language and literacy levels, modified assessment rubrics, and well-being rubrics are provided for the teachers and can be easily accessed through the intranet. Assessment data is used to inform teaching strategies.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain D (Middle School) - Standard D4 - Team Evaluation

Students’ progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.

Ratings Rubric

Team Evaluation Criteria D4i. The school implements a systematic process for the collection and analysis of students’ achievement data. This is used to identify accomplishments and gaps in students’ learning, to monitor improvement and examine individual growth over time.

D4ii. The school provides timely, meaningful, and clearly understood information reflecting the achievement of each child.

D4iii. External examination and/or standardised test results are used to measure students’ learning of the taught curriculum, benchmark with other, similar schools and to support on-going students’ achievement.

Future Aspirations D4i. To what degree does the school prioritise professional development targeted at building teachers and school leaders’ data literacy skills?

D4ii. To what extent do students engage in the self-assessment of their learning and are they able to share their learning with others?

D4iii. How effectively is information regarding the progress of each child made available to both students and parents through school communication channels and with what consequences?

Program Response Narrative

The school’s curriculum has clear recording and reporting criteria, which includes Intended Learning, Weekly Plans or Unit Plans, assessment rubrics and a wellbeing rubric in each of the Learning Areas. The school’s term planner and reporting timeline has a systematic process for the collection of student data each term. As per the reporting timeline, EALD Levels and Running Records are submitted by the teachers by the end of week 8 each term. The data is then recorded on EDSAS and WeDoData. This data is then analysed and used for planning and intervention purposes. WeDoData also records Student Behaviour incidents. Following the school’s Term Planner, in week 10 each term, a team of leaders study student data (academic progress, student behaviour incidents and other anecdotal information) and
distinguish the ‘students at risk’ who may require additional support and then intervention is provided accordingly. This approach has facilitated teachers’ planning, programming and prioritising students’ learning. Student reports outlining academic progress are sent to parents/caregivers at the end of each term. As the CIS Alumni Survey reflects, 88% of participants believe that they receive regular feedback on their work and 90% agree that they receive regular updates about their academic progress. Similarly, 88.3% of students think that achievement data are used to identify students’ accomplishments and gaps in learning and 87.1% of respondents believe that the school implements a systematic process for the monitoring of students’ achievement data. The feedback received reflects that this practice has proven effective and efficient for students’ overall progress. ASSoE’s Curriculum Teaching and Learning Guide (pp. 15-18, 21) includes a small number of SACE subjects, which are standardized and moderated to ensure consistency with schools across South Australia.

### Self Ratings

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### Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

ASSoE has a systematic process for the collection of student academic and well-being data. Clear term planners and reporting timelines are used and published on the intranet. Additionally, records of all student data, such as pathway information, Running Records results, behaviour issues, and teacher observation reports are stored and accessible by staff members on WeDoData. Staff members have the opportunity to use this data for planning, programming, and prioritising students’ learning. Because of this efficient system, consistency and transparency is safeguarded.

Curriculum documents and rubrics, which have clearly defined expectations and learning outcomes are accessible on the intranet. The school continues using standardised rubrics to
assist staff in the organisation, collation, and analysis of key learning criteria and outcomes. The school provides teachers with professional development on data analysis.

ILP and One Plan are prepared by teachers, counselors, and EALD psychologists for those students with special needs. The assessment rubrics for One Plan and ILP students have modified achievement criteria. For senior students who have an identified disability and a One Plan, the school modifies the South Australian Certificate of Education (SACE) outcomes to allow the students to succeed in SACE. This process is managed by the Senior Curriculum Coordinator.

Furthermore, the School Leadership Team continually monitors student achievements using WeDoData.

**Commendations**

Domain D Standard 4 - The staff for their consistent collaboration on collecting, recording, and tracking data to inform teaching and assessment for learning.

**Recommendations**

None at the this time.
Part 2: Domain D (Middle School) - Standard D5 - Team Evaluation

Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.

Ratings Rubric

Team Evaluation Criteria D5i. Students are able to articulate what they are doing and how they are learning. D5ii. Students are engaged in their learning in line with the School Mission, Vision, and Values. D5iii. Students have opportunities to share their learning with their peers. D5iv. Teachers create learning opportunities which challenge students to achieve their potential. Future Aspirations D5i. To assess some learner outcomes, how do students choose self-evaluation tools to best suit their learning needs? D5ii. Do teachers generate and model lessons providing students with multiple levels of engagement and increasingly complex learning? And, if so, with what consequences for the students’ learning?

Program Response Narrative

School documentation, including the Teaching and Learning Guide, Curriculum Documents, Language and Literacy Levels information (1.8.5 K), and assessment rubrics, enable teachers to know and understand what they are teaching and why they are teaching it. Many teachers ensure that students understand the curriculum goals and expected achievement standards, however the extent to which teachers make these explicit to students is not mandated. Self and peer assessment checklists are provided to students to support their understanding of the explicit demands of writing and speaking tasks. How student engagement is facilitated, and what it looks like at this school is articulated in the document “Engagement at ASSoE”.

As established in the school’s vision and objectives, improving the proficiency of students’ English language skills is paramount. As such, students’ reading, writing, speaking and listening skills are developed in each subject and assessed each term within the learning area.
assessment rubrics. Regular assessment with Words Their Way, Running Records and Language and Literacy Levels provides students with consistency, feedback, and progress updates. Student self-reflection is built into the transition Personal Learning and Wellbeing (PLW) and Personal Learning Plan (PLP) curricula (2.3), and teachers are encouraged to seek clear feedback from students regularly about their learning and progress.

Students develop their intercultural understanding through the Tree of Life program and the English as an Additional Language or Dialect (EALD) autobiography topic as they share and celebrate their life stories. Students’ cultural awareness and acceptance is often raised and discussed in various EALD topics, such as in the argument text type, or in the review text type when multicultural texts are studied. In the History curriculum, (Teaching and Learning Guide 2.5), students learn about traditional Indigenous Australian life and discuss the impacts of dominant cultures. All staff ensure that students feel safe, comfortable and valued at school; as such, respect for cultural practices and beliefs is explicitly taught and reinforced.

ASSoE has an important role to play in preparing students for participation in Australian and global society, as outlined in the school’s vision and objectives. In PLW, (2.2) students study topics such as settling into Australia, how to talk appropriately with different members of the community, how to communicate feelings and personal details, daily routines, support services, transport and orientation, their rights and responsibilities, study habits, transition to mainstream schooling, future pathways, and information, communication and technology skills. Several Child Protection Curriculum topics are covered in PLW. Social and personal skills are developed in Health (2.9) and PLW (2.2). In PLP (2.3) students develop their Personal and Social Capability. Students learn about the value of community service and participate in a community service activity in PLW and in the South Australian Certificate of Education Stage 1 subject Integrated Learning (Community Service).

Students engage with and learn the school’s values of respect, responsibility and resilience throughout the in every pathway and level. The school values also feature in the PLP curriculum. Home Group Teachers report on student development and display of these values in each end of term school report.
Students share their learning with peers through curriculum tasks including multimodal presentations and in the joint construction phase of the Teaching and Learning Cycle (1.8.5 E) as well as in class meetings and class discussions. This is supported by 2017 CIS Community Survey results which found that 94% of students and 88% of teachers believe that students have opportunities to share their learning.

**Self Ratings**

Not Met/Partially Met

**Evaluator Ratings**

Met

**Evaluator Reason for Rating**

The Evaluation Team does not concur with the school’s rating for this standard. The rating has been changed to met.

The Teaching and Learning Guide has been reviewed recently and now includes an agreed statement of 'Engagement at ASSoE', with a definition of 'Engagement' in the unique school setting and a description of how student engagement is facilitated in class. As stated in the document, teachers and support staff at ASSoE actively promote intellectual, emotional, behavioural, physical, and cultural engagement. Engagement practices are research-based.

The Teaching and Learning Cycle Framework facilitates more student-centred activities with teachers’ advice for implementation. Self and peer-evaluation rubrics are included for students to enhance their engagement and learning within each learning area.

Inquiry and problem-based learning tasks are embedded in the new curriculum. At the Fundamental level, language development has been agreed among all the staff as a priority and oral language became a focus point. When the students move to Advanced and Transition levels, more opportunities of engaging in their learning are provided inside and outside the classroom.

**Commendations**
Domain D Standard 5 - The School Leadership Team and Curriculum Review Team for facilitating the development and documentation of the agreed statement of 'Engagement at ASSoE'.

Recommendations

None at this time.
Part 2: Domain D (Middle School) - Standard D6 - Team Evaluation

The assessment of students’ learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.

**Ratings Rubric**

Team Evaluation Criteria D6i. Students and parents know what each assessment grade stands for. D6ii. Students can explain or demonstrate their learning. D6iii. Students understand the connection between their engagement in a learning activity and assessment results. Future Aspirations D6i. How effectively do student-led conferences demonstrate the student’s awareness of her/his progress vis-a-vis expected learning outcomes?

**Program Response Narrative**

Teachers at ASSoE utilise curriculum documents and rubrics that are readily available for teaching staff via the intranet. This helps foster consistency and transparency across the school’s curriculum and moreover, provides a prescriptive framework for effective and consistent planning and implementation. The school uses standardised rubrics, levelling tasks (Teaching & Learning Guide, Section 1.9.4. on pg 13), Running Records (Teaching & Learning Guide Page 11-12) and data organisation tools such as WeDoData to assist staff in the organisation, collation and analysis of key learning criteria and outcomes. Through these documents, teachers are provided with explicit expected learning outcomes (Intended learning) for their cohorts which enhances the consistency and transparency of assessment and learning at the site. All staff are trained and experienced in the use of these assessment tools. Furthermore, the summative EALD levelling tasks are moderated by colleagues each term in order to further ensure transparency and consistency. From 2018, we are focusing on the collaborative development of agreed common assessment tasks in all other learning areas. This work will lead to greater clarity and consistency of assessment. Due to the nature of the school, parents are from multiple changing language backgrounds, and are likely to have limited English literacy. As such, parent reports are simplified to enable ready understanding of student performance through
descriptors such as ‘Good’, ‘Satisfactory’, ‘Developing’ etc. rather than letter grades. Parent teacher interviews are scheduled regularly, and these, along with additional parent meetings or phone calls conducted as needed, are conducted with interpreters to assist parents to understand their students’ progress. Survey results show that 98% of students believe that they understand the expected learning outcomes and 98% feel that they know what the assessment grades mean. Teachers are less confident however, with only 48% believing parents and students understand the meanings of grades. Students demonstrate a greatest awareness of assessment which relates to very specific targets for assessment tasks written into curriculum, for example Running Records (Teaching & Learning Guide Page 11-12) for reading, and the EALD language and literacy levels. (Teaching & Learning Guide on pg 12).

Many teachers spend considerable time ensuring that students are aware of their language and literacy development through examining explicit guidelines for EALD writing from levelling documents. Student-friendly rubrics have been developed to assist with this. While rubrics, levelling criteria and curriculum-based learning outcomes are clearly laid out for teachers, all students require classroom discussions and explicit instruction to ensure they understand what they are studying and the expectations for demonstrating their learning. Self and peer assessment documents embedded into the curriculum provide opportunities for students to reflect on their performance, as do student feedback surveys, the use of which is encouraged through staff performance and development processes.

Furthermore, in Transition PLW and PLP, student self-reflection about their own learning and progress is foregrounded. A clear link between student engagement and assessment results is made in the student diaries. The school has articulated a set of beliefs around engagement and what it looks like in our context. 76% of teachers believe students can explain or demonstrate their own learning, and 75% believe that students understand the connection between engagement and assessment results. This is supported by anecdotal evidence including generally high levels of school attendance, and participation in voluntary homework clubs.

### Self Ratings

**Met**

### Evaluator Ratings

**Met**
Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The school’s grading and reporting guidelines and procedures are implemented consistently and transparently. All teaching staff are trained and experienced in the use of rubrics, levelling criteria for assessment so that they are able to explain the curriculum-based learning outcomes to those students. Students are encouraged to discuss learning objectives and assessment criteria with the teachers. However, it is challenging for the teachers to address these with some students who have a very low language level, limited school experience, and are cognitively not ready to comprehend the learning objective explicitly.

Parent-teacher interviews take place after reports are sent home, with phone calls conducted if needed. With the language support from interpreters, all parents get the chance of understanding their child’s progress at school. CIS Community Survey results show that 98% of students believe that they ‘understand the expected learning outcomes’ and 98% feel that they ‘know what the assessment grades mean’. However, 48% of the staff members believe that parents and students understand the meanings of grades. Student-friendly rubrics that reflect EALD language and literacy levels were developed by a Professional Learning Team (PLT) in 2016.

Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain D (Middle School) - Standard D7
- Team Evaluation

Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.

Ratings Rubric

Team Evaluation Criteria D7i. All programmes - curricular and cocurricular - provide opportunities for students to experience and learn from a variety of cultures. D7ii. Students can share specific examples of their intercultural learning. Future Aspirations D7i. How effectively does curriculum documentation incorporate explicit learning outcomes referencing the school’s cultural context, those of the students, as well as global issues? D7ii. How do students articulate the importance of global citizenship and demonstrate this through their behaviours?

Program Response Narrative

Authentic [intercultural (Teaching and Learning Guide, p.6)] learning occurs in our school on a daily basis, as students study, communicate and play with peers from a wide range of cultures and backgrounds. The essential skills for global citizenship are explored across all Learning Areas through problem solving, making informed decisions, critical thinking, communicating ideas effectively and working in groups. This authentic interaction is made explicit within the school environment through signage in various languages, library and wall displays marking cultural events such as Ramadan or ANZAC Day, the prayer room, student posters and Parents In Education (PIE) created to mark events such as Refugee Week, Harmony Day, IDAHOBIT day and International Peace Day. Many students choose to wear their cultural dress on the casual day every term, and bring traditional food to share at class parties. Students’ own languages and cultural diversity are acknowledged and supported by the work of dedicated [BSSOs], interpreters, [volunteers] and mentors in classrooms and the yard. As much as possible, excursion notes, [consent forms] and other communications are sent home in the students’ home language. Parent meetings occur regularly through for example, the [Parents In Education (PIE)] program to facilitate connection between parents
and the school. Additionally, **assemblies** each term reflect interculturalism through guest speakers, themes and musical performances.

Local and global contexts are embedded across the curriculum, and intentionally connect with the ‘personal and social learning’ and ‘intercultural understanding’ **capabilities of the Australian curriculum**, which have been **mapped** to the ASSOE levels progression. Students engage with International Issues in **Advanced EALD**. In addition, the **History** curriculum explores Australian Aboriginal culture, including interaction with indigenous guest speakers and an excursion to the South Australian Museum to access indigenous knowledges and artefacts. The **Tree of Life** (Intermediate PLW) and **Autobiography** (Pathway A and B intermediate EALD) learning tasks provide concrete opportunities for students to share their own cultural knowledge and experience, while also learning about that of their peers. **Community Service**, which is embedded into the PLW and Integrated Learning curricula, deliberately exposes students to the wider community, and supports students to explore and demonstrate the meaning of active citizenship in the Australian context.

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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

The school’s commitment to ‘provide the students with a general understanding of Australia’s democratic and multicultural society’ as documented in the guiding statements, is demonstrated through the curriculum, student activities, and school-wide events.

In history classes, students learn about traditions and traditional Aboriginal life and the impacts of colonisation. Further exploration occurs during school excursions, field trips, and cultural lectures led by guest speakers.
BSSOs provide language support at the Foundation levels and ensure all students are involved in classroom discussion to share different thoughts regarding intercultural mindset. Students have opportunities to celebrate cultural diversity and enhance their understanding of global citizenship in different ways, such as creating their personal stories through art and literature by working with artists and musicians, celebrating Harmony Day, and organising Refugee Week and the International Day of Peace. Some students attend first language lessons after school, for example Farsi. Within the context of the school, English language competencies and Australia’s democratic and multicultural society are the foci of the curriculum, as stated in the school’s guiding statements. In addition, the school provides a life skills program in a cultural and authentic learning context which includes learning basic life skills, health and safety skills, and community service.

Commendations

Domain D Standard 7 - The School Leadership Team and curriculum coordinators for creating a safe, authentic learning environment where students are academically and mentally prepared for learning in mainstream schools, work pathways, and life in Australia.

Recommendations

None at this time.
Part 2: Domain D (Middle School) - Standard D8 - Team Evaluation

A range of high quality media and information technology is used meaningfully to enrich the quality of the students’ learning.

**Ratings Rubric**

Team Evaluation Criteria D8i. The school has a strategic plan, including financial implications, for the acquisition and educational use of media and information technology. D8ii. The use of media and information technology is integrated into teaching and assessment through a technology for learning plan in order to enrich students’ learning. D8iii. Media and information technology are used as a means to differentiate teaching and learning according to the needs, proficiencies and learning styles of groups and individual students. Future Aspirations D8i. To what extent is media and information technology incorporated into teaching and assessment as a means to promote critical and creative thinking? D8ii. How does the school use media and information technology to enhance collaboration between its students and other learners elsewhere? D8iii. How well is media and information technology used to explore models of blended learning?

**Program Response Narrative**

Information and Communication Technology (ICT) is embedded across ASSoE’s curriculum. The school developed an [ICT Continuum](#) which indicates the skills students should have at particular stages through their schooling here. The continuum and specific skills are mentioned in most subjects’ [curriculum documents](#), so ICT skills will be used to achieve a number of different outcomes through a student’s time at the school. ASSoE’s improvement plan aims to strengthen the continuum and find new New Arrivals Program (NAP) appropriate ICT practices. As per the recommendation, the school has reviewed curriculum objectives to verify ICT capabilities and to ensure consistency across the learning areas. The ICT department at ASSoE develops [long term plans](#) for the purchase and replacement of devices and infrastructure within the school; this ensures that we are always keeping updated with new technology as it becomes available and that these purchases can be
budgeted for appropriately.

The Resource Centre has many available resources for loan for teachers and students, including DVD players, Cameras, and Video Cameras. A subscription to “Clickview” is being negotiated to enable access to a wider range of digital resources across the curriculum. All teachers are provided with a laptop and all classes have interactive whiteboards or projectors to enrich students’ learning. Learning area leaders manage online resources for students and teachers to access. Laptops are available around the school for classroom use, and the new ICT hub has centralised computers and ICT support. The ICT team prepare an annual plan to support the school’s curriculum, operations and the school’s improvement.

The school has begun using Google’s G Suite of applications to allow better meeting student needs and differentiation of teaching. Chromebook devices are being trialled in 4 classrooms to allow students to take a device home and enrich their learning by being able to continue working on their classwork in the same ‘environment’ as at school. There are many Professional Development opportunities on ICT topics for teachers available onsite in the form of Professional Learning Teams and peer sharing sessions as well as offsite in the form of training courses.

Students are taught logical and creative problem solving skills through the ‘Digital Technology’ subject where they programme robots to achieve set tasks; this provides transferable learning so that students can visually plan their ideas and methods to achieve objectives. Additionally, in 2018, a Professional Learning Team is investigating Science, Technology, Engineering and Maths (STEM) strategies that will develop the critical and creative thinking capabilities of our students across all learning areas.

### Self Ratings

- Met

### Evaluator Ratings

- Met

### Evaluator Reason for Rating
The Evaluation Team concurs with the school’s rating for this standard.

ICT capabilities have been emphasised as one of the school’s curriculum objectives in the new curriculum. An ICT continuum in the new curriculum shows the key ICT skills for students covered and implemented across all the learning areas. Strategies are included for teachers to track and monitor students’ progress.

Through lesson observations, the Evaluation Team witnessed teachers providing scaffolding for students who have different language backgrounds and ICT capabilities. This provision enables the students to develop the ICT skills as documented in the ICT continuum, aligned with their language skill development. Teachers use visual instructions as an effective strategy to help students understand requirements.

The ICT Team prepares an annual plan for the School Leadership Team to refer to when they create the term plans. The School Leadership Team keeps ongoing reflections on how to help the students develop 21st century skills within the context of this school. Laptops are available for teachers to borrow from the Resource Centre so that students can access the internet in class for research purposes or individual learning needs. Interactive whiteboards and projectors are set up in each classroom. The new ICT Hub has centralised computers and ICT support. Some trials for using technology to boost learning skills are fully supported by the school, for example Google Classroom and Chromebook devices. The School Leadership Team also monitors the students’ academic achievements to ensure the effectiveness technology to improve their academic skills.

**Commendations**

Domain D Standard 8 - The School Leadership Team and ICT Team for developing a student ICT capability continuum.

**Recommendations**

None at this time.
Part 2: Domain D (Middle School) - Standard D9 - Team Evaluation

There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student’s performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.

Ratings Rubric

Team Evaluation Criteria D9i. The school’s system of recording, analysing, and reporting students’ progress and achievement are aligned to the school’s Guiding Statements and to criteria described in the school-wide assessment policy. D9ii. The school has systematic means of assessing, analysing, recording and reporting the performance of individual student and school-wide performance compared with students elsewhere. D9iii. Assistance is provided to parents and students in understanding and interpreting reports of students’ effort and achievement. D9iv. Data from graduates or past students are considered when determining the effectiveness of the school’s programme. D9v. Reports of individual student’s progress and achievement are retained by the school for a given length of time in accordance with published policy. Future Aspirations D9i. How is evidence on individual and school-wide achievement recorded and reported to enable authorised stakeholders to analyse and draw inferences? D9ii. What evidence is there of students’ achievement being recorded and reported in multiple ways in alignment with school-wide policies on assessment methodologies? D9iii. How are students involved in the assessment, recording and reporting of achievement in ways that will support raising self-expectation of academic achievement? D9iv. How well is the recording and reporting of evidence of achievement used as part of a feedback loop with the aim of enhancing schoolwide and individual student’s achievement?

Program Response Narrative

The school’s system of recording, analysing and reporting students’ progress and achievement is clearly published in the Teaching and Learning Guide (1.10) (p.13-14), as well as in each term’s planner and the Reporting Timeline for each term. These systems align
with the school’s Guiding Statements in that they ensure clear, accurate and understandable communication about each students’ progress towards developing English language skills and capabilities for effective life-long learning and participation. The school values of Respect, Responsibility and Resilience are explicitly referenced in the wellbeing checklist on parent reports.

Key literacy learning benchmarks for students at each level are published in the Teaching and Learning Guide. These also appear on the parent reports, and individual student results are recorded cumulatively on the school’s WeDoData intranet tool. Data on WeDoData is accessed and used by teachers to plan and differentiate programs for students as seen on the term planner - professional collaboration highlighted and in Differentiated Teaching and Learning Plans. This data is also examined in week 9 of each term to identify students who are not reaching benchmarks in order to offer additional assistance. (term planner; students at risk document). Additionally, in 2018 a “mid-term” check has been introduced wherein students at risk of failing a subject are identified by class teachers, and this information is communicated with care-givers by the home group teacher, with BSSO support.

Overall results and data relating to student achievement are shared each year in the Annual Report, which is available to the public and school community on the school’s website: http://www.adsecenglish.sa.edu.au. Additionally, it is shared with parents/caregivers and stakeholders at the Annual General Meeting with interpreters available on request, and with teachers at a staff meeting. Over 70% of surveyed parents agree that assistance is provided to parents and students to understand and interpret reports of students’ effort and achievements.

As ASSOE are a New Arrivals Program School, it is exempt from the National Assessment Program in Literacy and Numeracy (NAPLAN) testing. However, students who have attained at least year 2 equivalent reading level do participate in the statewide Progressive Achievement Tests in Reading (PAT-R). Test levels are included on student reports so that the next educational institution can provide a test that best matches the students’ English ability in the following year. Test results are also made available to teachers for planning purposes.

Surveys of recently exited students are collected each term, and data is used to inform
planning. Exited students’ SACE progress has been tracked and used to support decision making about curriculum.

Reports of individual student’s progress and achievement are retained by the school archived in off site storage. Records are scheduled for disposal according to the State Government’s General Disposal Schedule: for public primary and secondary schools. The school is compliant with Department for Education: Record Managements Unit instructions and the State Records Act (1997).

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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

The school’s Teaching and Learning Guide, which was created in 2017 and reviewed recently, clearly documents the school’s system of recording, analysing, and reporting students’ progress and achievement.

All ASSoE students take the initial assessments which determine their placement in the most appropriate pathway and level. Teachers use a variety of ways to track student assessment results and monitor academic progress. Assessment results and ongoing teacher observation reports are accessible to all teachers via the WeDoData platform on the
The school has a very clear term planner and reporting timeline. Formal reporting on individual student progress is communicated with parents through a written report at the end of each term and followed up with a parent-teacher interview. Students’ results are included in the School Annual Report, which is published on the school website and communicated verbally with parents with language support at the Annual General Meeting.

In the Teaching and Learning Guide, the key literacy learning benchmarks at each level are clearly stated. Students’ EALD levels and Running Records (RR) levels are systematically recorded on WeDoData to monitor whether students are meeting expected goals. The school is a New Arrivals Program (NAP) school and is exempt from the National Assessment Program in Literacy and Numeracy (NAPLAN) testing. The school has been trialling the state-wide Progressive Achievement Tests in Reading (PAT -R). These test levels are also included in the student reports, as well as on WeDoData.

The school shares student data with mainstream schools as part of the transition process. Results of the CIS Community Survey of alumni shows that most of the graduates think ASSoE helped them achieve a solid foundation for study in English mainstream classes.

**Commendations**

**Domain D Standard 9 - The Leadership Team for the strong emphasis on the use of data to monitor and track student progress to ensure all students can be successful learners.**

**Recommendations**

None at this time.
Part 2: Domain D (Middle School) - Standard
D10 - Team Evaluation

There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.

Ratings Rubric

Team Evaluation Criteria D10i. The schedule is planned in such a way as to avoid recurring interruptions to specific subjects, activities, and access to resources. D10ii. The schedule is planned and managed in such a way as to maximize the amount of time that students spend engaged in learning tasks. D10iii. Allocation of teaching time to subjects complies with the requirements of curricular and examination/testing authorities. D10iv. The school has a policy in respect of teaching time lost for reasons both within and beyond its control. Future Aspirations D10i. To what extent does the school consider the use of flexible time for teaching and learning in accordance with: the ages and learning needs of students; the nature of the curriculum; the maximum use of resources; and other specific reasons such as blended learning and real time collaboration with learners elsewhere? D10ii. How has the school considered ways of adapting the annual calendar in support of maximising students’ learning?

Program Response Narrative

Initial Assessment data and information about previous schooling collected at enrolment is used to place students in the appropriate level and pathway. The school’s curriculum is planned to correlate with the differing amount of time available to students in each Pathway. The number of lessons allocated to various Learning Areas has been carefully considered. For example, any subject in which EALD levelling is done must have 4 lessons or more per week. Similarly, in the Pathway A curriculum, there is a progression beginning with a larger number of maths and EALD lessons in Foundation and Intermediate, where the major focus is on building foundational maths and numeracy skills.

The number of lessons for EALD falls significantly in the students’ second year, as additional
subjects are introduced to prepare students for transition to mainstream high school. In order to use the allocated lesson time most effectively, students remain in their classroom for most lessons while the teachers move. Also it is the school timetabling policy that wherever possible students have the same teacher for Home Group, Personal Learning and Wellbeing (PLW)/Personal Learning Plan (PLP), EALD and Maths, especially in Pathway A. Double lessons are timetabled for lessons such as Cooking, Gardening, Art, Technical Studies, Work Studies and Digital Technologies. In order to give our senior students the option of gaining another South Australian Certificate of Education (SACE) subject, Integrated Studies, lessons are held after school one afternoon a week.

Homework is an important part of school life and enables students to consolidate and build on the day’s lessons and to develop organized independent study habits which prepare them for life-long learning. Guidelines for the recommended time spent on home can be seen in the School Homework Policy (School Policy and Procedure - page 67 and student’s diary). Homework clubs currently provide support.

Through professional collaboration sessions, twice each term, teachers communicate about plans for excursions, incursions and assessment timing. (term planner; term plan documents). It is a requirement that teachers consider the impact on other subjects when planning excursions or other out of routine activities and there is a maximum number of excursions permitted for each level. In addition, no excursions are permitted during the week when most assessment is undertaken, apart from one level whose levelling task relates directly to an excursion. Camps undertaken by students at the Advanced level take place after the assessment period for the term. 90% of students surveyed agree that there are not major recurring interruptions to learning in the school. 87% of teachers agree. 93% of surveyed parents agree that the schedule is planned and managed so as to maximise the amount of time that students spend engaged in learning tasks.

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Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

Admission assessments upon enrolment are used to allocate students at the appropriate level and pathway. Students can stay in Pathway A for a maximum 24 months, in Pathway B for a maximum 18 months, and in Pathway C for a maximum 12 months.

In the Teaching and Learning Guide, subject allocations for each pathway are documented. The time allocation given to each learning area is reviewed in the curriculum review cycle. Double lessons are timetabled for cooking, gardening, art, technical studies, work studies and digital technologies classes. Senior students have the opportunity to follow additional subjects after school once per week. These subjects are certified by the South Australian Certificate of Education (SACE) department.

The school calendar and timetables for students show the school’s commitment to meeting students’ learning needs and set study time as a priority. Students remain in their homeroom classroom for most lessons instead of moving to different classrooms, in order to use the maximum of each lesson time.

The CIS Community Survey results show that a high percentage of teachers, students, and parents agree that school plans the calendar and schedules to maximise the amount of time that students spend engaged in learning tasks.

Homework plays an important role in school life. The school’s Homework Policy, which can be found in the student diary, shows clear expectations and recommended time spent on homework. At a parent meeting, members of the Evaluation Team were made aware of contrasting points of view from parents in regard to homework. Homework concerns and issues, as identified by parents, have been addressed by the school but there is a need for ongoing clear communication in regard to this issue.

Commendations
None at this time.

Recommendations

Domain D Standard 10 - The School Leadership continue ongoing communication with parents to ensure understanding related to homework.
Part 2: Domain D (Middle School) - Standard D11 - Team Evaluation

Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

**Ratings Rubric**

Team Evaluation Criteria D11i. Staff is trained to use equipment and facilities which are designed or modified as appropriate to ensure access to learning for all enrolled students.

D11ii. The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs, including gifted and talented students.

D11iii. The curriculum design, teaching strategies and support resources provided, including media and information technology, ensure that all students, including those with learning needs and identified gifts and talents, can profit from school offerings and that all students are challenged by the content of their courses.

D11iv. Professional training is provided for all teachers to ensure that they differentiate teaching to meet the needs of all students.

**Future Aspirations**

D11i. How does the school apply methodologies used in the support of exceptional learning needs, gifts and talents to raise the level of challenge for all students?

D11ii. How does the school collaborate with other schools to share expertise and to maximise the provision of learning support for students in the wider physical or online communities?

D11iii. Does the school consider: an adaptive curriculum; flexible scheduling; and flexible staffing in order to provide a creative and challenging learning experience for all enrolled students including those with exceptional needs, gifts, and talents?

**Program Response Narrative**

All students come to ASSOE with very specific English language acquisition needs, as well as learning needs relating to their own styles of learning. Since the curriculum was specifically designed to meet the identified learning and wellbeing needs (1.8.5A and 1.8.5B) of students with significantly different educational backgrounds, students are enabled to access the
curriculum through careful placement into the most appropriate pathway, level and class. When a student is either struggling, or excelling, a change in level or pathway may be considered to ensure their needs are met. Teachers at ASSOE need to continually monitor and evaluate the current level of students’ English capabilities, and also their learning capabilities, and regularly adjust the learning designs and tasks (differentiated teaching and learning plans) for each student. Small class sizes and assessment via tools such as Words their Way (WTW), Running Records (RR) and Written assessment tasks for EALD levelling give regular feedback to teachers so that they can adjust progress, growth and depth of understanding. While levelling tasks highlight teaching and learning points to be addressed for each student, termly moderation measures student progress.

Staff in specialist fields are employed to support teachers: for example, a reading support teacher, special needs teacher, Bilingual School Support Officers (BSSOs) and School Support Officers. Extra support staff are employed at the Resource Centre, ICT Hub and Science laboratories, to assist teachers to extend gifted and talented students, as well as support students with specific, additional learning needs. ASSOE also provides opportunities, to teachers and support staff alike, for Professional Development and training in Phonics and Guided Reading in addition to WTW, RR and EALD Levels. There are also various levels of targeted support available for students. Every term, 16 students receive intensive small group reading support through Levelled Literacy Intervention (LLI) program (1.8.5-I), which usually enables them to reach the benchmark after two terms. Similarly, there is also differentiated support (1.8.5-G) available for students who are struggling and are determined to need an Individual Learning Plan (ILP) and students with a verified disability. These programs are developed in consultation with families. In the 2017-2018 survey data, 95.5% of students identified that “the school adequately supported my learning needs”.

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| Evaluator Reason for Rating |
The Evaluation Team concurs with the school’s rating for this standard.

To meet the special learning needs of students, special needs teachers, BSSOs, School Support Officers (SSOs), and a reading coach are employed. They collaborate closely with school leaders, with transparent and consistent communication, to ensure access to learning for all enrolled students.

Student Wellbeing Leaders (SWLs) and Special Needs Coordinators (SNCs) identify students experiencing learning difficulties caused by physiological or psychological issues. The school provides ongoing training for all staff to understand and use pedagogy and best practice suited to the needs of each learning area. Each term, teachers write a Differentiated Teaching and Learning Plan that identifies students who have learning or well-being needs, and document their individual needs, the EALD outcome, and modified outcome for the class. OnePlan is developed, and assessment criteria modified, to amend the achievement criteria for OnePlan and ILP students. SWLs and SNCs track all data and provide feedback and suggestion to the teachers.

The school also works with outside providers, including mentors from Flinders University and volunteers from the Australian Refugee Association (ARA) in the Homework Club. A project officer from Flinders University works with teachers to further challenge students’ critical and creative thinking.

According to the 2017 CIS Community Survey, over 90% of graduated students feel emotionally, academically, and socially prepared to pursue their goals. 95.5% of students identified that ‘the school adequately supported my learning needs’.

Commendations

Domain D Standard 11 - The Special Needs Coordinator and Student Support Services Team for collaborating with all teaching staff to ensure that students’ specific learning needs are met.

Recommendations
None at this time.
Part 2: Domain D (Middle School) - Standard D12 - Team Evaluation

Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

**Ratings Rubric**

Team Evaluation Criteria D12i. All teachers and assistants have received appropriate training and use pedagogical approaches which support the specific needs of language learners. D12ii. The school periodically reviews its admissions policies and procedures and its provision of language support in line with revisions of the school’s Guiding Statements and with significant changes in student demographics. D12iii. The school makes effective use of community resources to enhance access to the curriculum for students with specific language needs. D12iv. The school engages with parents on how best to support the language development of their children, including the language of the home. D12v. The school recognises, and provides access to, students’ mother tongues and the language of the host country. Future Aspirations D12i. To what degree does the school provide programmes in students’ mother tongues and the language of the country in which the school is located? D12ii. How does the school consider and evaluate the applicability of best practices in language teaching in areas and school systems beyond its traditional frame of reference? D12iii. Does the school investigate the association between language and learning and, if so, consider the means to develop its curriculum accordingly?

**Program Response Narrative**

All students at ASSoE come with a specific language need, being the acquisition and development of their English language capacity such that they can comprehend, read, write and respond, in order to engage with society and education and continue to grow as learners. Initially students are assessed to place them in the most effective pathway and class. Due to the diversity of subjects and need, teachers are employed with a range of skills. Mainstream primary / junior primary teaching qualifications are beneficial in
supporting beginning literacy acquisition, despite the fact that learners are of secondary age. Suitably qualified subject specific teachers are also employed, to ensure that students are able to engage with secondary curriculum concepts. Teachers are qualified to teach utilising EALD methodologies and provide specific support in EALD. The school’s Agreed Pedagogies have been developed to best meet the needs of language learners at ASSoE, with all staff receiving ongoing training.

To assist this process, the school employs a range of Bilingual School Support Officers (BSSOs) who assist students by accessing information in their home language. BSSOs are available to translate information about curriculum, school rules and expectations and classroom routines. SSOs and BSSOs also receive training in Agreed Pedagogies to enable them to support classroom practices and student learning. The school is responsive to changing needs of student demographic, as exemplified by the 2016 influx of Syrian refugees as a result of Government policy change, when additional staff were employed with Arabic language and support skills. Teachers are consulted in terms of student learning needs and BSSO support required, particularly in regards to language needs, with staff employed to provide that support. BSSOs and interpreters are also employed in response to language demand for important interactions such as enrolment and parent teacher interviews.

ASSoE uses community resources such as volunteers, Flinders University Inspire Mentors and tertiary student placements to provide additional learning support and support with problems associated with settlement. This support is most often used in the early stages of the students’ learning, and then used less as students become familiar with, and confident with each learning area and teacher’s expectations.

When surveyed, students responded that their needs were taken account of at a rate of 72% agreed with 22% strongly agreeing. They also felt that learning outcomes were understood – 72% agreed and 28% strongly agreed. Students have confidence in the directions they are given and the feedback they received to assist them to achieve their own learning goals, as well as the goals set by their teachers. More than 90% of students agreed that ASSoE does this well. The survey also found that 86% of teachers agreed that their teaching strategies successfully targeted their individual student needs.
Some students require additional support with language due to a physiological or psychological issue. The teachers in collaboration with student wellbeing leaders and Special Needs Co-ordinator can request a speech-language educational assessment to ascertain whether there are learning difficulties which impact their English acquisition. Exterior agencies, such as Hearing Australia, can be co-ordinated through the school. By building up a picture of what could improve the student’s learning outcomes, teachers can then support them to access the curriculum in a more equitable way. Trauma Informed Practice (TIP) is currently being investigated as a means to providing supportive environments and methodologies for students with experiences of trauma in order to support their specific needs.

The school has actively engaged with parents and the school community on issues relating to settlement and schooling. The school successfully applied for Parents in Education (PIE) funding, through which meetings have been held with members of different community groups. Translators have been supplied, enabling sharing of information and a forum for community partnership. All parents are also invited to school council meetings with interpreters supplied on request for all language groups. Students are allowed and encouraged to speak in mother tongue during break times, and BSSO support is available to enable student communication in any behavioural issues or counselling situations.

**Self Ratings**

| Met |

**Evaluator Ratings**

| Met |

**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

ASSoE is committed to 'Embracing Diversity and Achieving Success'. The school provides an intensive EALD program to meet the needs of the students to an agreed pedagogical approach. The Evaluation Team confirms that the EALD curriculum is fully understood and delivered by qualified staff using EALD teaching approaches in small-size classes. Staff
members are assigned appropriate professional duties and responsibilities.

Effective communication between students, teachers, and families has been achieved by hiring interpreters and BSSOs. The Evaluation Team observed that there are 16 different language groups to support the school’s Parent Information Event (PIE), and 20 language editions of words for cooking processes displayed on the wall. The Evaluation Team also witnessed that dictionaries and devices are used to support and boost the learning process and reinforce understanding in class.

Students’ are tested and assigned to follow the different pathways depending on previous educational experience and particular educational requirements. In each pathway, subject teachers share the same student outcome expectations and ensure the horizontal and vertical links between the pathways. Staff members have the opportunities to take part in a number of PD EALD training courses, such as Teaching ESL to New Arrivals (TENA) and new Literacy programs.

**Commendations**

Domain D Standard 12 [Major] - The School Leadership Team and teaching staff for providing a wide range of language support services to ensure access to, and progress through, the curriculum for all students, relative to their capabilities.

**Recommendations**

None at this time.
Part 2: Domain D (Middle School) - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school’s Guiding Statements

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Training and development for staff on identifying and referring students with learning disabilities has been included on the school’s 3 year training and development plan. Staff training on the writing of learning plans, for the Department’s new One Plan, a system for recording and reviewing identified learning and wellbeing needs of students with verified disabilities, children and young people from Aboriginal and Torres Strait Islander descent and students under the Guardianship of the Minister, will also be provided for all teaching staff in the near future.

The analysis of data and processes for identifying students not meeting academic targets continues to be a focus area for the curriculum and wellbeing teams. Processes and timelines will need to be reviewed in the future. As part of the school’s enrolment and initial assessment procedures, the Student Achievement Coordinator will implement a system of informing teachers of the unique abilities and needs of students as soon as practical once they have been allocated to a class.

As part of a focus on Pedagogy across the pathways and a focus on Trauma Informed Practice, the school will develop a set of recommended strategies for teachers on how to better meet the educational needs of all students, including articulating how teachers shall make learning intentions explicit to students in ways that are appropriate to a student’s English Language Development.
Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
The school’s planned actions are appropriate and should be acted on in addition to the listed recommendations:

- [Major] The curriculum coordinators and teaching staff continue to research different teaching and learning approaches and apply them in practice to meet the learning needs of the students.
- The School Leadership continue ongoing communication with parents to ensure understanding related to homework.

Commendations
None at this time.

Recommendations
None at this time.
Part 2: Domain E - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

**Ratings Rubric**

There is no Rubric for this response.

**Program Response Narrative**

Student well-being is critical for newly arrived young people’s learning and growth, therefore it is the centre of the school’s work.

The school has small classes and allocated home group time to nurture the development of positive relationships between teachers and students. This creates a school culture based on mutual respect, trust and fairness.

To meet the needs of newly arrived students, aspects of ‘The Keeping Safe: Child Protection Curriculum’ are embedded into the school’s curriculum, particularly Health and Personal Learning and Well-being (PLW). The school has policies and procedures that ensure students are protected in school, travelling to and from school and on excursions. Students are easily identified by wearing school uniform, they are required to stay on school grounds and to seek help from teachers on yard duty if there is an issue.

All staff, including TRT’s and volunteers wear ASSoE name tags. Teachers on yard duty wear high-vis jackets and are responsible to report any incidents (procedure for reporting incidents) to First Aid, Senior Leadership or SBE. Yard duty responsibilities and hot/ rain weather policies, yard duty roster are found on school intranet. All staff are trained in Emergency Procedures and emergency theory and practical drills are conducted every term. School of Languages staff are required to wear name tags and all visitors are required
to sign in, wear their visitor badge and sign out at the front office.

Members of the Student Well-being Team are located around the school. Two student counsellors are located centrally in Student Services to allow students to easily access their support and services. The team monitor and assess students’ wellbeing and the school has a range of out of school support services to which students are referred, to support their mental and emotional well-being. These include Survivors of Trauma Torture and Rehabilitation Services (STTARS) and Child Adolescent Mental Health Services (CAMHS). Resulting from recommendations of the CIS Preparatory Visit, the Student Well-being Team created a database of external agencies available to support the students. This is available on the school’s intranet.

The school’s Case Management Committee are scheduled to meet weekly, student cases who need individual attention are discussed. Minutes are taken and kept confidentially and all teachers are notified by email after the meeting with a list of identified students, and which staff member to contact if they want to discuss the student.

The school’s Student Representative Council (SRC) meet weekly and are led by members of the Student Well-being Team. This provides opportunities for student leadership and student voice. SRC members are responsible for communication and leading discussions at regular class meetings. Students are chosen throughout the year to be involved in leadership programmes including camps. Opportunities are offered to students to have discussions and make decisions about school life. Recently students decided on a school bag which is now available for purchase. Opportunities for all students to develop their decision-making capabilities are explored in the Health and PLW/PLP curriculum on the school intranet. Students are also given opportunities to attend Career Expo’s and university visits to further explore postsecondary school options.

The school’s Student Behaviour Education (SBE) processes have recently included a Restorative Justice (RJ) approach. Teachers have been trained, procedures have been put in place to allow for RJ meetings, posters are visible around the school to act as reminders. Currently the SRC are being trained to use RJ strategies to help solve issues around the school.
The school has an effective Bullying and Harassment Policy which is explained to students and parents at the enrolment interview and is also printed in the Enrolment Parent’s Handbook and in the student school diary. In PLW all students are explicitly taught of the different forms of bullying, the need to report and they are given strategies to stop bullying. Home Group teachers and school counsellors are available to listen to students and act on any issues of bullying and harassment. Issues are often directed to SBE. Strategies are also discussed at SRC and taken to class meeting. Cyberbullying is also explicitly taught in the PLW curriculum and can be found on the school intranet.

ICT is embedded across all learning areas. At enrolment, the ICT user policy is explained and signed by students and parents/carers. All students have a password and Senior Leadership and ICT staff have systems in place and are alerted if students are misusing or attempting to access blocked websites. Selected classes access the school’s Chrome Books to support their learning. These students sign a usage agreement. The school has guidelines for the use of mobile phones outlined in the Mobile Phone and Personal Digital Device Policy. At times this is modified by teachers to allow phones to be used in class as translators.

Senior students are exposed to career pathways through the Personal Learning Plan (PLP), Work Studies and Integrated Studies subjects. Students are also given opportunities to attend career expos and university visits and engage with Beacon projects. Students will further develop their pathways at mainstream high schools. The school’s counsellors provide options through discussions with students as needed.

The school has Senior First Aid officers, a Health and Safety Representative, a trained Fire Warden and all staff are offered school-based First Aid training and retraining every three years. At enrolment, health issues are recorded and updated as required. Students are identified on the school’s intranet and EDSAS with any medical alerts. There is also a private centrally located photograph board identifying these students.

All staff are mandated by the Department to complete the Responding to Abuse and Neglect- Education and Care (RAN-EC) training and fulfil their responsibilities as required by the Children and Young Person (Safety) Act 2017 (SA). This ensures all staff know their role in promoting safety and well-being for students.
The school diary is issued to all students and reiterates the policies that specifically relate to student safety and well-being. Teachers use the diary as a teaching tool to continually reinforce student safety and well-being. The contents of the diary are reviewed annually.

Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating

Adelaide Secondary School of English (ASSoE) has established a school culture that is reflective of their guiding statements. The school culture is characterised by openness, fairness, trust, and mutual respect. The school’s commitment to student welfare and well-being is outstanding.

ASSoE shows commitment to the well-being of all students by implementing effective safeguarding, behaviour, and health and safety policies, procedures, and practices that are strongly aligned with the school’s values of respect, responsibility, and resilience. Staff members take responsibility for ongoing reflection on practices, reviewing and revising these policies and procedures to keep meeting the well-being needs of all students.

Related student well-being policies and procedures are not only known and understood by staff members, but also by students and parents. The Leadership Team communicates accurately, transparently, regularly, and frequently about actions and directions and involves the school community in decision-making.

Supported by involved staff members, the qualified transition coordinator, student achievement coordinator, student well-being leaders, and the Deputy Principal provide excellent support to families and students for their transitions, achievements, and pastoral needs. They have strong links with external organisations for advice and support.

ASSoE provides opportunities through the Student Representative Council (SRC) for student
voice to be heard and for students to develop organisational and leadership skills. The development of student leadership skills is also made possible through the school’s curriculum and programs delivered by external organisations.

Emergency procedures are regularly practised. The Evaluation Team witnessed a safe evacuation of students, visitors, and staff members. The school’s incident reporting system works efficiently. A senior first aid officer works on campus to provide first aid to students and staff members and refers them to a hospital if needed.

Excursions are a central part of the school’s curriculum and focus on developing real-life experiences and key citizenship skills that support students in their future education, work path, and life in Australia.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain E - Standard E1 - Team Evaluation

The school environment is characterised by openness, fairness, trust, and mutual respect to support students’ learning and well-being, listen to their views and develop their leadership qualities.

Ratings Rubric

Team Evaluation Criteria E1i. The school fosters students’ leadership and voice, and has channels through which students can give input to the school regarding their learning and well-being. E1ii. Service learning, environmental stewardship and community partnerships are areas of focus for developing student leadership and voice. Future Aspirations E1i. Does the school regularly research, identify and implement enhanced practices as, for example, students’ peer mentoring programmes, and a regular programme of parent education and engagement in their child’s learning and wellbeing?

Program Response Narrative

When surveyed, staff responses to questions regarding openness, fairness and trust have been overwhelmingly positive over the last three years. The overwhelming majority of staff believe that there is good communication between staff, that staff are free to share opinions and that there are positive relationships between teachers and students. Parent surveys are conducted at parent information nights and reveal that parents agree that the school treats students fairly and that teachers are approachable. Students transitioning from the school report that students at the school are treated with fairness, that they are able to discuss concerns with teachers and that their opinions are taken seriously. Students at the school participate in the Department for Education’s annual student wellbeing and engagement survey, with results showing that student wellbeing and engagement are high in comparison to schools across the state.

Weekly Student Representative Council (SRC) and class meetings are a well-established part of the school culture and are embedded in the Personal Learning and Wellbeing (PLW)
Personal Learning Plan (PLP) curriculum. This gives students opportunities to develop leadership capabilities and to have their voice heard, regarding their learning and wellbeing. Development of leadership skills are further promoted through leadership programmes jointly run by Australian Refugee Association (ARA), Port Power Football Club and our Student Services Team.

Learning about mutual respect through participating in a community service activity is an important element of the PLW/PLP curriculum. The diverse range of community service activities undertaken, provide students with a broad notion of what it means to be a contributing member of the community. As well as class-based community service activities, students are also involved in whole school initiatives. These enhance ideas of environmental stewardship and build on community partnerships and include Clean Up Australia Day, National Tree Day, Friends of Belair National Park, weeding programme and the Charles Sturt Council Youth Expo. Environmental stewardship is built into the Geography curriculum; all classes conduct an investigation into water quality, and several classes have recently participated in collaborative water testing with the government department of Natural Resources Management.

A programme of regular parent engagement is continually being expanded through a Parents in Education (PIE) grant, which the school uses to facilitate termly mother’s meetings. These are a forum for the parents to discuss issues related to their communities, their children’s learning and a range of issues raised by the parents themselves. These are supported by Community Liaison Officers (CLOs) from the Department for Education. As part of the Work Studies subject, the Beacon Foundation provide mentors and run workshops supporting students to develop work readiness and leadership skills. The school has also established a mentoring relationship with the Flinders University Inspire programme to support students in achieving personal, study and life goals.

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Evaluator Reason for Rating

The Evaluation Team does not concur with the school’s rating for this standard. The rating has been changed to exceeded.

The School Leadership Team has established an environment with students, teachers, and administrators that is positive, engaged, fair, and shows mutual respect to each other. Students feel confident to speak about their concerns with teachers. The well-being and engagement of students is annually surveyed. Overall, more than 90% of the students who participated in the CIS Community Survey agree or strongly agree that the well-being of students is supported and that students have the opportunity to engage in service learning and projects that promote environmental responsibility.

Students develop their leadership skills through curriculum, steering committees, and leadership programs. The Student Representative Council (SRC) meets weekly. Leadership aspects, for example learning to have leadership responsibilities during debates, are important lesson and unit plan components. Furthermore, the school collaborates with official organisations like the Australian Refugee Association (ARA) and Port Power Football Club to run leadership programs.

Partnerships with organisations are developed and service learning programs are created to engage and inspire students to contribute to services so that they become aware of environmental matters. Clean Up Australia Day and National Tree Day are examples of organised activities where students participate. These learning activities are also part of lesson and unit plans.

Commendations

Domain E Standard 1 - The School Leadership Team and teachers for establishing a school environment characterised by openness, fairness, trust, and mutual respect to support students’ learning and well-being.

Recommendations
None at this time.
Part 2: Domain E - Standard E2 - Team Evaluation

The school has documented effective written policies to safeguard and promote the welfare of all enrolled students.

Ratings Rubric

Team Evaluation Criteria E2i. The school has in place formal learning programmes related to child protection including areas such as personal safety, grooming, online safety, and healthy sexual behaviour. E2ii. School safeguarding and child protection policies and procedures are subject to an annual, scheduled review and revision. E2iii. The school develops meaningful and effective relationships with external organisations and bodies that are able to provide appropriate support and advice on matters related to child protection. E2iv. All reports of suspected or disclosed abuse and any actions taken by the school are securely archived, regardless of the conclusions reached. E2v. The school gives due regard to building and facility design, layout, designation and use to ensure the safety and protection of students.

Future Aspirations E2i. How well does the school research, investigate and implement practices such as: engaging with local community resources, as appropriate within the school’s cultural context and its national environment, to, for example: establish a community-based Child Protection team to include medical, legal, social services, counselling and police authorities to assist the school in developing its programmes and procedures and to act as a resource to school personnel when handling specific cases of abuse?

Program Response Narrative

As mandated by The Department for Education, the school provides Responding to Abuse & Neglect – in Education & Care (RAN-EC) training for all staff and volunteers. This training ensures that teachers aware of their child protection obligations as articulated in the Department’s Protective Practices: for staff in their interactions with children and young people document. This document includes information about precautions when working with young people such as leaving classroom doors open, ensuring windows are not covered, and
working 1:1 in communal spaces whenever possible. New building works scheduled for 2019 will alleviate the isolation of some buildings, thus increasing safety for both students and staff. Additionally, Mandated Notification requirements for staff are clearly outlined on the school intranet, including links to relevant services and the Child Protection Report Line (CARL). This information includes instructions as to the secure storage of all mandated notifications.

The school has foregrounded The Keeping Safe: Child Protection Curriculum (KS:CPC) as one of the school’s key curriculum objectives. This curriculum explicitly teaches students to recognise and report abuse, understand appropriate and inappropriate touching and understand ways of keeping themselves safe. The curriculum has integrated appropriate sections of the KS:CPC into the PLW curriculum and materials have been adapted to be appropriate to the New Arrivals Program (NAP) context. Similarly, the transition Health curriculum has a strong focus on health and safety within respectful intimate relationships, drawing on the KS:CPC and Shine SA curricula.

The school has First Aid Officers, a Health and Safety Representative, a trained fire warden and staff have First Aid qualifications to ensure student and staff safety and health. As new migrants are at greater risk of tuberculosis, Nurses from the Chest Clinic conduct the Mantoux Test for new students every term.

Whole school Health and Safety policies exist to provide processes for the investigation of hazards, the inspection of areas and the minimisation of risks to safety and health of all individuals at the site.

The school has implemented a Bullying and Harassment Policy. Student Behaviour Education (SBE) policies help to ensure a safe learning environment. Staff and Student Representative Council (SRC) members are regularly trained in Restorative Justice (RJ) to support resolution of conflict.

The Information and Communication Technology (ICT) user policy is explained and signed by students and parents/caregivers at enrolment, with the support of interpreters as necessary. The school is in the process of writing a local Cyber Safety Policy to support
the Department’s guidelines on Cyber Safety

The school has taken a proactive approach to developing mental resilience in students by integrating the Tree of Life Program into the curriculum at Intermediate level in pathways A and B. The school is supported in safeguarding the welfare of students by Child and Adolescent Mental Health Services (CAHMS) and Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS). With parental approval sought through the school’s Student Wellbeing Leaders, these services are able to support students at the school.

Students can be referred to specialised support services to support their wellbeing. Staff have been trained in Trauma Informed Practice (TIP) (2017-18) to understand and support the wellbeing of students.

The school diary reiterates the policies that specifically relate to student safety and wellbeing.

Students are offered a variety of clubs e.g. Garden Club to help them develop a better sense of belonging and community at school.

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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

The school follows the mandatory safeguarding regulations provided by the Department for Education. Written school policies, regulations, and protocols related to safeguarding are created. Documents give effective written procedures.

Clearly written information related to safety for students can be found in the student diary.
Also, there is a clearly outlined reporting protocol in place stated in the Student Behaviour Education (SBE) policy.

Every three years, policies are reviewed and revised to ensure effectiveness. However, reflection on practices related to policies is ongoing. The Student Services Team meets regularly to reflect on monitored practices. All teachers take responsibility for reporting anything dangerous that happened or is happening in the school. If needed and agreed, policies are revised and shared by the Principal with all staff members in a meeting. The Cyberbullying Policy, for example, is currently being revised after related dangers were picked up by staff members and shared with the Principal.

Staff will participate in further Trauma Informed Practice training in 2018 and 2019, in line with the school’s four-year implementation plan.

A range of outside organisations are consulted for advice and support. Two counsellors are available to the school, based on needs. These needs are communicated to organisations, for example the Australian Refugee Association (ARA). Counsellors have created a database of reporting on the quality of collaboration with external organisations.

Related safeguarding documents and forms that are used to identify students at risk are securely archived and locked. Reports are written by counsellors and kept in the Principal’s office. Counsellors also keep confidential notes locked in their offices.

Attention is given to safety and protection of students with regards to facilities. Signs with instructions about what to do in case of an emergency or being unsafe are visible throughout the campus.

Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain E - Standard E3 - Team Evaluation

The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and health records.

Ratings Rubric

Team Evaluation Criteria E3i. The policy and procedures for the well-being of students are effective. They are reviewed regularly and evaluated with the specific needs of all students in mind. Future Aspirations E3i. How does the school consider the specific needs and wellness of students according to their individual needs?

Program Response Narrative

The school bullying and harassment policies are explained at enrolment and reinforced through the PLW curriculum. All Teachers are trained in Responding to Abuse and Neglect (RAN) and Keeping Safe: Child Protection Curriculum (KS: CPC) which is taught across all Learning Areas and in particular in PLW, PLP and Health. At a staff meeting in term 1 each year, all staff undertake professional Development on protective practices and are reminded of their mandated reporting responsibilities regarding child abuse and neglect. The school informs all teachers about the Department of Education and Child Development’s (DECD) guidelines on Protective Practices for staff in their interactions with children and young people, and uses this document as a resource for training staff on Duty of Care and Professional Boundaries.

In order to ensure that students are not endangered by members of the public while at school, the school does not allow unidentified members of the public on to school grounds during school hours. To facilitate this, the school has a uniform policy clearly outlined in the school diary, visitors sign in and out via the Front Office, staff wear name badges and yard duty teachers wear high visibility vests. The school’s homestay students are supported by International Education Services (IES) and the International Student Program (ISP).
The school has and follows Department for Education guidelines for planning the support of identified students who have a medical condition. One of the Student Wellbeing Leaders has been delegated the responsibility for managing the Health planning and support process. The school’s processes are documented on the school intranet though the Policy and Procedures manual. The delegated Student Wellbeing Leader maintains the health care information that is relevant to teachers on WeDoData and maintains a physical display of students with Health care plans securely displayed for all staff near the front office. Where a student has a Health Care Plan or a serious medical condition, classroom teachers and first aid staff are provided with specific first aid instructions. These students are also identified on WeDoData and a summary is provided to relief teachers working within the school. When class photos are printed for teacher use, WeDoData inserts a visual indicator below the student name to remind teachers.

The school has continued to regularly review and evaluate the policy and procedures pertaining to the wellbeing of students to ensure that they are effective and meet their specific changing needs. As a result, new initiatives have been introduced. Breakfast Club occurs weekly where the school provides free breakfast (Photos 1, 2 and 3) for students. This has been a successful initiative with both nutritional, educational and social benefits. Teachers of PLW have trained to deliver the Keeping Safe: Child Protection Curriculum (KS:CPC) and has been incorporated into the school’s curriculum within the PLW/PLP subjects.

As required by the Department for Education’s Camps and Excursions Guidelines, Teachers are required to obtain informed parental consent for all excursions and camps. The School assists teachers to retain a copy of consent forms by providing a central drop off point for completed excursion forms (photos of form storage 1, 2). Periodically, excursion forms are archived to offsite storage.

The school has a documented Complaints Policy which is available on the school website. The Department has written policy and procedures for complaints resolutions involving
employees and provides \textit{training for staff required to take and manage complaints.}

\textbf{Restorative Justice} (RI) has been incorporated into the school’s Student Behaviour Education (SBE) Policy to increase students’ accountability for their actions. Staff have been trained along with students through the \textit{Student Representative Council} (SRC) and parents are currently being inducted through parent information sessions. Public concerns regarding our students’ behaviour outside of school are addressed by Senior Leaders in a timely fashion. For instance, verified inappropriate student behaviour on school buses may result in consequences in relation to student transport privileges such as subsidised public transport tickets.

The student wellbeing team collaborates with external wellbeing \textit{agencies} and students are referred as needed, as documented on the school intranet.

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\textbf{Self Ratings} & \textbf{Evaluator Ratings} \\
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\textbf{Evaluator Reason for Rating}

The Evaluation Team does not concur with the school’s rating for this standard. The rating has been changed to exceeded.

The ASSoE Leadership Team is responsive to student well-being needs. Policies and procedures related to all aspects that fall under anti-bullying, safeguarding, and health education are implemented. Posters explaining procedures are visible in each classroom and the school administration area. Students are taught to recognise unsafe situations and made aware of the actions they should take in case of these situations. A clearly written Code of Conduct, the Student Behaviour Education Policy, is implemented. This policy outlines levels of offence with consequences. A timeout space is used and when required specific teaching groups take place. Students are rewarded as a result of showing good behaviour in assemblies and during classes. Also, examples of good behaviour, achievements, and health
education are included in weekly bulletins that are shared with the school community.
Overall, more than 90% of the students that participated in the CIS Community Survey agree
or strongly agree that they understand the school's behaviour expectations and know what
to do in bullying situations.

All teachers are trained in responding to child protection issues. Policies are reinforced
through the curriculum. Additionally, all staff members undertake annual professional
development in protective practices.

The Government Health Support Planning Guidelines are followed. A School Health Planning
and Support Process protocol is implemented. Students' health is checked upon enrolment
and monitored thereafter. The Transition Health and pathways that are followed help
students protect and safeguard their well-being. Students are closely involved in monitoring
and actions related to the well-being of peers, for example through the collaboration
between the Student Services Team and the Student Representative Council.

Policies and procedures related to Safeguarding and Child Protection are implemented and
followed in practice. At the beginning of each term a whole staff meeting takes place in
which students at risk in terms of child protection are discussed. Case manager meetings
with stakeholders take place regularly to identify students at risk.

Identified students at risk are reported to one of the three assigned designated child
protection personnel. One of the designated child protection personnel is also reported to by
students in case of self-referral. In meetings it is discussed, and agreed, who will follow up by
taking appropriate actions.

Child protection referral procedures are documented for all staff. Displays related to what to
do in case of bullying, or other unsafe situations, are visible in all classrooms.

Unsafe home situations are reported by the Student Services Team to outside agencies or
police, case by case, if needed. Student Wellbeing Leaders also support parents of students
in unsafe situations.
The South Australia Department of Child Protection procedures called ‘Information Sharing Guidelines’ are mandatorily followed. A child protection form is filled out and shared with the Principal of ASSoE and the Principal of the school where a student is transitioning once they leave ASSoE. Teachers are required to directly report to the South Australia Department of Child Protection and inform the Principal of any child protection issues.

Policies and procedures for the well-being of students are reviewed and revised every three years or sooner, if needed. A breakfast club that promotes healthy nutrition was created as a result of policy revision. In a meeting with the Evaluation Team, SRC students spoke highly about this initiative.

There is a Parent Complaint Policy and the Government Policy Consumer Complaints Management and Resolution is followed. Teachers are trained to deal with complaints and resolutions. To increase accountability of all stakeholders, students and staff members have worked together in meetings. Parents are involved through organised parent meetings with a translator present. In cases that parents do not attend, they are phoned. In these cases, meetings are postponed or administered over the phone. The school was awarded PiE funding to be used to implement ways to encourage parents to become more involved in their child’s school life.

Ongoing Restorative Justice (RJ) training is provided to teachers. Training takes place on scheduled training days and in staff meetings. New incoming teachers receive training upon arrival. The RJ training is facilitated by school leaders and counsellors.

**Commendations**

Domain E Standard 3 [Major] - The School Leadership Team and staff for implementing effective safeguarding policies and procedures that address the well-being needs of all students.

Domain E Standard 3 - The Student Representative Council for their proficient leadership and efficient collaboration with peers, the Student Services Team, and staff members.

**Recommendations**
None at this time.
Part 2: Domain E - Standard E4 - Team Evaluation

The standards of health, safety and security are supported by written policies and effective procedures, which exceed, where possible, local regulatory requirements.

Ratings Rubric

Team Evaluation Criteria E4i. The school has developed a critical incident management handbook which is regularly reviewed and updated with input from local authorities or other experts. E4ii. Procedures are in place to evacuate to an offsite location if necessary. Future Aspirations E4i. How effectively and systematically does the school review all emergency procedures, identify and implement enhanced emergency procedures using information available from expert sources?

Program Response Narrative

There are school policies on reporting incidents, Emergency Evacuation/Lockdown procedures, including designated First Aid Officers all of which protect the students’ health and safety. The school updates an Emergency Management Plan annually and plans responses to likely threats. This Emergency Management Plan clearly documents all relevant processes, including procedures for evacuation to an offsite location if necessary.

The school’s Work, Health and Safety team (WHS) as identified in the Emergency Management Plan, meets regularly to discuss relevant issues and makes information accessible on the intranet and alternatively on a pin up board in the pigeon hole area. Site inspections using DECD checklists are done regularly. The WHS workgroup monitors progress on resolving identified hazards. Progress and resolution is recorded on the ASSoE intranet.

The school has two Emergency Evacuation/Lockdown drills per term to familiarise staff and students with the process and procedures. Feedback from the most recent drill
is available on the school intranet. Each room is provided with invacuation/evacuation posters.

The ‘WeDoData’ system provides staff with students’ Health alerts. While the school was built prior to current building codes, as classrooms have been renovated, ramps have been retrofitted to facilitate access for students with disabilities.

The Department has written procedures for site security and event notification. All Incidents at the school are recorded on the Department for Education’s Incident Management Recording System (IRMS) and through this system the Education Director, Department Incident Management Directorate, Department Security, Department WHS, and Department Injury management are notified automatically as appropriate. Where an incident is notifiable or involves an injury then the school follows the Injury Incident Reporting and Investigation Procedure.

During enrollment, staff outline the safety and security procedures and expectations for students. Safety and Security is also covered in the school’s Student Behaviour Education Policy, Bullying & Harassment Policy, along with the ICT/Cyber and Mobile Phones and Personal Digital Device Policy. The Yard Duty Supervisor ensures the safety of all students before, during breaks and after school and enforces the Extreme Hot/Wet Weather Procedures.

Self Ratings

Met

Evaluator Ratings

Met

Evaluator Reason for Rating
The Evaluation Team concurs with the school’s rating for this standard.

Health, safety, and security are supported by written policies and effective procedures. The Government Injury Incident Reporting and Investigation Procedure linked with a School Emergency Management Plan is in place. To monitor the effectiveness of these policies and procedures the Work Health and Safety Team meets regularly and records of actions are documented and shared via the intranet and at staff meetings. Two emergency drills take place per term and feedback reports are available. The WeDoData system provides student health alerts. Medical alerts are posted on the medical alert board in the staffroom and in the administration area.

There are four certified senior first aid officers available on the school campus, one of whom has worked at the school for more than ten years. All staff members are mandatorily first aid trained. Additional specific training, for example in diabetes management, is offered to staff members as required. The medical support facilities are clean, well-organised, and well-equipped including a wheelchair and bed.

An incident recording system called the Incident Management Recording System is used. Stakeholders are notified automatically in case of an incident. Teacher yard duty responsibility regulations are documented and put into practice.

On average there are five referred students per two weeks through the incident referral system reported to the senior first aid officer. The senior first aid officer decides if referred students can be given medical support on campus or if students need to be referred for medical emergency support at a hospital that can be reached from school by car or ambulance in a relatively short time. Parents are given a medical incident report and called to come to school or hospital if required. The senior first aid officer records all (reported) medical conditions and distributes reports via the intranet to staff members.

Updates related to possible first aid needs, for example in the event of upcoming sport activities, are reported back from a designated person to the senior first aid officer so that necessary precautions can be arranged.
The school is working towards ensuring that the canteen meets the Department for Education’s Right Bite and Healthy Eating policies by enforcing the terms of the contract between the school and the canteen provider.

More than 96% of students that participated in the CIS Community Survey agree or strongly agree that the school provides a healthy and safe environment for all members of the school community.

Commendations

Domain E Standard 4 - The senior first aid officers for their highly professional attitude and commitment to the students and staff in need of medical care.

Recommendations

None at this time.
Part 2: Domain E - Standard E5 - Team Evaluation

The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements.

Ratings Rubric

Team Evaluation Criteria E5i. To the extent possible, the school is able to support students’ learning in the event of school closure. Future Aspirations E5i. How effective is risk assessment and the analysis of near accidents/near misses, and how well does this inform the school as a learning community?

Program Response Narrative

The school updates an [Emergency Management Plan](#) (EMP) annually which creates a plan for likely hazards. The EMP provides clear roles and responsibilities for the management of the School in the event of an emergency.

Students at the Adelaide Secondary School of English (ASSoE) are funded by the State Government and have a right to the appropriate schooling within the Public Education System. In the event of the school closing down, an assessment of and assistance will be provided to students for suitable transition processes to enrol into a mainstream high school for continuation of their studies. There would be a focus on provision of English as an Additional Language/ Dialect (EALD) support. The Department’s Learning Improvement Division would be consulted to accommodate students who do not meet the minimum EALD level to succeed in a mainstream program. [ASSoE’s curriculum](#) could then be followed at another site or across a number of sites identified by the Department. The school’s curriculum is the property of the State Government, hence would be followed within the Department as required. Students who have commenced a South Australian Certificate of Education (SACE) subject would be able to access classes to complete them. Permanent teaching staff at ASSoE employed by the Department would be transferred to other locations to assist with the continuing EALD education of students. Students would be
offered support to student learning and wellbeing and consistency with their education.

All staff have a responsibility to report any observations that can be considered as a risk to staff, students or members of the public. These procedures are clearly outlined on the school intranet. The Work Health Safety (WHS) team are advised of any hazards, near misses or incidents via group email, and take appropriate action according to the urgency of the situation. The WHS working group have an allocation of time for regular meetings to identify and address issues across the school. A permanent agenda item at staff meetings provides an opportunity to inform staff of any issues, and to receive relevant information from staff members.

The Department for Education provides a proforma for the school to use to assess risk and plan mitigation. The school uses this proforma to assess risk for hazardous manual handling tasks, camps, infectious diseases and use of chemicals in curriculum areas. Digital copies of risk assessments are stored on the ASSoE Intranet and signed copies are archived.

ASSoE has a comprehensive level of Yard Duty allocated across the school during all breaks and before and after school, including bus duty. All staff on Yard Duty have the responsibility to wear a high-vis vest, observe allocated areas and report all potential issues. A Yard Duty Supervisor is allocated each day to ensure all areas are staffed and direct staff to any issues identified.

ASSoE follows the WHS, and Hazard Management Policies & Procedures of the Department. Links to relevant documents can be found on the school intranet. The school Principal has the responsibility to report all incidents on the Incident Response Management System (IRMS) which will inform the Line Manager of the school and the Department for further action if necessary. First Aid procedures are followed by four trained First Aid Officers, who are trained in individual health needs required for students or staff. (e.g. Diabetes, Epilepsy, Asthma etc.)
Self Ratings

Met

Evaluator Ratings

Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The School Emergency Management Plan is updated every academic year. The document states responsibilities, roles, and procedures in the event of an emergency. Emergency escape routes are displayed in all rooms.

At the time of the visit the Evaluation Team observed a fire drill. The sirens are loud and can be heard in most places on the campus. The Evaluation Team was notified by the fire warden that the siren at the gym and multi-purpose classroom were unreliable.

At the start of the fire drill, exit and entrance doors are locked immediately and signs are put up behind these doors warning that the school doors are closed preventing anyone from entering.

During the evacuation students, visitors, and staff members gathered at the grass oval in a safe manner. The grass oval is located at a safe distance from buildings. In four and a half minutes, all students, visitors, and staff members were safe. A fire warden verified student attendance with the homeroom teachers having students lined up in front of them. The Principal checked staff attendance. A senior first aid officer held a special first aid sign up to navigate persons to the location where first aid could be received. After 11 and a half minutes ‘all clear’ was given by the Deputy Principal.

To discourage intruders from entering the school campus, and to follow up after intruders have entered the school campus, CCTV is operational. The CCTV system can save recordings for up to 30 days. School buses operate CCTV.

In case of long-term closure of the school, students would be placed at other schools funded
by the Government. Students would follow the ASSoE curriculum. Students can keep up with school work via Google Classroom.

Overall, more than 90% of students that participated in the CIS Community Survey agrees or strongly agree that they trust the school’s emergency procedures for incidents such as fire. Almost 100% of the students agree or strongly agree that they know what to do in case of an emergency.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain E - Standard E6 - Team Evaluation

The school provides health care and health education to support students’ well-being and enhance access to learning opportunities.

Ratings Rubric

Team Evaluation Criteria E6i. The school facilitates school community awareness and understanding of local health services, local health requirements and potential health concerns. Future Aspirations E6i. How does the school play an advocacy role in understanding and responding to potential health hazards in the local and broader community?

Program Response Narrative

The school’s curriculum encourages the adoption of healthy lifestyle choices through a sequential and developmental curriculum, particularly through the subjects of Personal Learning and Wellbeing (all levels), health (various levels), physical education (PE) (all levels), gardening (Foundation B, intermediate A) and cooking (intermediate). The school implements the Keep Safe Child Protection Curriculum in all learning areas, and particularly through Personal Learning and Well-being. These learning opportunities provide health education and care to support students’ well-being across all learning areas and enhance access to learning opportunities.

In Cooking, students focus on learning to cook healthy foods. In Transition Health, students learn how to make sensible choices and act assertively in response to risk-taking behaviours and safety in intimate relationships. All students undertake a Beach Safety Day program at least once during their time at the school to learn about water safety, and participate in swimming lessons for one term of PE. The school’s Canteen Committee meets twice a term with the canteen provider to ensure that it consistently meets The Department for Education, Right Bite Eating policy. The school has found it challenging to ensure that the
Canteen maintains compliance.

The school Student Wellbeing Leaders assist students with health issues and record health care plan information on WeDoData for easy access for relevant staff. Health care plan information is also provided with student photos on a secure medical alert board in the pigeon hole area to inform all staff. This information is also provided to teachers taking students on excursions, and relief teachers are alerted on relief documents. All staff are trained in First Aid and as such are ready to provide emergency support when necessary.

Students Wellbeing Leaders also assist students to arrange appointments with external health agencies including: dentists, opticians, for hearing assessment, doctors and to Migrant Health Services as required. Newly enrolled students receive a TB skin test through the Adelaide chest clinic, who attend the school each term.

Self Ratings
Met

Evaluator Ratings
Met

Evaluator Reason for Rating
The Evaluation Team concurs with the school’s rating for this standard.

Students are well-supported in their well-being through health care and health education being embedded in the curriculum. With clearly written learning objectives fitness and swimming are, for example, important components of the Physical Education (PE) program.

The school has its own garden for students to plant and harvest vegetables. During cooking classes in the school’s kitchen classroom, students prepare and cook these vegetables for healthy meals to be served.

Student Wellbeing Leaders provide students with information with regards to health issues and data is accessible for teachers via WeDoData. Student Wellbeing Leaders also assist
students in learning how to communicate with external health agencies such as dentists, opticians, doctors, and migrant health services.

Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain E - Standard E7 - Team Evaluation

There is an effective and implemented written policy and procedures, including risk assessment, to support the health, safety and security of students on activities outside the school.

Ratings Rubric

Team Evaluation Criteria E7i. The school works with the appropriate safety authorities to regularly evaluate and renew its external activity risk procedures in light of changing conditions and circumstances. External activity risk procedures are shared with community partners, e.g. athletic associations or MUN networks, to ensure consistency of procedures when students are travelling. Future Aspirations E7i. How does the school research, identify and implement enhanced practices in child protection and risk management in off-campus activities?

Program Response Narrative

The current excursion policy and specifically covers all risk assessment, first aid, WHS and health care plans especially for special needs students and students with specific health issues. The Department provides clear guidelines for excursions including the responsibilities of teachers, the Principal and the school. The guidelines provide clear specifications and standards to minimise the risk to students for higher risk activities. In addition, the school has conducted its own risk assessments for activities deemed to be high risk.

In addition to regular excursions that form a core part of the school curriculum, all students have the opportunity to participate in an overnight camp at the Advanced level. A detailed risk assessment has been completed for this activity. In addition to the Department mandated parental consent and medical information forms, the school provides a letter and detailed information for students and families about the camp, and activities that students will participate in. In order to ensure that no student is excluded from this experience by financial constraints, costs are kept as low as possible, and an application for financial assistance is available for students in need.
Teachers receive informed consent from all care-givers prior to all excursions. Translated excursion notes are available in many common languages. In addition to the consent form, a form providing information to care-givers about the nature of the excursion has been developed to better inform them of the appropriateness and relevance of excursions to the school’s curriculum. Parents then have detailed information so as to understand the nature of the excursion and respond accordingly. Parents are able to discuss the excursion details and any specific requirements for their child with the teacher, if required.

To ensure compliance with school and department procedures, all applications for excursions are entered on an electronic system before being checked and approved by the Daily Organisation Coordinator. The required advance notice for an excursion application has been increased to one week from three days. Classes with special needs students now require a two-week application time line. This enables the school to organise specific procedures and support for those special needs students.

The school has specific policies relating to travel on public transport. Students are explicitly taught appropriate bus behavior as part of the PLW curriculum. Designated school buses transport students between the city or Salisbury interchange and school, morning and afternoon. The school liaises closely with the bus company and has access to CCTV if needed.

Hard copies of consent forms and associated documentation are collected, bundled, labeled and stored by teachers in the pigeon hole area before being archived indefinitely off-site.

Self Ratings
Met

Evaluator Ratings
Met

Evaluator Reason for Rating
The Evaluation Team concurs with the school’s rating for this standard.
There is an effective implemented policy, called Excursion Policy, in place that states the excursion procedures and risk assessment. It aims to minimise the health and safety emergency risks for students during excursions. There is evidence that specified risk assessments are carried out, for example for ice skating activities.

Bus behaviour is taught through the curriculum. The Deputy Principal liaises with the local bus company to monitor student well-being and prevent students from being involved in incidents.

More than 94% of the students that participated in the CIS Community Survey agree or strongly agree that they feel safe going on school trips.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain E - Standard E8 - Team Evaluation

The school offers university/college counselling, assessment, referral, educational and career planning guidance suitable to the age/maturation of all the students in its care.

Ratings Rubric

Team Evaluation Criteria E8i. The school regularly evaluates the effectiveness of its counselling programmes and services using data from the students’ profile and achievement. Future Aspirations E8i. How does the school regularly research, identify and implement enhanced practises, e.g. the use of data on alumni as part of the ongoing evaluation process?

Program Response Narrative

The core purpose of the Adelaide Secondary School of English as a New Arrivals Program (NAP) is to prepare student for and place them into mainstream highschools. Considerable support is provided at the Transition level to equip students with the skills and knowledge needed to transition to mainstream high school, adult and further education. In particular, Transition Personal Learning and Wellbeing (PLW) for junior students, and Personal Learning Plan (PLP) subjects for senior students focus heavily on supporting students with planning for their future education and work pathways. Data is collected regularly from past alumni through online surveys to establish areas for further improvement by our school.

The school offers tertiary counselling, assessment, referral, educational and career planning guidance at a level that is suitable for a New Arrivals Program high school; this is also done through the curriculum subject Personal Learning Plan (PLP), in which students complete a ‘My Life and Career Pathway Plan’. The Work Studies Curriculum provides students with some knowledge and skills to prepare them for employment, whether part or full time. Career and Education counselling services are available through the Student Wellbeing Leaders and on referral, to career advisory services. Students have the opportunity to attend career information services, a Career Expo, university visits, open days, homework and job clubs. For students with verified special needs, additional support through agencies such
as Maxima and other educational providers such as The Prospect Centre can be made available through the Special Needs Coordinator, to support student pathway planning.

The school is part of a Western Schools Beacon Project focusing on partnerships with career/industry mentors and the community. Programs give students exposure to career education, self-awareness and guest speakers to provide educational/career guidance. Opportunities are also provided for teachers to attend Professional Development to keep up-to-date with changes in career pre-requisites, university entry requirements and employment trends.

At this stage, the school meets the requirements for this Standard. It provides students with an introduction to career opportunities and students transferring to mainstream schools have the opportunity to further explore options for career pathways including subject choices. This is different and less comprehensive when compared to other mainstream high schools but is absolutely appropriate for a NAP school.

### Self Ratings

|                | Met |

### Evaluator Ratings

|                | Met |

### Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The ultimate goal of ASSoE is to prepare the students to succeed in classes in mainstream high schools. Sufficient support is provided for students to transfer successfully. The school offers support in referral and career planning guidance. A Personal Learning Plan, which includes a My Life and Career Pathway Plan, demonstrates successful outcomes for every student. Students are internationally recognised for these curriculum activities by The South Australian Certificate of Education (SACE). Additionally, students have the chance to visit universities and attend open days. Furthermore, ASSoE takes part in the Beacon Project. This
project 'supports young people to successfully transition from education to meaningful employment'. Teachers receive Professional Development to be up to date with the changes in requirements and employment trends to efficiently support students in their future education and work pathways.

Students with special needs receive additional support through organisations such as Maxima, which gives support for disability employment services or the Prospect Centre which offers programs in a variety of sectors such as sports, music, and science.

The effectiveness of the counselling programs and services is sufficient and data from a student’s profile is used to inform practice. More than 87% of the students that participated in the CIS Community Survey agree or strongly agree that they are satisfied with the effectiveness of the school’s university, college, and career guidance and counselling processes.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain E - Standard E9 - Team Evaluation

Those students and families making transitions between divisions of the school, and in and out of the school are supported effectively through advice, counselling and appropriate information.

Ratings Rubric

Team Evaluation Criteria E9i. The school designates qualified staff with the expertise to plan, implement and evaluate transition activities and programmes for students and families as well as to train and support faculty in the delivery of transition programmes and activities.

Future Aspirations E9i. How well does the school research, identify and implement enhanced practices in relation to transitory families, also considering those students remaining at school when others move on?

Program Response Narrative

The school has a Student Achievement coordinator, whose role is dedicated to placing and monitoring students’ progress in appropriate Pathways, levels and classes. After enrollment, the Student Achievement Coordinator conducts an initial assessment of student’s writing, reading and prior schooling before placing them in a class. If a teacher raises concerns about a student’s placement or progress, a re-assessment can be administered by the Student Achievement Coordinator, and if a change of class is recommended, the student is counseled and a letter is sent to the family explaining the change. These discussions are currently recorded on the school’s WeDoData section of the intranet under ‘Teacher Comments’, with the intent to create a new tab called ‘Student Movement’ to make this information more visible for staff.

The school also has a dedicated Transition Coordinator, who manages both students transitioning into the school from Primary Intensive English Language Centres (IELCs) and students transitioning out of the school to mainstream education or work. This leader schedules and coordinates a Primary School Transition Day for primary transfer students once a year. The leader also coordinates a team of leaders who conduct pre-orientation visits
to students in their primary centres during term 4. This visit both reassures the students, and provides valuable information for the secondary teachers. Where additional information or support is required, the Transition Coordinator liaises with the IELC leader. On the transition day, students are assigned ASSOE buddies (often speaking the same language or from a similar cultural background) to support them during the day. They are assessed by the Student Achievement Coordinator, and are also provided with an opportunity to experience classes at Adelaide Secondary School of English.

All new students attend an extensive orientation session in their first week at school, supported by interpreters, where they learn about the school’s physical environment, including a tour, expectations and processes in a supportive and welcoming manner.

The Transition Coordinator runs Parent Information meetings each term for Advanced students, to explain the transition to high school process in South Australia and is available for consultation during Parent Teacher interviews at the end of each level with interpreters. To facilitate the transition process, the school sends translated notes home and utilises Bilingual School Support Officers (BSSOs) to communicate with the families as necessary. Students attend a 3 day High School visit at the end of the term prior to their transition, to familiarise them with their new school. Buddies are arranged to support our students at the new school. Through the PLP and PLW curriculum students are supported with the transition to high school, work or adult college. In addition, the Transition Coordinator interviews and counsel any students exiting before their scheduled exit date to high school or other options.

Students with special needs have their transition individually planned by the Special Needs Coordinator. This involves exploration of a range of possible pathways, including supported work options, special education settings and/or liaison with Special Needs staff in the receiving school, and occurs in close consultation with families.

**Student At Risk** forms are completed by class teachers or Student Wellbeing Leaders for any students about whom concerns are held at transition. This form is sent to the Principal of the receiving educational institution. The ASSoE Student Wellbeing Leaders invite the Student Wellbeing Leaders of receiving schools to participate in a phone conference regarding transitioning at risk students within the bounds of the Department’s Information sharing.
To assist senior students who enrol into high school mid-semester, who can find themselves at a disadvantage when attempting to complete the South Australian Certificate of Education (SACE), an additional South Australian Certificate of Education (SACE) subject, Integrated Learning has been developed. This is an optional, after hours subject which enable affected students to gain additional credits for SACE while at ASSOE.

For International Students, transition to the school occurs in collaboration between The Department for Education: International Education Services (IES) and the ASSOE Transition/International Student Program Coordinator. All International Students (ISP) have an ISP orientation in addition to the general ASSOE orientation, in the term when they enrol at the school. Additionally, the ISP coordinator meets the students regularly and monitors their attendance, academic progress, travel plans and wellbeing. ISP surveys are also conducted to monitor students’ wellbeing and to gather feedback about their experience as ISP students.

In addition to the support provided by the Student Achievement and Transition Coordinators, the school’s two Student Wellbeing leaders are also available to all students to provide advice, counselling and information about future pathways.

### Self Ratings

**Met**

### Evaluator Ratings

**Exceeded**

### Evaluator Reason for Rating

The Evaluation Team does not concur with the school’s rating for this standard. The rating has been changed to exceeded.

Students and families receive all needed school information upon enrolment in the school, if necessary in their mother tongue. This information is provided through orientation sessions
and counselling. More than 93% of the students that participated in the self-study survey agree or strongly agree that they were supported by teachers when they first started in school. A Primary School Day is organised for incoming students graduating from primary school. On this day, primary school students experience a day in the life of an ASSoE student. A buddy system is in place for all incoming students to support a smooth transition.

A designated qualified student achievement coordinator has been appointed to place and guide students that transfer internally between pathways. After an assessment, a transfer decision is made and parents are informed in a parent meeting. During parent-teacher interviews at the end of each level, and at parent information sessions, information about transitions is shared with the parents.

Through the curriculum, students are supported and educated in their transition to high school. Both coordinators observe lessons to monitor student placement and achievement. Each student has a transition folder with detailed information about transition and achievement kept up to date by teachers and both coordinators.

The student achievement coordinator and transition coordinator train staff on a regular basis. Special training days are scheduled frequently for teachers to learn more about EALD levels and to discuss modifications. Resources are shared in these meetings. All teachers are trained in Running Records. If teachers feel they need more training they can approach the appropriate coordinator for one-to-one training. New incoming teachers receive training upon arrival.

An International Student Program Coordinator (ISP) is appointed to collaborate with International Education Services to ensure appropriate homestays for international students. Part of the ISP’s responsibilities is to monitor students’ well-being and school attendance.

All student movements can be followed by teachers on WeDoData.

**Commendations**

Domain E Standard 9 [Major] - The Student Services Team and staff for the effective, quality advice, counseling, and support provided to students and families during transition.
Recommendations

None at this time.
Part 2: Domain E - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school’s Guiding Statements

Ratings Rubric

There is no Rubric for this response

Program Response Narrative

The school shall ensure that the canteen meets the Department for Education’s Right Bite and healthy eating policies by enforcing the terms of the contract between the school and the canteen provider.

To further enhance parental involvement in the school, funding will once again be sought through the Department’s Parent In Education initiative. The intention is for the funding to be used to cater for a larger cohort of language groups and to incorporate an activity for parents as part of the termly information sessions.

Staff will participate in further Trauma Informed Practice training in 2018 and 2019, in line with the school’s 4 year implementation plan.

The school shall record the feedback from the furniture working party and give it due consideration when planning the refurnishing of current classrooms and expenditure under the Building Better Schools program.
Evaluator Reason for Rating

The school’s planned actions are appropriate and they have been effectively prioritised.

Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain F - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The staff at Adelaide Secondary School of English (ASSoE) is comprised of teachers, leaders, support staff and volunteers who work towards achieving the school’s mission and aims, and meeting the students’ needs. These staff members have a diverse range of life and teaching experiences, knowledge, skills and perspectives which they are able to use in their work to help educate the students for global citizenship through their contributions to curriculum, classroom work and interactions with the students.

All staff are appointed to the school as needed, based on their qualifications and experience, and correct processes are followed by The Department for Education and ASSoE when these appointments are made. All current teaching staff have experience and qualifications in a range of subject areas as required by the school and most teachers have a qualification or rating in Teaching English to Speakers of Other Languages (TESOL). New teachers to the school who do not have experience or qualifications in EALD are asked to complete training in TESOL and are encouraged to complete courses run by the EALD Unit to develop their skills and knowledge about teaching EALD to students from culturally and linguistically diverse backgrounds. At present all faculty members carry a rating for New Arrivals Program (NAP) or EALD appropriate to the subjects that they are teaching within the school.

In the classroom, teachers are supported by Bilingual School Services Officers (BSSOs) who are proficient in other languages and have completed the relevant application process and
training, and School Services Officers (SSOs) working in administrative and support roles hold relevant qualifications or experience. Volunteers at the school are also required to have the appropriate clearances to work with children and are interviewed to ensure that they are suitable for working at ASSoE.

Prior to the appointment of all staff, background checks are carried out to confirm the identity, medical fitness, right to work in the country, previous employment history, qualifications, and character and professional references. As the school is a government school, all teachers need to register online and provide proof of their qualifications, registration and other certificates, and be approved for teaching within the Department. The appointment of teachers at the school occurs either through a selection process and recommendation made to the Human Resources office of The Department for Education, or teachers being selected from the Employable Teacher Register (ETR) or Permanent Teacher Register (PTR) and given a contract or permanent position at the school. There is an Employable Ancillary Register (EAR) from which ancillary staff are chosen. Background screening for teachers is done through the Teachers Registration Board (TRB) and SSOs, BSSOs and volunteers have to complete screening through the Department for Communities and Social Inclusion (DCSI). Teacher Registration and DCSI screening of staff are undertaken on a regular basis.

Regular opportunities for the professional development (PD) of faculty and staff members are provided. These PD opportunities are related to school priorities and the professional needs of the staff, and outcomes contribute to student learning and wellbeing. PD takes place within the school on student free days, in learning area meetings, during or after weekly staff meetings and outside the school through sessions run by the Department or external providers. Full time teaching staff are allocated $500 per year, and part time teachers their fractional equivalent, to use towards the costs of attending professional development courses or relief teachers to cover their lessons. This amount has not been revised for a number of years, so the school needs to review whether they think this is still adequate to allow for teachers to attend PD sessions during or outside of classroom hours.

Staff recruitment and retention is managed in accordance with the CIS Code of Ethics through the Personnel Advisory Committee (PAC) and the Department. When possible,
contract staff are retained to ensure continuity of student wellbeing and learning. Discussions are had to determine placement of teachers in different classes to ensure the most suitable appointment for each position.

Performance management of all staff at ASSoE occurs through a system of line management. Each staff member is appointed a line manager, with whom they have regular meetings and discussions about performance. Each teacher completes a performance and development plan (PDP) that is reviewed regularly throughout the year. Goals are set which focus on areas of improvement related to the site improvement plan, the professional standards for teachers and the school’s strategic directions. The Department also has guidelines for teachers and BSSOs working in the New Arrivals or Intensive English Programs.

A letter of offer is emailed to any staff member given a contract or ongoing position at the site, which states the dates, terms and conditions of the agreement of the position. This letter comes from the Department, and includes information about the salary for the position. Additional information about teaching, leadership and ancillary positions within the Department are available from the Department for Education.

The Policies and Procedures Manual outlines all policies and guidelines about expectations for the performance of all staff and is available on the school intranet. Policies and procedures are reviewed and updated on a regular basis in consultation with relevant staff. Additional information can be obtained from the Department for Education website.

Self Ratings
Met

Evaluator Ratings
No Rating

Evaluator Reason for Rating

Adelaide Secondary School of English (ASSoE) is a State Government school. State requirements must be met before employment begins at the school. The South Australian
Teachers Registration Board (TRB) has responsibility for the registration of teachers. Teacher registration requirements include appropriate qualifications and child safety checks. The selection of staff for ASSoE supports the CIS Code of Ethics and the Department for Education policies on staff recruitment.

The leadership of the school faces continuous changes to staffing numbers due to fluctuations in student enrolments which are processed frequently (three times per week). Predicting student numbers from one term to the next is challenging. There are predetermined staffing ratios, therefore final staffing per term is always dependent on student numbers.

Appropriate professional development opportunities are available for teaching and support staff. Staff are required to complete an annual Professional Development Plan (PDP), aligned to school priorities, which is reviewed twice yearly by a line manager assigned to that staff member.

The Personnel Advisory Committee (PAC) reviews responsibilities and workloads of staff and also creates role descriptions for positions of leadership. All recommendations go to the Principal.

The school is working towards having all teaching staff TESOL (Teaching of English as a Second Language) or EALD (English as an Additional Language or Dialect) qualified, through a degree, diploma certificate, or equivalent qualification. Any staff member new to the school is made aware of this requirement within the employment contract.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain F - Standard F1 - Team Evaluation

The faculty and support staff is sufficient in numbers, experience, qualifications, and competencies.

Ratings Rubric

Team Evaluation Criteria F1i. There are sufficient numbers of faculty and support staff, appropriately qualified and experienced, to ensure students have the best learning experiences possible in line with the school’s curriculum and cocurricular activities. The majority of faculty have advanced qualifications. The majority of faculty have undertaken training specific to the curriculum. Future Aspirations F1i. How are faculty members regularly updating their training, specific to the curriculum and the school’s cultural context? To what extent are similar opportunities offered to all staff to support their role in the school?

Program Response Narrative

Faculty staff and support staff are employed as required. Student enrolments occur 3 days a week, therefore new classes can begin weekly. Class sizes are determined by the pathways and levels of the students and are mostly kept below the maximum recommendation for each pathway and level. Funding for all staffing is determined through a staffing process in the last few weeks of each term, when the number of New Arrivals Program (NAP) enrolments for the following term is predicted. International students and other non-government funded students attract other funding which can also be used for staffing. Funding is negotiated through the Department for Education and English as an Additional Language or Dialect (EALD) program personnel who have an oversight of NAP funding. The Resource Entitlement Statement (RES) is a reflection of the NAP funding entitlement and is adjusted each term according to predicted need (Funding and Allocations).

The faculty staff at the school have a range of experience, qualifications and competencies. We believe all faculty staff have appropriate teaching qualifications and/or teaching experience (including EALD) as a requirement of the Department for Education
(Qualifications), and must renew their teachers registration every three years providing evidence of 60 hours of professional development that aligns to the Australian Professional Standards for Teachers (APST), Basic Emergency Life Support (BELS) First Aid training and Responding to Abuse and Neglect (RAN) training completion. The faculty have advanced qualifications and have undertaken training specific to the curriculum. The school’s Personnel Advisory Committee (PAC) has documented a process for determining contract staff selection. This document states that there is a Human Resource (HR) expectation that teachers employed in Adelaide Secondary School of English (ASSoE) have EALD or Teaching English to Speakers of Other Languages (TESOL) qualifications and/or teaching experience in a New Arrivals Program (NAP). ASSoE has a performance and development policy that has been developed within the framework of the Department policy. All staff are required to meet with line managers through regular meetings and complete and reflect on a Performance Development (PD) plan. Throughout the year, staff participate in peer observations, sharing and feedback to encourage further development and improvement in specific areas.

School support staff (SSO), Bilingual School Support Officer (BSSO), and volunteers are employed as needed according to the school and the Department’s policy.

Self Ratings

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<th>Evaluating Reason for Rating</th>
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<tr>
<td>Met</td>
<td>The Evaluation Team concurs with the school’s rating for this standard.</td>
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ASSoE is a South Australian Government school. It is bound by a strict set of regulations issued by the South Australian Teachers Registration Board. These regulations are around registration, background checks (including previous employment), child protection protocols, qualifications, medical fitness, and professional references. No staff appointment is confirmed without meeting the necessary criteria from each of these areas.
The school rated this standard as partially met during the preparatory visit. The basis for this was that not all teaching staff had an EALD or TESOL qualification. Under the legislation of the Department for Education, teachers must be registered to teach, but it is not compulsory to have the EALD or TESOL certification to work with new arrivals. One of the planned actions of the school, following the preparatory visit, was to work towards having all teaching staff being TESOL qualified. To this end, any staff member now hired by ASSoE to teach EALD must undertake training, to obtain a degree, diploma, certificate, or other training in TESOL. PAC confirmed that this process is now in place.

Due to fluid student numbers, staff are employed as required. Student enrolment occur three days a week resulting in class timetables changing weekly. Class sizes are determined by the curriculum pathways and levels of the students and are mostly kept under the maximum recommendation for that pathway and level. Newly Arrived Program (NAP) enrolments for the following term are predicted, thereby funding for all staffing is determined through a staffing process in the last few weeks of each term. This takes into account NAP and international students. Funding is provided through the Department for Education.

The Evaluation Team were able to confirm that all staff had appropriate qualifications to teach in the school. Teaching staff must renew their teacher registration every three years providing evidence of 60 hours of professional development that aligns to the Australian Professional Standards for Teachers (APST).

**Commendations**

Domain F Standard 1 - The Personnel Advisory Committee for ensuring staff are all progressing towards having the necessary specialist qualifications in TESOL or equivalent.

**Recommendations**

None at this time.
Part 2: Domain F - Standard F2 - Team Evaluation

Prior to the appointment of all staff (including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. This information been taken into account in determining whether their appointment will be confirmed.

Ratings Rubric

Team Evaluation Criteria F2i. Regular background checks are undertaken for all employees and volunteers. Future Aspirations F2i. How is the effectiveness of regular background checks and referencing for all employees routinised, embedded into school practices and procedures and evaluated?

Program Response Narrative

All teaching staff appointments are approved by the Department and the appointments are dependent on teachers having a valid registration through the Teachers Registration Board (TRBSA). Teachers need to renew their registration every three years and submit to a National Police History Check (NPHC). Teachers need to also update their Reporting Abuse and Neglect (RAN) and first aid training for schools, known as Basic Emergency Life Support (BELS). Contract teaching staff are required to upload evidence of these each year in an application to the Employable Teacher Register (ETR) to receive their Authority to Teach statement. When applying for a teaching position in the Department, all teachers have to supply evidence of their identity and qualifications, and complete a declaration about their medical fitness, right to work in the country and employment history. Character references are also required for each applicant.

New teachers to ASSoE are required to undertake training, a diploma or a certificate in Teaching English to Speakers of Other Languages (TESOL). Most teachers in the school have a TESOL qualification (around 28 TESOL qualifications) or training. Other teachers are
rated according to the Department rating system, recognizing teaching experience in a TESOL environment like our school, with 66 members of the teaching staff having a rating of TZ, TL or TZ, which allows them to teach New Arrivals, EALD subject teaching or EALD subject support. This is explained in the attached document ‘application instructions’ (Employable Teachers Register) and ‘teacher subject qualifications’ above.

Ancillary staff are required to register their availability for employment on the Employable Ancillary Register (EAR) and need to submit evidence of current RAN, BELS, and Department of Community and Social Inclusion (DCSI) screening to be considered for employment. Bilingual School Services Officers (BSSOs) are employed at ASSoE according to student need, as outlined in the policies and procedures manual, and also apply to the EAR.

Volunteers to the school are required to complete an application form and provide evidence of their DCSI clearance and RAN training. They are interviewed to assess their suitability, and feedback on their performance is given when required.

Self Ratings

Met

Evaluator Ratings

Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The school staff is made up of leaders, teachers, support officers, and volunteers. The CIS Code of Ethics, and the Department for Education Child Development Policy for the Recruitment and Selection of Teaching Staff in Schools and the Recruitment and Selection of Ancillary Staff in Schools and Pre-Schools are used as a basis for selection of staff.

The school advised that they can only employ school services officers (SSOs) if they meet Department for Education requirements (Employable Ancillary Register – EAR, Screening and
Suitability – Child Safety). Bilingual school services officers (BSSOs) are employable if they complete an application process through the bilingual school services officer program. This includes the Employable Ancillary Register and National Accreditation Authority for Translators and Interpreters.

The South Australian State Government requirements around child protection are amongst the most stringent in Australia and incorporate a National Police Record.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain F - Standard F3 - Team Evaluation

The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff and contributes to the students’ learning.

Ratings Rubric

Team Evaluation Criteria F3i. There is a clearly defined process and expectations for all faculty and staff to receive PD related to the school’s identified priorities, and their professional needs, which supports students’ learning. Future Aspirations F3i. To what extent does PD create professional learning communities and how effective a learning community is the school as a whole? F3ii. What is the school faculty, staff and administration endeavouring to learn from its students?

Program Response Narrative

The school provides for the continuous professional development (PD) of faculty and staff. Every year, full time staff are allocated $500 each towards the cost of professional development that relates to the school’s priorities and the professional development needs of the individual staff member, and part time staff are given the equivalent based on their fraction of time.

In addition to this, relevant professional development is facilitated and staff participate in compulsory professional development sessions on student free PD days. PD sessions are also delivered during staff meetings and cover topics relevant to the school including cultural understanding and awareness and behaviour management strategies.

The evidence of success in professional development of staff is in student reports, results of assessments such as EALD Language and Literacy levels, Running Records reading assessment levels and Words their Way. Reports are generated on Daymap, and EALD Language and Literacy levels and Running Records reading assessment levels are recorded on WeDoData. Relevant professional development opportunities are emailed to staff and the Department website also lists professional development opportunities on the online learning management system, the plink portal. The success of this is reflected in staff interactions
with students and student behaviour. Within learning area meetings, staff attend professional development relevant to their learning area. All teachers and SSOs complete an annual Professional Development Plan (PDP), which they discuss with their line manager and submit to the principal. In this plan, professional development goals that align with the Site Improvement Plan (SIP) and Department priorities are identified.

### Self Ratings
- Met

### Evaluator Ratings
- Met

### Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The school has a professional development model in place. This model allows for both on-site and off-site professional development opportunities. The school provides continuous professional development of staff and this is linked to the School Site Improvement Plan (SIP). Staff are allocated $500 per year towards the cost of professional development that relates to the school’s priorities and the professional development needs of the individual staff member.

The Evaluation Team confirmed that professional development opportunities are made known to staff. The Department for Education also lists professional development opportunities on the website. During student-free days, relevant professional development is facilitated and staff participate in compulsory professional development sessions. Staff rated whole staff professional development days as being very effective with 88% of staff responders to the Community Survey in the ‘agree’ and ‘strongly agree’ range. The majority of professional development is internal.

Staff have annual Professional Development Plans (PDP). The Evaluation Team was able to confirm that staff are required to develop these annual plans which are reviewed twice yearly in consultation with a line manager.
The school indicated in the self-study that the fluctuations and uncertainty in student numbers has some impact on the school’s ability to provide ongoing and targeted professional development certainty to some teaching staff and school support officers (SSOs). Staffing ratios depend on student numbers. Teachers who met with the Evaluation Team reported that staff morale was high despite such employment uncertainty which can result in disrupted professional development.

**Commendations**

Domain F Standard 3 - The School Leadership Team for ensuring that professional development is regularly available, is targeted to support the Site Improvement Plan, and has consultative staff input.

**Recommendations**

None at this time.
Part 2: Domain F - Standard F4 - Team Evaluation

Staff recruitment and retention is managed in accordance with the CIS Code of Ethics.

Ratings Rubric

Team Evaluation Criteria F4i. There is a clearly defined policy and procedures statement for staff recruitment and retention in accordance with the CIS Code of Ethics which is widely understood by current and prospective staff. As a direct result, staff turnover does not affect teaching and learning. Future Aspirations F4i. How is the CIS Code of Ethics used and contextualised in the school? F4ii. Is there an ethically sound policy and procedures for the recruitment and retention of staff and how widely is it understood by all members of the school community? F4iii. How is succession planned and managed for the sustainable development of the school?

Program Response Narrative

The recruitment and selection of teaching staff at Adelaide Secondary School of English (ASSoE) is consistent with the policies and procedures for the appointment of teaching staff in schools as outlined in the Department for Education policy for Recruitment and Selection of Teaching Staff in Schools. The recruitment of ancillary staff at Adelaide Secondary School of English (ASSoE) is consistent with the Department for Education policy for Recruitment and Selection of Ancillary Staff in Schools and Preschools. The leadership team and all those involved in recruitment of teaching and ancillary staff ensure that all positions are advertised either internally or externally as per Department requirements and recruitment practices and procedures adhere fully with the above policies. Recruitment at ASSoE takes into consideration the wellbeing and learning needs of the student cohort, by maintaining staff stability through the retention and low turnover of many contract teachers and temporary relief teachers. The Personnel Advisory Committee (PAC) represents all staff and ensures that effective staff consultation occurs which leads to informed decision making processes in relation to human resource management. PAC ensures ASSoE recruitment and retention procedures for staff is in accordance with the CIS Code of Ethics.
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**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

The Department for Education and the school’s internal Personnel Advisory Committee (PAC) manage the process for staff recruitment. Part of the role of the PAC is to ensure ASSoE recruitment and retention procedures for staff is in accordance with the CIS Code of Ethics. The meeting with the PAC confirmed this happens in reality. The majority of positions must be advertised externally with a limited scope for internal appointments.

Whilst many staff are permanent, there are a number of contracted staff that gives the school the flexibility to deal with significant fluctuations in student numbers throughout the year. The variable part-time nature of permanent staff also gives the school a way in which student numbers can be best accommodated. This process of altering staffing numbers is constant and presents a continuing challenge.

There is an induction process in place. This was confirmed by a number of ASSoE staff. All teachers new to the school are given a time allowance to meet with their line manager and to observe classes. There are mentor teachers assigned to new staff. In addition to this, a comprehensive Policies and Procedures Manual is in place which gives many practical details.

**Commendations**

None at this time.

**Recommendations**

Domain F Standard 4 [Major] - The Leadership Team continue to have a consultative
approach to determining any changes to staffing or leadership roles.
Part 2: Domain F - Standard F5 - Team Evaluation

The appraisal/performance management system is defined and implemented for all faculty and staff, based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for students’ learning.

Ratings Rubric

Team Evaluation Criteria F5i. All faculty and staff understand the performance evaluation policy and procedures and are entered in the process. There are clear links between performance evaluation, the school’s priorities and CPD. Future Aspirations F5i. How effectively does performance evaluation inform the continuous development of the school as well as the individual? To what extent is the process continuous?

Program Response Narrative

There is an established performance evaluation policy written in the school called the Performance and Development Policy. It is clearly written into the school’s Policies and Procedures Manual, which is available to all staff on the school’s Intranet. Staff are made aware of this by their line managers and prompted to begin this written evaluation process, in the first term of each year. The timeline for this process is also identified on the school’s term planner for the year. Each staff member fills in a Performance Development Plan (PDP) available on the intranet, along with other relevant documents. Staff members then meet with their line manager to discuss how they will implement their goals for the year in term 1. These goals are set to align with the school’s Site Improvement Plan 2018 Whole School Priorities. The PD plan also outlines goals for the staff members’ own career and personal development priorities. This document is then reviewed and reflected on in line management meetings in term two and four of each year. Teachers have up to $500 and SSOs have up to $300 available to them to undertake training and development in order to help them meet the goals set in their PD plan. Annual PDPs are also uploaded on to the
Department for Education eduportal annually to ensure staff are involved in continuous Performance and Development planning and reviews.

Self Ratings

Met

Evaluator Ratings

Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school's rating for this standard.

The school’s appraisal and performance management system is contained within the school’s Performance and Development Policy. A twice-yearly appraisal meeting with a line manager aids staff to reflect on their practice whilst also developing future career and personal development goals and objectives.

The personal development goals aim at being in synchronicity with the school priorities. The Evaluation Team had the opportunity to see samples of a PDP. All goals appeared to be focused towards the better support of student learning and aligned to the Site Improvement Plan (SIP), the school’s strategic directions, and the professional standards for teachers.

Professional development occurs during learning area meetings, staff meetings, on student-free days, and at external venues of the Department for Education. School bilingual school support officers (BSSOs) have the opportunity to undertake specific professional development related to new arrivals and/or within the Intensive English Program. The Evaluation Team found a strong correlation between the SIP and the professional development emphasis in the school.

Commendations

None at this time.

Recommendations
None at this time.
Part 2: Domain F - Standard F6 - Team Evaluation

Written policies and guidelines establish expectations for the performance of all staff - faculty and support staff - which are applied consistently.

Ratings Rubric

Team Evaluation Criteria F6i. As well as job descriptions, there is associated documentation (such as a Staff Handbook) to ensure expectations for all staff are understood and applied consistently and widely disseminated. Future Aspirations F6i. How effectively are roles and responsibilities evolving dynamically in relation to changing needs and circumstances? F6ii. To what extent are students involved in evaluating staff roles and responsibilities?

Program Response Narrative

The roles and responsibilities of staff at ASSoE are documented in the schools Policies and Procedures Manual, which is used in association with the Department for Education Performance Management Policy. Job and Person Specifications are clearly identified in the Roles and Responsibilities of Teachers policy and Leaders and Senior Leadership Areas of Responsibility documents. The Performance and Development Policy of ASSoE has been developed within the framework of the Department policy. Staff responsibilities are further outlined in the Curriculum Policy in the Policies and Procedures Manual.

The school has identified guidelines within the Policies and Procedures Manual that establish expectations for the performance of all staff. At the beginning of each year, teachers identify goals and areas for improvement in their Performance Development Plan (PDP). These are reviewed and reflected on at the end of the year. Some of the guidelines in the school include Line Management Responsibilities, Student Behaviour Education with Restorative Justice, Step 9 Peer Mentoring, Guidelines for the Allocation of BSSOs/SSOs Support in the Classroom and Camps and Excursions Guidelines for Schools and Preschools.
Teachers are accountable to the school’s Principal and ultimately the Department, and performance is overseen by line managers. It is expected that all teachers are consistent in exercising proper duty of care. To ensure that is achieved, line managers and leaders each provide support to a small group of teachers within the school.

Self Ratings
Met

Evaluator Ratings
Met

Evaluator Reason for Rating
The Evaluation Team concurs with the school’s rating for this standard.

Policies and procedures are reviewed on a regular basis. These are contained within the Policies and Procedures Manual. The Department for Education website also contains substantial policy documentation.

Teachers are accountable to the Principal and ultimately the Department for Education. Performance is overseen by line managers. Line managers of the school each have a group of staff assigned to them. The line manager is responsible for monitoring the Performance Development Plan (PDP) and overseeing the professional discussion around individual staff meeting their goals as aligned to the school priorities. Beyond this role, the line manager is also responsible for ensuring that teachers consistently exercise an appropriate duty of care to students at all times.

School support officers are under the direction of the Business Manager of the school who also conducts twice yearly meetings centred on the PDP. The Evaluation Team had access to a sample PDP including a complete list of roles, responsibilities, and a school organisational chart which indicated lines of accountability.

Commendations
None at this time.

**Recommendations**

None at this time.
Part 2: Domain F - Standard F7 - Team Evaluation

All staff is employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school’s context.

Ratings Rubric

Team Evaluation Criteria F7i. All staff has contracts (or the equivalent local document which is translated into the employee’s home language). F7ii. Salaries and benefits are outlined for all staff in an open and transparent manner, and relate to a published scale. F7iii. Contracts, salaries and benefits are clearly understood by all employees. Future Aspirations F7i. How effective is the placement of any staff member with respect to their qualifications, experience and duties undertaken at school? F7ii. How creative is staff deployment relative to the changing needs and circumstances of the students?

Program Response Narrative

All staff are employed under a written contract which states the principal terms of agreement between the employee and the school. This contract is generated by the human resources section of the Department for Education. Teacher and Ancillary salaries and other benefits that are appropriate to the position and to the schools’ context are outlined in the contract, or are available on The Department for Education website. All contracts are written in English, they are not translated into the employees’ home language, as all employees are expected to be able to understand English to effectively teach it and support student learning.

Salaries and benefits for each of the positions at ASSoE are in accordance with the current Enterprise Bargaining Agreement (2016). Salaries are based on a tier system and are not determined by the school. All information about salaries and benefits is available on the Internet, so the information is open and transparent. Pay is determined by a published scale for teachers and ancillary staff members.
Job descriptions and specifications for leadership positions are written by the school's Personnel Advisory Committee (PAC). Teaching, leadership and ancillary positions are advertised either internally by email or externally on the Department website. To help staff members clearly understand their employment conditions, payment summaries, statements of service, long service leave payments, copies of payslips, pay information, booked leave, claims and leave entitlements and work rosters where applicable are all available from the Employee Information Kiosk (EIK) which teachers can access on their Learnlink account.

Self Ratings

Met

Evaluator Ratings

Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school's rating for this standard.

Staff members at ASSoE are employed through a State Award of the Department for Education. Employed staff agree to 'Terms of Agreement', which outline all aspects of this Award along with any relevant statements that relate to a particular role. The process for employment is managed by the Department for Education, who ensure that all documentation around qualifications and teacher registration is valid. All salaries, benefits, and conditions are as determined by the Department for Education State Award.

PAC writes all job descriptions and specifications for any position of leadership. These positions are always advertised according to Department procedures.

There is a documented process for determining contract staff selection and this process is overseen by the PAC. Part of the document states that there is an expectation that teachers employed have EALD or a TESOL qualification, or have a willingness to gain appropriate qualifications and/or teaching experience in a NAP.
Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain F - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school’s Guiding Statements.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The Finance Committee will include the review of allocated professional development funds for teachers and SSO staff as part of the budgeting process for 2019.

The school will continue to implement the Department’s new Performance and Development Plans (PDPs) by ensuring all staff review and reflect on their PDPs in line with the Department’s timelines.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school’s planned actions are appropriate and they have been effectively prioritised.

Commendations

None at this time.
Recommendations

None at this time.
Part 2: Domain G - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Adelaide Secondary School of English (ASSoE) is situated on a large campus with a wide range of teaching and learning spaces and equipment, which the school maintains and improves to fully support its mission and learning programs. This is achieved through routine compliance with design standards and coverage of Department service contracts (cleaning, facilities maintenance, security) and also some significant recent initiatives to upgrade and improve buildings and facilities. Sections of the school site are dated but the school is pleased that the recently announced $5 million Building Better Schools facilities upgrade will take place in the next six years and that all transportables will be removed from the school.

The original school site, substantially modified for purpose by ASSoE since gaining partial occupancy of the site in 1999, is shared by the School of Languages, Ethnic Schools Association and Multicultural Youth SA. As such it is consistent with the Department’s desire for schools to act as a community hub. A recent risk assessment on the open campus concept pointed to a contradiction with the Department’s priority for community hubs and the reality of our shared occupancy. ASSoE monitors the compliance of other site occupants in line with the Department’s site safety measures.

The school complies with the Department’s Workplace Health and Safety (WHS) procedures for reporting and managing hazards, conducting regular inspections, inducting new staff, and
discussing significant hazards at staff meetings. Responsibility for WHS is delegated to the Deputy Principal and he works in a consultative partnership with the elected Health and Safety Representative and the Business Manager. Emergency instructions are clearly displayed, practiced each term and reviewed. A site wide emergency plan is updated and published each year. The school has invested in new signage, security measures at entrances and covered walkways to cope with inclement weather. The school takes pride in displaying student work across the school. For student safety and convenience, the city-bound school bus stop has been moved to the southern side of Torrens Road and a northern suburbs bus service initiated. New park-free bus zones and car pick-up/drop-off zones have recently been established in co-operation with local council.

The Principal and Business Manager ensure that auxiliary services meet acceptable standards of safety, efficiency and comfort. The Business Manager receives ongoing feedback from all staff, Governing Council, and students and complies with all audit requirements. The Business Manager also oversees the implementation of Department policy governing visitors, volunteers, hire of facilities and other site users. The Business Manager oversees the site security, cleaning and maintenance requests. External contractors are employed to conduct repair or replacement work as required and according to Australian standards. The Canteen Committee oversees the canteen, which is run by a contractor, the school has experienced difficulty in ensuring the canteen’s compliance with the terms of the contract.

There are continuing initiatives in the area of technology and data support. A major redesign and rebuild of the information and communication technology (ICT) services to create a centralised ICT Hub has substantially improved access and support. Recently some break out spaces have been created in the ICT Hub, for students to use their electronic devices and new soft furnishings have been incorporated to create a variety of other work spaces. Computer pods are also now available for student access in a range of classrooms. ICT has been embedded across the new curriculum, and teachers/ students use of ICT in the classroom has increased and widened in scope. Professional development is designed and delivered by leaders, staff and professional learning teams (PLTs) to improve staff skills. Teachers participate in a range of professional development to support students’
engagement with ICT and to improve their literacy and numeracy skills. Google classroom is now used by many teachers to deliver differentiated curriculum in classes.

The school has a comprehensive intranet for staff and students which are continuously updated and provide access to a range of essential information and school processes. The new curriculum, with linked resources, is easily accessible to teachers via the intranet. The Department’s intranet has been recently updated and supports teachers’ access to Department-wide information, policies and procedures. The use of Daymap, EDSAS and the school’s unique WeDoData platform, along with an ICT Help service, support teachers and staff to manage the schools’ administrative, maintenance and operational needs. ICT staff support other staff and students and maintain and update network, software and hardware as required.

iMacs and Apple laptops are used and updated throughout the school. All teachers have laptops, Temporary Relief Teachers (TRTs) have access to laptops, and most desktop Apple computers are located in the ICT Hub. The ICT staff also maintain and update a smaller number of Windows-based administration computers to support the Department’s systems. The Governing Council has given approval for the school’s technology plan, which is reviewed annually. The proposed new building will further enhance the school’s priority to create competent ICT users, through the use of 21st century pedagogies and technologies.

Self Ratings
No Rating

Evaluator Ratings
No Rating

Evaluator Reason for Rating
Adelaide Secondary School of English (ASSoE) accommodates its staff and students on a multipurpose, neatly maintained campus. These buildings house classrooms, specialist rooms, and administrative spaces. Presently there is ample outdoor space for students to enjoy recreation activities during breaks. Shade and shelter are sufficient for the size of the school community. Signage is generally clear and supports the smooth flow of the
community around the campus on a day-to-day basis.

The school is diligent in ensuring all regulations are met, policies lead procedures and reflective practices are enacted. It was reported to the Evaluation Team that matters of site safety and security are regularly discussed in staff meetings to encourage staff to be mindful of those issues. Lockdown and fire evacuation procedures are displayed on the walls in most rooms in the school. The layout of the school supports a smooth and safe evacuation in case of emergency. Rooms also have lockable doors and pull-down blinds to provide both shade in hotter weather and security in case of a lockdown.

During the team visit, the Evaluation Team observed a fire evacuation drill. The community demonstrated they were able to evacuate in a calm and organised manner, in line with procedures outlined in school policies. The Department for Education approves these policies.

Staff and students have access to a range of online resources (WeDoData, intranet, Google Classroom and others) to support communication, data storage, and digital citizenship at ASSoE. These are outlined clearly in the preparatory report as well as the school’s narrative. Student data, in particular, is stored carefully while remaining easy to access by staff. ICT, and other hardware, is available for support and teaching and learning; these include robotic resources, digital whiteboards, laptops, and a reliable internet service.

A range of auxiliary services is used by the school to ensure maintenance, transport, security, cleaning, and canteen services are provided to support the well-being and learning of the students. Evidence was sighted to confirm that the school is compliant with all local regulatory requirements with regards to policies and practices, including training and provision of handbooks for staff. As the majority of these are determined by the Department for Education, these are regularly reviewed and updated.

While safety and security are of utmost importance and priority to staff and students at ASSoE, the Evaluation Team would suggest that some areas, such as specialist classrooms, could display safety messages to students with more prominence. Increased signage may further improve the smooth evacuation and muster for everybody on site. Policies and
practices were well-aligned within a culture of reflective practice and a desire to always care for the students.

Commendations

None at this time.

Recommendations

None at this time.
Part 2: Domain G - Standard G1 - Team Evaluation

The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school.

Ratings Rubric

Team Evaluation Criteria G1i. Physical facilities, teaching and learning spaces and equipment are well maintained and fully support the school’s mission and sustain the learning programmes. G1ii. Policies and practices are in place related to building and facility design, layout, designation and use to ensure best practice in child safety and protection. Future Aspirations G1i. How well does the school ensure that the continual improvement of school premises, physical accommodation, infrastructure, equipment and safety is informed by research into best practice? G1ii. To what extent is the school’s future planning considering innovative learning practices, internationally-defined rather than defined by the school itself?

Program Response Narrative

Adelaide Secondary School of English (ASSoE) maintains and improves its facilities, teaching/learning spaces and equipment to fully support the school’s mission and learning programs. All changes to learning environments, both indoor and outdoor, comply with the Department’s design standards (capital works and outdoor), and are routinely cleaned and maintained. Facility management, risk-minimisation and compliance with the Department’s facilities guidelines is managed for the School by Spotless Services. A Facilities Manager who has responsibility for preventative maintenance, breakdown maintenance and management of Minor works liaises with the school. The Facilities Manager also maintains a register of plant and machinery at the school and maintenance is recorded against each item as appropriate.

The person conducting a business or undertaking (PCBU) for the purposes of the Work Health and Safety Act (SA) 2012 is the Minister for Education. The Minister has delegated
sections of this responsibility to school principals. Principals undertake this delegated duty by following the published Department for Education Work, Health and Safety Policy. At the Adelaide Secondary School of English, the Principal has delegated the responsibility to ensure compliance with Department for Education policy to the Deputy Principal. The Deputy Principal performs this duty by regularly conducting site inspections, investigating reported injuries, hazards and near misses and monitoring the school’s compliance with Department policies and standards related to safety. The site has a trained Health and Safety Representative as required by the Work, Health and Safety Act (SA) 2012. The Deputy Principal meets and consults with the Business Manager, the HSR and the Principal on a weekly basis, however the school does not have a WHS committee as defined by the Act and is not required to do so. The HSR consults with staff at each staff meeting and concerns are minuted.

Within the school there are published processes (accessible via school intranet and email) for staff to report hazards, near misses and injuries as well as minor maintenance. The school employs 0.9 full time equivalent of Grounds Service Employees (GSEs) who undertake minor repairs as well as the maintenance of the grounds and gardens. The GSEs and the Business Manager are responsibility for ensuring that maintenance issues are addressed while hazards, near misses and injuries are investigated by the Deputy Principal in consultation with the HSR.

Grounds and facilities are inspected regularly for health and safety concerns and risk assessments are completed for hazardous tasks. New signage has been installed around the school, as have bollards and chains at entrances. New linked covered areas have increased student and staff safety and comfort in wet /hot weather. The school has a published Inclement Weather Policy which is activated when temperatures exceed 35 degrees or during rain/storms. Soft-furnishings (bean bags and lounges) have been included in the ICT Hub and the resource centre to create a variety of student work spaces and comfortable areas for students to gather during breaks. The school takes pride in displaying student work and celebrating talent and cultural diversity. Learning Areas are responsible for collecting and displaying examples of student work publicly on allocated display boards around the school.
New staff, including casuals, are inducted in WHS procedures mandated by the Department. Staff and students are informed of site emergency plans (lockdown / evacuation plans). These are displayed in all rooms and practiced regularly each term, followed by a staff debrief. The debrief is published on the ASSoE intranet.

The original school site, substantially modified for purpose by ASSoE, is shared by the School of Languages, Ethnic Schools Association and Multicultural Youth SA, and as such is consistent with the Department’s desire for schools to act as a community hub. The school recently approached the Department to discuss improving campus safety. The Department’s risk assessment on the open campus concept pointed to a contradiction with the Department’s priority for community hubs and the reality of our shared occupancy. ASSoE monitors the compliance of other site occupants with the Department’s site safety measures. A substantial new building facility announced for construction within the next six years will replace substandard portable buildings and create best-practice learning facilities, provide secure modern spaces for students, and allow ASSoE leaders and staff to participate in designing a building, purpose built to support the school’s agreed pedagogies.

Self Ratings

Met

Evaluator Ratings

Met

Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The site at ASSoE consists of several buildings, grassed areas, paved paths, and areas designated for a particular use such as a working garden and greenhouse space. In the past, as a former high school, up to 1400 students have been accommodated on the site. The present ASSoE student population is approximately 400. There are many areas for students to use during recreation time including a good sized oval. The school grounds and buildings
are generally clean, tidy, and well-maintained. The Evaluation Team did not observe any areas of the school premises which were of concern from a safety or maintenance perspective.

The school has provided evidence that the Principal followed up on the major recommendation given during the CIS preparatory visit. This recommendation required the school to conduct a risk assessment of the school’s open campus concept. The Department for Education has stated that the risk is considered low and would therefore not provide funding to replace the perimeter fence. Department regulations state that the school grounds are a community hub and therefore must remain open to the public for use. The Evaluation Team learned that the school has a good working relationship with the local council regarding this matter. ASSoE meets all local regulations regarding the open campus concept.

There are many specialist areas that are used regularly to support the breadth of the program on offer, in line with the guiding statements. These include the ICT hub, workshop, science lab, multipurpose room, store room, gymnasium, kitchen, and digital technology student space. Given the age of the buildings, built in the 1960s, the staff has shown innovation in the way they use space and all efforts are in place to keep students healthy, safe, secure, and learning. Despite innovative approaches used by teachers to maximise the use of rooms and facilities, the Senior Leadership Team, in discussion with the Evaluation Team, expressed a strong desire to find solutions to upgrade and modernise learning spaces across the school for all students to support learning as described within their guiding statements. The school faces a range of challenges relating to the age of the buildings and facilities, repair of surfaces, and suitability of room size and layout. Although staff work effectively with the facilities they have, it was noted that for the school to adequately fulfil its guiding statements upgrades will be required, supported by appropriate funding.

Having been awarded a grant from the Department for Education to replace a number of aging classrooms, the school continues to make progress with the design and planning of these new builds. An emphasis will be placed to ensure these new learning spaces will be flexible and multipurpose, to support the implementation of the guiding statements.
The Evaluation Team sighted a range of policies, provided by the Department for Education, which support the school in ensuring a safe, secure, well-maintained, and accessible environment. Shared learning areas, such as the workshop and the multipurpose room, are on the ground floor to ensure ease of access for all students. The school is compliant with all requirements relating to building safety and maintenance. Site and building layout are conducive to a smooth and safe flow of people around the premises.

During the visit, the Evaluation Team observed a whole school fire evacuation drill. Students and staff calmly exited all buildings and assembled in the designated muster area. Staff, students, and visitors were accounted for as a result of school procedures being carefully followed.

The school identified that their alarm is generally audible although some staff raised concern that it cannot always be heard in all areas of the school. The Evaluation Team learned that the WHS Team is aware of this and is looking at ways to rectify the situation.

**Commendations**

Domain G Standard 1 - The School Leadership and WHS Team for the breadth of safety policies and procedures in place and the regular monitoring and maintenance of the school site.

**Recommendations**

Domain G Standard 1 - The Senior Leadership Team review the alarm system and evacuation practices to ensure all responsibilities are clearly defined and streamlined.
Part 2: Domain G - Standard G2 - Team Evaluation

The technology infrastructure and data systems support the school’s teaching, learning and managerial needs.

Ratings Rubric

Team Evaluation Criteria G2i. Information and Communication Technology provision is evidenced in a Board approved Technology Plan, effectively supports and integrates successfully with the provision of other media and print resources to enhance all learning programmes, including personalised learning programmes, and sustains the management and operational functions of the school. Future Aspirations G2i. How does the school actively engage in research and development to explore the use of new technologies in enhancing students’ learning? G2ii. How is technology provision embedded in whole school strategic development focused on students, their learning, well-being and achievements?

Program Response Narrative

There are continuing initiatives in the area of technology and data support. A major redesign and rebuild of the information and communication technology (ICT) services to create a centralised ICT Hub has substantially improved access and support. Recently some break out spaces have been created in the ICT Hub, for students to use their electronic devices. Computer pods are also now available for student access in a range of classrooms.

ICT has been embedded across the new curriculum, and teachers/ students use of ICT in the classroom has increased and widened in scope. Professional development is designed and delivered by leaders, staff and professional learning teams (PLTs) to improve staff skills. Teachers attend a range of professional development to support students’ engagement with ICT and to improve students’ literacy and numeracy skills. The school is active in exploring how new technology can support existing pedagogies. Examples include the expansion of Google Classroom, use of t new Chrome Books for school and home use, use of iMovie, Study Ladder, Kahoot and Scootle.
Teaching staff, including casual teachers, are provided with Apple laptops. The school has comprehensive intranet portals for staff and students which are continuously updated and provide access to a range of essential information and school processes. Staff are able to access the intranet externally. The new curriculum, with linked resources, is easily accessible to teachers via the intranet. The Department’s intranet has been recently updated and supports teachers’ access to Department-wide information, policies and procedures.

The use of Daymap, EDSAS and the school’s unique WeDoData platform, along with an ICT Help service, support teachers and staff managing the school’s administrative, maintenance and operational needs. Permanent ICT support staff are employed part-time to support staff and students and maintain and update network, software and hardware as required. The Governing Council has given approval for our technology plan which is reviewed annually.

The school has introduced an Integrated Learning SACE subject as an after-hours extension subject for senior students. This subject is primarily taught through Google Classroom, allowing for individual student engagement at school and home. Google classroom is now used by many teachers to deliver differentiated curriculum in classes.

iMacs and Apple laptops used throughout the school, continue to be replaced after warranty has ended, and most desktop Apple computers are located in the ICT Hub. The IT staff also maintains and updates a smaller number of Windows-based administration computers to support the Department’s systems. As part of the $5 million Building Better Schools facilities upgrade planned in the next six years, a new building has been designed that will further enhance the school’s priority to create competent ICT users, through the use of 21st century pedagogies and technologies.

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Evaluator Reason for Rating
The Evaluation Team concurs with the school's rating for this standard.

A GC approved ICT plan is in place which includes planning and direction for staff concerning security, safety, upgrade, and maintenance of hardware and management systems. The provision of hardware for staff and students described in the school’s narrative is accurate and supports learning in many ways including the use of the modern IT Hub.

There are a plethora of systems in place which ensures staff have access to student records, data, attendance information, school policies, bulletins, survey data and analyses, and other information.

The WeDoData platform is internally designed and provides a bespoke online area for the storage of student information. It was reported to the Evaluation Team by teachers and senior leadership that this is a highly effective means for communicating key information relating to student data to those who need to have access.

Use of the school’s intranet allows for clear, timely, and comprehensive communication relating to day-to-day school operations.

Teachers and students make appropriate use of Google Classroom to support learning both in class and at home. This would also serve as a tool to support learning should students be unable to attend classes for an extended period of time.

The school uses Daymap to communicate with parents by text message.

It was identified by senior leadership that the further development of ICT for learning was an area they wish to prioritise. Planning for increased ICT facilities has been incorporated into designs for the new replacement classrooms, pending Department for Education approval and funding.

IT technical and support staff are sufficient in number and training to support the development of ICT at ASSoE. The current management systems at ASSoE were considered to be highly effective and user-friendly by teachers.
The school identified the need to upgrade its internet service and is currently rolling out a plan to do so using special funds recently made available for this purpose.

Commendations

Domain G Standard 2 - The Senior Leadership Team for ensuring a wide range of online resources and platforms are in place to support teaching, learning, and managerial needs.

Recommendations

None at this time.
Part 2: Domain G - Standard G3 - Team Evaluation

The school provides or arranges for auxiliary services as required to support its mission and the education programmes offered, and ensures that such services meet acceptable standards of safety, efficiency and comfort.

Ratings Rubric

Team Evaluation Criteria G3i. The school uses and monitors the effectiveness of auxiliary services to ensure maintenance, cleanliness, security, food services and transportation are high quality, meet the expectations of the school community and are aligned to the school's mission and Guiding Statements. G3ii. The providers of auxiliary services are cognisant of the requirements to support the school's Guiding Statements and provide formal staff training and professional development to improve services. G3iii. The school has in place policies and formal procedures for conducting criminal record checks on all auxiliary staff, contractors and volunteers. These child protection policies and practices are subject to regular review. Future Aspirations G3i. How does the school engage in improving the quality of its auxiliary services, by conducting research to identify industry-best practice? G3ii. To what extent is policy and practice in child protection embedded? G3iii. How active are providers of auxiliary services in their efforts to provide culturally-appropriate, formal training and relevant professional development to their staff?

Program Response Narrative

Auxiliary services including cleaning, security and grounds maintenance are all managed by the Business Manager together with the Principal. The Business Manager ensures that auxiliary services meet acceptable standards of safety, efficiency and comfort. The Business Manager receives ongoing feedback from all staff, Governing Council, and students and complies with all Department for Education requirements.

The canteen at ASSoE is outsourced to a private business and the contract requires compliance to the Department’s Right Bite policy and the City of Charles Sturt’s food safety
standards. ASSoE has worked with the canteen manager to implement the Department of Education Healthy Foods policy. This has created challenges reducing profitability of the canteen. The school engages in regular meetings with the Canteen Manager. A Canteen Committee also works with the Canteen Manager to ensure student requests and school policies are adhered to. Local council also visits our site annually to inspect Hygiene / Food Safety, this also governs the standards to be met by the canteen. The canteen is being reviewed to ensure compliance with the requirements of Department policy on the service of healthy foods. The school has found it challenging to ensure that the canteen maintains compliance.

The Spotless Facility Manager has preventative maintenance scheduled. Contractors are engaged on a regular basis to inspect and maintain the school’s assets. Breakdowns are reported electronically to the Across Government Facilities Management Arrangement Hotline (AGFMA). AGFMA engage appropriate contractors whom attend the site within agreed timeframes.

Cleaning services are engaged to complete daily routine cleaning of the site. Holiday cleaning offers a specialized deep clean of the school.

The Business manager and Finance Officer ensure all site users enter into appropriate Site User agreements and follow Department policies, including maintaining current DCSI Clearances and insurance cover. We have outside organisations who routinely provide services to our students such as Australian Migration and Education (AMES), Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS) and Child and Adult Mental Health Services (CAMHS). Agreements are entered into whereby service providers work with ASSoE students. All appropriate clearances are held by the workers under the agreement.

ASSoE adheres to Departmental Policies for site visitors & volunteers. Site visitors report to the front office to sign in where they are issued a visitor badge. Front office staff either direct the visitor to an area or call for a staff member to meet them.

Site Security is managed for the school by Police Security Services Branch (PSSB) with the
Business Manager and the Principal communicating with PSSB officers regularly to ensure that the site is secure. The Business Manager reports on site security issues to staff at each staff meeting and provides time to raise concerns which are minuted and actioned. Security services include the use of a monitored school alarm, 24 hour recorded monitoring system, surveillance cameras and outside hours/weekend patrols.

For student safety, the city-bound bus stop has been moved to the southern side of Torrens Road. A northern suburbs bus service and a drop-off stop at the Ovingham train station have been introduced to reduce student travel time. The transportation arrangements comply with the Department policy. New park-free bus zones and no parking zones have recently been established in co-operation with local council.

**Self Ratings**

| Met |

**Evaluator Ratings**

| Met |

**Evaluator Reason for Rating**

The Evaluation Team concurs with the school’s rating for this standard.

A variety of auxiliary services are provided at ASSoE to maintain a high standard of cleanliness, maintenance, health, safety, and security. External providers provide some services.

**Canteen**

A small canteen is in operation on the school site, owned and managed by an external business. Food and drinks can be purchased. Ongoing efforts continue to ensure the food served is consistently healthy, in line with regulations.

**Cleaning and Site Maintenance**

The majority of the cleaning and maintenance provision at ASSoE is by Spotless, an external provider. Clear reporting procedures are in operation to deal with short, medium, and long-
term tasks. Deep cleans are carried out according to a documented schedule. The school reported that Spotless was generally efficient and effective in maintaining and cleaning the school buildings and facilities. Occasionally smaller jobs were completed by the school’s groundskeeper. All Spotless workers are thoroughly background checked.

**CCTV**

A dated CCTV system on-site covers approximately 30% of the school’s grounds, with a small number of cameras operating in the buildings. Footage is stored on-site and can be accessed for 30 days. The school has investigated obtaining funding to upgrade and extend the coverage of CCTV.

**Health and Safety Working Party**

The school has an active and effective Health and Safety Working Party which carries out regular site checks. They seek to ensure preventative measures are in place as well as report and follow up on any issues which need resolving. A clear reporting process is in place using the school’s internal management system. The Evaluation Team sighted evidence that the school complies with regulations from the Department for Education including the Workspace Inspection Checklist and Facility Design and Modification guides. The school has also generated and follows a range of internal risk assessments related to matters such as safe handling of materials and storage. These are available on the school’s intranet. Staff and the Senior Leadership Team reported that this was a useful and effective means to communicate important policy and procedures.

Anyone working on-site from an external organisation has an approved Department of Human Services (DHS) child-related employment screening. They have also completed training for Responding to Abuse and Neglect (RAN) and are also listed on the Ancillary Placement Register (EAR).

**Asbestos**

The school has an approved register of all asbestos on the school site. The Department for Education covers all costs related to building repairs involving areas where asbestos is present. The school complies with all regulations in this area.

**Commendations**
None at this time.

**Recommendations**

None at this time.
Part 2: Domain G - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school’s Guiding Statements

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The school shall ensure that the canteen meets the Department for Education’s by enforcing the terms of the contract between the school and the canteen provider.

Funds received from a recent technology grant will be used to upgrade the school’s internet bandwidth.

Self Ratings  |  Evaluator Ratings
---|---
No Rating  |  No Rating

Evaluator Reason for Rating

The school’s stated planned actions are appropriate and should be acted on in addition to the listed recommendation.

- The Senior Leadership Team review the alarm system and evacuation practices to ensure all responsibilities are clearly defined and streamlined.

Commendations
None at this time.

Recommendations

None at this time.
Part 2: Domain H - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The quality of communications between our school and families enhances the education received by the students and takes place in accordance with the schools guiding statements. The school has dedicated staff to manage communication with parent/caregivers, it uses technology in an appropriate manner for home-school relationships, and deepens student learning with external partnerships.

ASSoE has a variety of communication channels which it uses to engage with parents/caregivers including the school website, Facebook, newsletters, Daymap text Messages/SMS, phone calls, the enrolment pack, formal and informal meetings, and key school documents.

The school values parent/caregiver participation and actively seeks their opinions on matters that affect student learning, whole school issues, changes to processes and procedures and the school curriculum. This is carried out by structured surveys/questionnaires, forum style events, individual interviews, telephone calls and through the Governing Council.

The school is mindful that most parents/caregivers are not confident English speakers/readers, and so support for them is provided by interpreters, Bilingual School Support Officers (BSSOs), Community Liaison Officers (CLOs) and when appropriate by written translations. The school employs and uses BSSOs across many languages to facilitate
telephone, written conversations and face to face communication with parents.

The School also has developed links with many community organisations and other government departments to foster further relations between family/home. Specialised intensive support and case management of families enables these organisations to provide further support to families, and this flows on to the students’ wellbeing and their learning

### Self Ratings

| Met |

### Evaluator Ratings

| No Rating |

### Evaluator Reason for Rating

Parent responses in the Community Survey reflect a strong level of satisfaction across all areas of the school. The clear understanding of the guiding statements is equally matched by a high degree of satisfaction with the levels of communication between families and the Adelaide Secondary School of English (ASSoE). The receipt of relevant written communication about student learning and the ability of parents to be involved in the life of the school were also positive.

These survey results were verified by the parent meeting group who expressed a deep appreciation to the school for the learning opportunities afforded their children and the inclusivity and collaboration shown to families. A number of the parents had been the beneficiaries of interpreting services, home assistance, induction, and regular parent interest groups.

Parent comment from the self-study indicated a sense of gratitude for offering a safe atmosphere within a school that has such a diverse mix of students. They were fully aware that bringing such diverse groups together can, at times, be very challenging. Parents indicated to the Evaluation Team that they felt the communication around behaviour expectations was clear to them. They also indicated they had been advised of the processes around Restorative Justice (RJ).
It was clear to the Evaluation Team that ASSoE places a high priority on relationships, including the development of meaningful and practical home-school partnerships. Induction for both student and parent begins at the point of enrolment allowing the school to quickly place the student within a class whilst working with the parent on the school vision and other, more practical, considerations. Both ongoing involvement within, and comment on, the life of the school is then encouraged through various meeting opportunities, interviews, and surveys.

There is clear access to staff who offer a comprehensive set of interpreting services. These support officers form a language bridge between home and school as they become the conduit for all manner of communication. Parents are able to be involved in the strong transition path program for students post ASSoE.

All staff and volunteers understand that many families who attend ASSoE have come from highly challenging circumstances. The school fully appreciates that both students and parents have lived through these experiences. An extensive group of external agencies are available to families. These include the Migrant Resource Centre (MRC), the Australian Refugee Association (ARA), Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS), and the Child and Adolescent Mental Health Service (CAMHS).

ASSoE puts in place practical technology that is able to be accessed by parents whilst also being conscious of the resource and literacy issues that disallow many parents access to, and understanding of, certain types of digital communication.

Genuine and sustainable external partnerships have been formed with universities, businesses, and other schools.

**Commendations**

None at this time.

**Recommendations**

None at this time.
Part 2: Domain H - Standard H1 - Team Evaluation

Effective communications foster a productive home-school partnership and a positive learning community.

Ratings Rubric

Team Evaluation Criteria H1i. The quality of communications between school and home enhance the education received by the students and take place in accordance with the mission, aims and values of the school. This includes inducting parents new to the school community. Future Aspirations H1i. How does the school know that parents understand and subscribe to the mission, aims and values? And how does this benefit the students?

Program Response Narrative

The quality of communications between our school and families enhances the education received by the students and takes place in accordance with the school’s guiding statement. During the enrolment process parents/caregivers are fully informed about the school (eg. parents handbook, school brochure, uniform policy). As part of this process interpreters are used to explain all aspects of school life to families. Secondly, interpreters/BSSO’s are also used at parent teacher interviews to facilitate discussions. Student diaries are used as a means of communication between parents/caregivers and teachers. A quarterly Newsletter is produced and distributed at the end of every term to inform parents/caregivers of school events. Letters inform parents/caregivers about curriculum linked activities such as swimming and camp, and about some student behavior issues. Additionally, the school phones parents concerning serious behavior issues using BSSO’S. Translated school guiding statements (Arabic, Farsi, Nepali, Vietnamese) are on display in the school reception area. Another way that parents/caregivers are included in the school life and the learning of their children is through planned community activities such as the Annual General Meeting and Governing Council meetings. The school also has a Website that parents and community members can access.
The school has dedicated leadership positions to enhance participation of families in school life. The Community Partnership Coordinator organizes whole school events such as mothers’ meetings, family picnic, class visits that encourage parents/caregivers to become involved in student learning and the school community. We invite agencies such as Legal Aid, Department of Immigration and Border Protection, South Australian Police and Department for Education CLOs to attend and provide presentations and workshops for the families. The school has won Parent in Education grant money funded by the Department for Education which aims to strengthen parental connection to the school community. This has enabled us to increase the parent forums from 2 to 4 per year, increasing the number of cultural groups represented at these meetings. The Community Partnership Coordinator has also established many partnerships with service providers who attend parent/teacher interviews evenings. These service providers include ARA, AMRC, AMES and Anglicare.

The Transition and International Students Coordinator liaises with home-stay families and the students’ parents to ensure student well-being and learning progress. The Transition and International Students Coordinator also surveys the parents of all transitioning students at the beginning of each term at the parent information evening. Parents are supported by interpreters and BSSO’s to complete the survey during the evening. Feedback from the surveys is then incorporated into the school’s Annual Report. The results are used in future planning to inform the Site Improvement Plan.

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Evaluator Reason for Rating

The Evaluation Team concurs with the school’s rating for this standard.

The Evaluation Team was able to confirm that surveys, forums, interviews, and phone calls are regularly used to elicit views.
Parents are inducted into the school from the first point of enrolment and are made aware of all school policies and procedures. During the enrolment process, parents or guardians are fully informed about the school. The material given to parents at that point includes a parent handbook, school brochure, and uniform policy along with a verbal explanation of the guiding statements.

One of the challenges indicated by staff, and acknowledged by the school, is that induction for parents (and students) can be challenging to implement in a timely way as many families enrol their children and begin within days of that enrolment. Adequate induction is further challenged as many parents do not have English as a first language, thereby the use of interpreters becomes necessary if viable communication is to occur.

This fluidity, in having students begin their classes at the school just after enrolment, was commented upon by staff who feel that little is known of the students background prior to their first class. Methods of overcoming this quick transition issue are regularly sought as the school wishes to maintain the ability to have students begin as quickly as possible, whilst ensuring that learning programs commensurate to ability levels are in place to meet their needs. The school is looking at further ways to involve parents more fully in transition to benefit both the student and the family.

The school has a detailed website that parents and community members can access. Letters, translated into multiple languages, advise parents and guardians about curricular activities, and about some student behaviour issues. Translated School Guiding Statements (Arabic, Farsi, Nepali, Vietnamese, Mandarin) are on display in the school reception area. The Transition and International Students Coordinator liaises with home-stay families and the students’ parents to ensure student well-being and learning progress. There are also planned community activities such as the Parents in Education (PiE) forum, the Annual General Meeting, and opportunities to be a member of the Governing Council (GC).

The survey data indicated that parents unanimously believe that the school has a clear purpose and that they have been included in the process for developing and reviewing guiding statements. Parents have also expressed high confidence in the governance and leadership of the school. This is well affirmed by both the CIS Community Survey results and
the feedback from the parent meeting. Beyond the CIS Community Survey to parents, it was also noted that parents are surveyed by the school each term during the Parents in Education (PiE) meetings

**Commendations**

Domain H Standard 1 - The bilingual school support officers for their multi-faceted interpreter work with students and families.

Domain H Standard 1 - The entire ASSoE community for the collaborative way in which they engage with one another for the benefit of students and families.

**Recommendations**

None at this time.
Part 2: Domain H - Standard H2 - Team Evaluation

The school establishes partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students’ leadership.

Ratings Rubric

Team Evaluation Criteria H2i. The school has dedicated staff to manage parental communications and relationships. H2ii. Systems are in place to facilitate home-school relationships through the appropriate use of technology and digital resources. H2iii. External partnerships enrich and deepen students’ learning, including service learning. Future Aspirations H2i. How well does the school know the cultural context of the parents and how effectively is this considered in appropriate methods and styles of communication?

Program Response Narrative

The school has dedicated staff to manage communication with parent/caregivers, it uses technology in an appropriate manner for home-school relationships, and deepens student learning with external partnerships.

The school employs Bilingual School Services Officer (BSSOs) across many languages to facilitate telephone, written and face-to-face communications with parents/caregivers within a wide range of school processes such as when issues arise with student behaviour, consent for excursions, uniform policy, parent teacher evenings, absences and so on.

The school also has a dedicated School Support Officer who liaises with interpreting services to organise accredited interpreters for specific pre-arranged meetings and interviews as requested by parents/caregivers and/or staff. At certain times, BSSOs and bilingual staff are called upon to support parental communication when it is urgently required such as when administering emergency First Aid.
Currently, the school facilitates home-school relationships through appropriate digital technology including text messaging via Daymap software and phone calls and text messages in different languages. These are suitable technologies to use given the language barriers and digital literacy levels of many of the parents/caregivers of our students. The majority of our students’ families are recently arrived, with limited English language skills and minimal financial resources which restricts the school from developing in the use of more sophisticated communication technologies.

The school has established and maintains many partnerships with external organisations such as Rotary Youth Program of Enrichment, Ride the Wave, Flinders University Mentoring Program, St Ignatius College Friendship Cup. This enables student learning to be enriched by making it authentic and relevant. Students are provided with many opportunities for personal development such as forming new friendships and networks, learning new skills and participating in their new communities.

Student Leadership is developed through a variety of external services including Beacon Foundation, Australian Refugee Association and the Port Adelaide Football Club Youth Program. Student learning is further enriched through experiences with SAYarts and the Migration Museum. There are also History, Music and Art incursions from Indigenous leaders and community service activities are part of the Intermediate PLW curriculum. A variety of extra-curricular programs are available to all students including ARA Homework club and after school sporting programs.

**Self Ratings**

Met

**Evaluator Ratings**

Exceeded

**Evaluator Reason for Rating**

The Evaluation Team does not concur with the school’s rating for this standard. The rating has been changed to exceeded.
There are multiple specialist staff who work with parents on a regular basis. These include a number of bilingual school support officers (BSSOs) who, between them, can competently serve the needs of 16 different language groups. BSSOs are extensively used due to the number of parents who are not confident with English as a first language.

The BSSOs support enrolment interviews, parent-teacher interviews, and a range of other meetings. BSSOs also regularly translate the written word for home to school communiques. The appointment of a BSSO will vary depending on the current needs of the combined language groups present within the school. Additionally, specific language groups need to be targeted at times and on these occasions the school works with migrant community associations.

Numerous other staff are involved in specialist parental communication. By way of example, the Evaluation Team were advised of the work of the community liaison officers of the Department for Education who work within the home, the transition coordinator, who works with parents to determine future school settings beyond ASSoE, and the student services coordinator who organises counselling.

During the parent meeting it was noted that there was a high level of appreciation of the level of home and school interaction. There was a clear sense that ASSoE was a school that seeks to educate both students and families alike through authentic relationships. The following comment from Part 1 for Parent Reflective Statements of the self-study highlighted this sentiment, ‘We think that educating parents about the school is equally important to educating the students’.

The majority of students’ families are recent arrivals, with minimal financial means. Staff reported that the use of extensive and complex technology is a challenge which restricts the school from developing the use of more sophisticated means of communication.

The school currently facilitates digital home-school relationships through appropriate text messaging (in different languages) via the School Daymap software and through phone calls in different languages. Staff feel that these are the most suitable and practical ways to use technology given the language barriers and digital and written literacy levels of the majority.
of families. The school reports that the website is purposeful given that the information contained on it can be accessed by students who, in turn, translate for their parents.

Responses from the Self-Study committee indicated that as access to technology is so limited amongst families, it can never be assumed that electronic communication will be received.

The parent meeting group supported the view that the school has systematically put in place specialist staff and structures that assist new arrival families in a very effective and timely manner. This included the use of technology.

The school works with the Flinders University Inspire mentor program, which provides a regular stream of volunteer mentors (university students) who support student well-being and literacy development. The staff report that there is a strong uptake from university students resulting in a large volunteer pool being available.

In partnership with the Beacon Foundation, the school has entered into an implementation plan in order to broaden student knowledge and understanding of career pathways and employment and training opportunities. The aim is to better prepare students to make appropriate and relevant subject choices aligned with their aspirations once they transition from ASSoE to mainstream schooling.

Staff report that students participate in inter-school sports, mentor and are mentored by students from other schools, and conduct community service. An example of a partner school that is strongly aligned is Saint Ignatius College, Athlestone. Students from this college visit ASSoE numerous times per year as well as host the school back on their own site. Staff report that their students enjoy and appreciate this cross-cultural interaction.

The Transition and International Students Coordinator liaises with all post-ASSoE student destination settings. The coordinator designs a program to ensure that mainstream schooling is both accessible and purposeful. There is a buddy system put in place in the new school, along with information evenings for parents. Alumni survey results indicate that over 81% believe that ASSoE prepared them well for entry to their transition school.
Students are encouraged to take up leadership positions through the Student Representative Council (SRC). This group meets regularly and is used to voice student concerns and ideas and to assist the school in promoting an understanding of the guiding statements.

The Australian Refugee Association (ARA) is prominent within the school. Numerous opportunities are provided by the association for students to participate in out-of-hours activities, including holiday programs and homework club. ASSoE has a long standing relationship with ARA which is strengthened by the dual link of the School Chair to the Governing Council who also works for ARA.

Commendations

Domain H Standard 2 - The staff for the clear and strategic way in which they engage with multiple external agencies thereby ensuring that high support mechanisms are in place for students and families.

Recommendations

Domain H Standard 2 - The Leadership Team builds on current parent communication methods by ensuring that parent views continue to be included in the development of any new or varied forms of communication.
Part 2: Domain H - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school’s Guiding Statements.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

The school shall begin to systematically collect email addresses at enrolment in order to assess whether it is a more effective means of communicating with parents.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school’s planned actions are appropriate and should be acted on in addition to the listed recommendation.

- The Leadership Team builds on current parent communication methods by ensuring that parent views continue to be included in the development of any new or varied forms of communication.

Commendations

None at this time.
Recommendations

None at this time.
Part 3: Conclusions - Team Evaluation

An opportunity for the school to summarise the self-reflection and self-evaluation process.

Ratings Rubric

There is no Rubric for this response.

Program Response Narrative

Since the start of the self-study process, there have been many staff and student changes at ASSOE. Firstly, a new Principal was appointed for the next 5 years, after a year in the position of Acting Principal. The Deputy Principal position is in the process of being filled for the next 5 years, with the current Deputy in the role for 1 year and acting in the role previously. The Senior Leader:Student Services and Community Engagement position has also recently been advertised for the next 3 years with the selection process in progress at end of the self study. A new Business Manager was appointed at the start of 2018.

A new chairperson for the Governing Council was elected in March this year. The previous chairperson decided not to re-nominate after 6 years in the position, due to a change in his employment responsibilities. Involvement of parents/caregivers in the Governing Council and at meetings continues to be an area of concern as membership fluctuates term by term. However, parental engagement and attendance to termly information sessions has proven to be successful in the past 2 years.

At the start of the self-study student numbers were much higher, with more than 500 students in the school compared to just over 400 students currently in the school. As of 2018, there are 10 new permanent members of faculty with 8 contract teachers being made permanent and 2 permanent teachers being placed in the school at the end of 2017. However, the overall size of the faculty has decreased as student numbers have declined.

A reduction in student and staff numbers also results in changes to the number of leadership positions for which the school is funded. With several leadership positions ending in 2018, some of these positions have been re-described, resulting in a change to the overall
leadership structure including roles and responsibilities of leaders from 2019. This has caused some uncertainty for leaders who are not permanent to the school.

The student profile has changed with Syrian students no longer being the largest population in the school. In 2017 approximately 19% of the student population were Syrian, followed by 12% from Afghanistan, 10% from China, 9% from Vietnam, 7% from Pakistan and 5% from Nepal. Our current student population consists of 15% of student from Afghanistan, 13% from Syria, 12% from Vietnam, 10% from Pakistan, 9% from China, and 7% from Nepal.

Inappropriate student behaviour was of concern to many teachers in 2016 and 2017, with predominantly male refugee students displaying aggressive behaviours, towards other students and at times teachers. This led to a review of how student behaviour was managed in the school and to all staff being trained in Restorative Justice practices in 2017 and the student representative council in 2018. A steering committee to participate in the Berry Street Education model training, which provides curriculum and strategies to engage challenging students, was established at the start of this year. The model provides a positive education framework to support teachers to meet the needs of students affected by trauma.

The new curriculum was fully implemented for the first time in 2017 and therefore it was a time of change and uncertainty for many of our teachers, as they taught aspects of the new curriculum for the first time. The school’s focus on teaching reading and systematically tracking progress data across the school is paying dividends with a significant increase in the percentage of students “at or above” the school’s reading targets. This improvement is most pronounced for the students with no prior schooling (Pathway A). In Term 1, 2016 42% of Pathway A students were “at or above” target. In Term 2, 2018 the percentage of Pathway A students “at or above” target was 84% and the current in progress percentage for term 3 is 88%. A whole school approach to teaching phonics and phonological awareness through “Words their Way” was introduced in 2017 and this year the focus has been on oral language development. Student Wellbeing continues to be an important part of the curriculum and a school priority. Assessment and NAP pedagogy has been identified as a future area for improvement.

Self Ratings  
Evaluator Ratings
Evaluator Reason for Rating

Adelaide Secondary School of English is a unique educational setting. The school community, students, staff, and parents work together in an atmosphere of mutual respect to create a positive learning environment. Underpinning this is a philosophy that encourages and guides the development of the students to become interculturally aware, respectful, responsible, and resilient Australian and global citizens.

Students are engaged in their learning, happy to be at school, developing confidence and achieving success. They are friendly and confident, invariably treat each other and teachers with respect, greet visitors warmly, and take obvious pride in their school.

The parent body are highly supportive of the ethos of the school, its leadership, staff, and the ongoing focus of providing the best education for the students. The diversity of the school community is recognised, respected, valued, and celebrated. Striving for success in all endeavours is a culture that pervades all learning on a daily basis.

The school is well known for its provision of an excellent program focussed on developing English language skills and preparing students to succeed in mainstream education settings. The guiding statements are evident throughout the school and suffuse every aspect of the students’ experience. Students can clearly articulate the school values of respect, responsibility, and resilience. Prudent use of funds has enabled the school to provide the necessary resources to support the learning environment for all stakeholders.

The school has faced and successfully managed a number of challenges over the past five years.

The Evaluation Team has identified some important strengths related to the:

- clear school guiding statements;
- strong and visionary leadership;
○ passionate, hardworking, and collaborative staff;

○ quality of the individualised student programs; and

○ effective use of data to inform teaching and learning.

ASSoE has made significant progress in addressing the recommendations from the preparatory evaluation. At the same time, as self-reported and confirmed by the Evaluation Team, as the school moves forward on its journey, there are key areas for growth in relation to ensuring:

○ that communication with parents is clear and easily understood;

○ a continued emphasis on and development of pedagogy;

○ continued effective change management;

○ development of the students’ 21st century ICT skills; and

○ ongoing input and participation in the building project.

As the school plans to celebrate its 20th anniversary of operation on the current site, the whole community should take a moment to reflect and appreciate what has been accomplished over the last two decades.

The next steps will establish the strategic framework for implementing plans that will ensure the ongoing success for ASSoE and its students.

The Evaluation Team would like to thank the ASSoE community for the warm welcome and their willingness to share the accomplishments, challenges, and plans for the ongoing improvement of the school. We are appreciative of the openness in discussions and patience in answering a myriad of questions after already completing the exhaustive tasks associated with the preparation of the self-study. The Evaluation Team is confident that the intensive work reflected in the self-study and the thorough identification of strengths and areas for further action will continue an effective ongoing school improvement process.

Commendations
None at this time.

Recommendations

None at this time.