SCHOOL CONTEXT STATEMENT

Updated: April 2017

School number: **1686**

School name: **Adelaide Secondary School of English**

School Profile Text

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

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

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

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

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

1. General Information

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

Student Enrolment Trends

The school presently has an average enrolment of between 700 - 850 students per year from as many as 70 different countries, language and cultural groups. Student numbers fluctuate significantly throughout the year because of continuous enrolment and students leaving at the end of each term on completion of their course of study. On average, there are between 450 - 550 students attending the school during each term. Students normally spend up to a year in the school, although those who have had disrupted or minimal schooling can spend up to 2 years. Most students transition to mainstream Government, Catholic and Independent secondary schools across the Adelaide metropolitan area.

Enrolment trends are influenced by Federal Government immigration policy so can be unpredictable from year to year. Over the past five years there has been a significant increase in total annual enrolments from 715 students in 2010 to 742 in 2016.

The school has provided intensive English programs for International Full-fee paying students since 1990 and enrolment numbers for this group has remained steady over the recent years.

- February FTE student enrolment (Secondary NAP):

2010	2011	2012	2013	2014	2015	2016
384	430	447	427	530	425	447

- Total enrolments throughout the year for the period 2010 - 2016

2010	2011	2012	2013	2014	2015	2016
715	820	799	835	816	703	742

- School Card Approvals

2010	2011	2012	2013	2014	2015	2016
430	470	415	441	424	418	506

- Students in Community Detention

2011	2012	2013	2014	2015	2016
14	30	88	39	2	1

- Young People in Care (YPC)

2011	2012	2013	2014	2015	2016
42	31	15	2	0	2

- Students with Bridging Visas

2013	2014	2015	2016
44	48	22	3

- International Full Fee-paying students

2011	2012	2013	2014	2015	2016
69	50	71	102	86	73

Staffing Numbers (as at February census)

Staffing is determined on a term by term basis according to the number of students enrolled at the beginning of each term and an estimation of enrolments during the term.
Approximately 60% of staff are permanently appointed with the other 40% employed on a contract basis according to the flexible needs of the school.

2017 Term 1 NAP Staff allocation: 61.05 FTE teachers

A leadership, 2 teacher positions and additional SSO hours are funded by the International Student Programs.

Total Term 1 staffing includes:

- Senior Leadership   Principal
  Deputy Principal
  2 Senior Leaders
- Other Leadership   12 Coordinators (includes 2 Student Counsellors)
- Permanent Teachers   32 (excluding leaders)
- Contract Teachers   24 (excluding leaders)
- School Services Officers (SSO's)   227 hours: 10 permanent, 6 contract SSOs
- Bilingual School Services Officers   336 hours: 11 contract BSSOs
- 1 Student Welfare worker   7 hours per week
- 2 Grounds staff

Public Transport Access

The school is well serviced by public transport systems including a dedicated express School Bus "951" which travels to and from King William Street, Adelaide and the school. As of February 2017 a direct 949 bus service to the Northern suburbs to and from the school commenced.

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

Bus Stop Number	Place	Time
X2	Corner of King William & Hindley Streets	8:09 am 8:15 am 8:21 am
Z3	In front of the Festival Theatre King William Street	8:10 am 8:16 am 8:22 am

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

Bus Stop Number	Place	Time
17 (A & B)	Monday, Wednesday, Thursday & Friday	3:29 pm 3:31 pm 3:33 pm
17 (A & B)	Tuesday	2:32 pm 2:33 pm 2:35 pm

At other times, students are to catch Bus number 251 or 252 from King William Street to school, stopping at bus stop no. 17 Torrens Road, directly in front of the school.

Special Site Arrangements

Adelaide Secondary School of English was located on the present site in November 1998 where it shared joint facilities with Croydon High School until its closure in December 2006. The school has responsibility for the site which is now shared with 3 other groups. The **School of Languages** (SOL) administration is located in the West Building and uses the school's classrooms for evening classes. **The Ethnic Schools** office is also located in this building. In 2011 **Multicultural Youth SA (MYSA)** established an administrative centre on site.

2. Students (and their welfare)

General Characteristics

The school has a unique student body that is constantly changing in its cultural diversity, education and wellbeing needs. Staff provide a safe, caring and supportive learning environment whereby students receive a relevant and challenging curriculum which helps them to:

- become global citizens
- become creative and critical learners
- develop transferable skills
- develop a sense of self worth and confidence
- develop communication skills and social responsibilities
- contribute effectively in society

Student Wellbeing Programs

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

The Student Services team consists of a Senior Leader: Student Services, a Coordinator: Transition and International Students and 2 full time Coordinator: Student Counsellors. The Student Services team coordinates the additional support of outside service agencies, such as Survivors of Torture, Trauma and Rehabilitation Services (STTARS), Australian Refugee Association (ARA), Australian Migrant Resource Centre (AMRC) and the DECD Community Liaison Officers (CLO) who may be called in to provide specialist support to students.

Student Support Offered

Students identified with learning needs are referred for assessment through the District Referral Service and are assessed by the New Arrival Program (NAP) psychologist. School Services Officers (SSO) and Bilingual School Service Officers (BSSO) support is provided to students with Negotiated Education Plans (NEP). The school also has a Special Needs Coordinator and a part time Special Needs teacher who work with students and teachers to ensure students with Special Needs are appropriately supported.

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

Student Behaviour Education

Because of its culturally diverse student population, Adelaide Secondary School of English has always had a very clear focus on maintaining a safe and secure environment, free from harassment and bullying. The school's comprehensive policies and procedures are regularly reviewed and updated and together with the school values of Respect, Responsibility and Resilience which are incorporated in all aspects of work throughout the school, ensure that a positive, supportive culture exists between all groups in the school. The school's **Bullying and Harassment policy and procedures** were reviewed and aligned with DECD guidelines in 2013 and will be reviewed again in 2017. They are available on the school's website. The accompanying Bullying and Harassment brochure and Classroom posters were updated accordingly in 2014 and will also be reviewed in 2017.

Teachers also support students in the classrooms by:

- having a relevant, differentiated learning program with well-prepared lessons that motivate students and enable students of all abilities to achieve
- teaching explicitly

- providing students with relevant and constructive feedback
- developing with their class(es), a clear set of classroom rules, expectations and appropriate consequences, based on the SRC "Classroom Guidelines to Positive Behaviours".
- modelling their expectations about behaviour by setting an example
- recognizing when students are facing personal difficulties and having a range of strategies for dealing with various behaviours
- enlisting the help of SSOs, BSSOs and volunteers

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

The school will be implementing a Restorative Justice approach to Student Behaviour Education in 2017.

Student Government

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

Special Programs

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

Key School Policies

Site Improvement Plan (2017)

CIS recommendations together with National, State and Regional directives and feedback from the school community form the basis of the 5 Year Strategic Plan (2013-2017) and the Site Improvement Plan for 2017 (SIP-2017).

Three priorities for improvement have been identified for 2017. These include:
1. **Curriculum Coherence** - Support all teachers to effectively teach the new curriculum
2. **Embedding Sustainable Improvement** - Enhance teaching and learning through the use of 21st century pedagogies and technologies
3. **Building Sustainable Partnerships** - Improve staff and student wellbeing and engagement through the strengthening of partnerships

Recent Key Outcomes (refer Annual Report 2016)

The main priorities in the Site Improvement Plan (2016) included:
1. Ongoing review writing and implementation of curriculum across all pathways and levels
2. Enhance teaching and learning through the use of 21st Century Pedagogies and Technologies
3. Improve student wellbeing and engagement through the building and strengthening of partnerships

The first priority was the key work of the Curriculum team and key outcomes achieved include:
The implementation of the Pathway C curriculum and the completion of the writing of the Pathway A and B curriculum.

Training was offered to all teachers to further improve and support the use of Running Records as an assessment and monitoring tool for reading. All students had their reading levels assessed and recorded on enrolment and at the end of each term. The Running Record levels were then recorded on the student report to show the improvements in reading. A reading intervention program was implemented and supported by a Reading Coach/support teacher.

The second priority was enhancing the teaching and learning through the use of 21st Century Pedagogies and Technologies.

Professional Learning Teams (PLTs) were established across the school: the focus was on teachers working together to develop and trial strategies which enhanced student learning. Meeting times were built into the term planner to support this work. As a result, a positive, supportive teaching and learning culture was further enhanced in the school, especially in relation to the sharing of this work in the final session for the year.

Differentiated teaching and learning plans were introduced to support all teachers to ensure individual student needs were met.

A new SACE Integrated Learning subject was introduced with all students successfully completing the subject in Semester 2.

In **ICT** successful outcomes included:
- The refurbishment of the ICT Hub
- Google Classroom trialled with the support of the ICT coach
- The introduction of Digital Technologies as a subject
- The development of "WeDoData" as a platform for monitoring student progress and behaviour

The improvement of student wellbeing and engagement through the strengthening of partnerships, was a focus for the Student Services team and successful outcomes included:
- STTARS providing a dedicated additional counselling/support service to students on site
- CAMHS clinical practitioner involvement with the counselling, and supporting transition for older students
- A relationship with Flinders University Inspire Program was established in order to provide Student Wellbeing Mentors and Reading Support
- Increased opportunities were provided for Student voice and leadership through the Student Representative Council (SRC) and leadership training opportunities

Challenges

The continuous high turnover of students at the school remains a constant challenge. The school had a large percentage of Syrian students enrol in 2016, resulting in some conflict between the older male Afghani and older male Syrian students. There was still a significant number of students enrolling in the school who were quickly identified as being highly disadvantaged in terms of their previous experiences coming from war situations and refugee camps and who had very limited positive schooling experiences. Affected by both learning and wellbeing issues, they continued to challenge the nature of the student body and provided the staff with attendance, behaviour, counselling and transition issues. Additional specialist staffing, use of volunteers and a strengthened relationship with STTARS workers were maintained to help address these issues. The School also investigated and trialled the involvement of Flinders University mentors to help support students identified as at risk.

As the enrolment numbers are difficult to predict, the school community must remain flexible and open to a rapidly changing environment. Maintaining a stable school community within this change is essential in order to meet the learning and wellbeing needs of our many, often highly traumatised students. The enrolment uncertainty continued to be a challenge for the school in 2016 and there was a need to employ a number of short term contract staff throughout the year as new classes formed.

All staff, both admin and teaching staff must be commended for their ongoing patience, understanding, mutual support and focus that they put into maintaining this stable school environment as well as working towards the improvement of both school and personal teaching and learning goals.

3. Curriculum

Adelaide Secondary School of English provides **an intensive English program for secondary aged students** who are newly arrived in Australia and have minimal English language skills.

The school prepares students for successful transition to and participation in mainstream secondary schools, further education and training or work. **English is taught through the range of curriculum subjects** including English as an Additional Language or Dialect (EALD), Mathematics, Science, History and Geography, Health, Physical Education (PE), Digital Technology, Technical Studies, Cooking, Horticulture and the Arts.

The **Personal Learning and Wellbeing (PLW)** program has a Pastoral Care approach and introduces the concepts and language for the **Personal Learning Plan (PLP)**. These classes are taught across all levels and pathways. It also ensures that wellbeing, in particular child protection strategies, are formally taught within the curriculum.

Students are **assessed in English language skills on enrolment** and placed into one of **3 pathways (A, B or C)** and one of **4 levels** accordingly (**Foundation, Intermediate, Advanced or Transition**). Where possible, classes are divided into **Junior or Senior** according to the ages of the students.

Students follow one of **three Learning Pathways** depending on their previous educational experiences.

- **Pathway C:** Students who have had continuous schooling in their home country that is equivalent to schooling in Australia are placed in Pathway C and follow the intensive English course for up to 4 terms.
- **Pathway B**: Students who have had disrupted schooling, an education involving large classes with an emphasis on rote learning or are experiencing difficulties with learning English for a number of reasons are placed in Pathway B and follow the course for up to 6 terms.
- **Pathway A**: Students who have had limited or no schooling in their home country or transit countries are placed in Pathway A and spend up to 8 terms at the school. These students generally have minimal or no literacy in their first language and so there is a strong emphasis on the development of literacy, numeracy and study skills across all subject areas.

Students in **Senior classes** are given the opportunity to complete the Personal Learning Plan (PLP) which enables them to gain credits towards their SACE. They are also eligible to receive additional SACE credits for their studies of English across the curriculum. In 2016 a new Integrated Learning subject was introduced and offered (after hours) to students in Pathway C and B.

Teaching methodology: Class sizes are smaller than in mainstream schools to enable a more focussed approach to teaching. Pathway A classes are staffed 1:12, Pathway B 1:15 and Pathway C 1:18 on average. SSOs, BSSOs and registered volunteers provide 1:1 or small group support to students.

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

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

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

A Running Records reading assessment is also done as part of initial assessment.

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

Students identified with a Learning Difficulty (with physical or intellectual disabilities) are referred to the NAP psychologist to be assessed and if identified, have a Negotiated Education Plan (NEP) developed.

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

Informal reporting on student progress can occur through notes in student diaries, phone calls and appointments with parents/caregivers when the need arises. Parents/caregivers are kept informed of curriculum matters pertaining to their child through information sessions at the school. These sessions are about the requirements and zoning of secondary schools in South Australia, subject choices and the South Australia Certificate of Education (SACE). At such information sessions, interpreters are made available on request.

4.   Sporting Activities

Sporting matches are part of the school calendar and are generally organised by the PE Learning Area Leader, SRC and nominated teachers. There is also an inter school sports program on Wednesdays when students have the opportunity to be involved in interschool sports competitions. Throughout the year, there are opportunities for students to participate in the SANFL Aussie rules football competition, beach volleyball, beach safety and soccer.

5. Other Co-Curricular Activities

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

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

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

6. Staff (and their welfare)

- **Staff profile:** Staff numbers vary during the year due to the continuous intake and transition of students at the end of each term. There are a core number of approximately 52 permanent teachers and approximately 26 contract teachers. 25 teachers work on a part-time basis.
- **18 School Services Officers (SSOs)** are responsible for the administrative functions of the school. These include a Business Manager, permanent part-time SSOs, 2 ICT Technicians, contract SSOs/BSSOs and 2 Grounds staff.
- **Bilingual School Services Officers (BSSOs)** are also employed to provide a range of interpreting, translating and classroom support depending on need. Their main languages include: Persian, Dari, Mandarin, Arabic, Swahili/Kirundi, Nepali, Thai, Burmese and Somali.
- **Leadership structure:** The Senior Leadership team consists of the Principal, Deputy Principal and 2 Senior Leaders. In 2017 the school has 12 coordinators with leadership roles that are aligned to key areas of the Site Improvement Plan.
- **Staff support systems:** A positive, supportive culture exists amongst the staff working together in various teams to support different aspects of school work. Early school closure on Tuesday afternoons allow for regular meetings to take place.
- Teachers share professional practice in **Learning Area teams** that meet twice a term. These teams are responsible for curriculum, professional development and resourcing decisions relating to the learning area.
- **School Committees** reflect the key areas of on-going work in the school and they drive the decisions and strategy implementation of the school site improvement plan. They also play a key part in the decision making structure of the school. Involvement in committees for teaching staff & SSOs is optional. Members of the leadership team are expected to be involved in various committees.
- **T&D funds:** Staff are provided with generous funding in order to maintain up-to-date knowledge and skills in their areas of expertise. $500.00 per year for a full time teacher and $300.00 per year for a full time SSO is allocated. Teachers are supported to travel overseas on DECD or school organised study tours.
- **The Performance and Development Policy** has been revised in accordance with the DECD policy. This provides a clear understanding of **Line Management responsibilities** in supporting staff with induction and ongoing work in the school. The school has a hierarchical line management approach with each coordinator (leader) supporting 5-6 teachers with **induction, programming, student behaviour education and performance and development**.
- Each member of the senior leadership team has responsibility for key areas of the school and line-manage a team of 4 coordinators who assist their work.
- **Line-management meetings** occur both formally at least **twice each year** and informally on a regular basis as required.
- The school is proactive in building a **culture of peer sharing** through its Performance and Development policy. All staff are encouraged to formally document, share and reflect on their good practice with a group of peers. Class room observations are supported by leadership.

- Numerous opportunities for **aspiring leaders** are offered through DECD and the district office. Applications to take part are given favourable attention. Teachers are also encouraged to take on **training and leadership roles** through expression of interest for short-term leadership positions as well as other opportunities for release-time from teaching duties.
- **Access to special staff: A Psychologist** is assigned to the school through the NAP, in DECD Teaching and Learning Services. Referrals are made when students are considered to have special learning needs and then assessment is undertaken. If a student is identified as meeting the criteria a Negotiated Education Plan is developed.
- **Other:** The school hosts a significant number of visiting teachers and educationalists from local schools, interstate and overseas.

7. Incentives, support and award conditions for Staff

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

8. School Facilities

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

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

  To the south of the grounds is a well-maintained oval area behind the gymnasium. Sheds for the ground maintenance equipment and Target Work program are on the perimeter of the ovals.

  The majority of classrooms and buildings managed by the school are old (most built in the 1950's) but well-maintained. All buildings have been recently painted both externally and internally. Refurbishment, cleaning and maintenance work is done on an ongoing basis. All teaching areas, offices and teacher preparation areas have wi-fi and reverse cycle air conditioning.

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

  The school grounds are under continual development in order to provide more shade and seating for students. A Peace Garden has been established and displays the sculptural work of students and a Kitchen Garden with a chicken koop is used comprehensively for the Horticultural Program. Additional trees for shade have also been planted around the school.
- **Access for students and staff with disabilities** is available to most areas of the school with either ramp or lift access. There is one dedicated toilet for disabled users in the East building.
- **Access to bus transport.** There is a dedicated School bus "951" to and from the city, before and after school. The school is on a major transport route to the city so the school uses local bus services for excursions. All migrant and refugee students who live further than 5 kilometres from the school are entitled to metrocards for public transport to and from school. The school provides additional metrocards for excursions.

9. School Operations

General

The school essentially operates as any mainstream school with the significant differences of an ever changing student enrolment and the continual need for interpreting and translating. These 2 factors

compound any administrative, counselling, timetabling, curriculum delivery, home-school communication, behaviour management and resourcing issues.

The school day commences at 8:50 am, a little later than most schools to allow time for students travelling from outer suburban areas to arrive on time. School dismissal is at 3:20pm on Monday, Wednesday, Thursday and Friday. Early closure at 2:30pm on Tuesdays allows for meetings to occur.

Bilingual School Services Officers (BSSOs)

BSSOs are a vital link in the smooth running and educational program of the school. They are multi skilled, undertake administrative duties and provide classroom support as well as interpreting and translating services. A number of casual BSSOs are employed each term to cater for specific language groups within the school.

Decision Making Structures

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

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

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

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

Decision Making Procedures

Regardless of the concern raised and/or action proposed, the procedures assume that any individual may present verbally or in writing a matter or proposal for the attention of the governing council, senior leadership team and/or leadership team, staff or staff representative of a committee or chairperson, as appropriate. The matter or proposal will be placed on the next meeting's agenda, the team or committee will canvass opinions from as large a number of people as is practicable to ensure fair representation of views on the matter or proposal. The proposer will receive communication from the team, committee or staff representative concerning any decision or pending decisions in regard to the proposal or matter raised.

Category 1 decisions require whole staff and governing council involvement and endorsement. These are decisions deemed to impact on:

- the well-being of the school and the health & safety of staff and students
- school policies, plans and priorities
- financial resources and their distribution/management e.g. budget
- initiatives in curriculum development, assessment and reporting
- initiatives for the integration of learning and communication technologies

and have the endorsement of the governing council and the whole staff through voting 50% plus one constituting a majority.

In 2017committees include: Canteen, Curriculum, Finance Advisory, Staff Wellbeing, Student Wellbeing, and Resource Centre.

Category 2 decisions relate to daily operations and management. These are decisions that are deemed to impact on the daily operations and management of the school including the psychological wellbeing, health and safety of all staff and students. These decisions are considered by the senior leadership and/or leadership team or by individual members of the team in the context of their roles and responsibilities. Decisions will be based on the best information available which may be considered. Committees include: Senior Leadership, Leadership and SSO.

Category 3 decisions relate to deployment of staff. These are decisions that are deemed to impact on:

- internal staffing arrangements
- job and person specifications
- teaching load and class management organisation
- staffing conversions
- part-time policy
- flexible initiatives resourcing
- required placements and related grievances
- staff morale

are considered by the **Personnel Advisory Committee (PAC)** comprising of the Principal, an elected staff representative, an elected AEU Representative and an SSO representative, in the context of the DECD staffing formula and existing industrial agreements with the AEU. Consultation with staff occurs in various forums, including staff, AEU, committee and learning area meetings.

Regular Publications

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

The **policies and procedures manual and curriculum overview documents** are reviewed and updated regularly and are available on the school intranet. Staff are encouraged to access relevant school information on the Intranet.

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

Each year the school produces **a calendar** which focuses on one aspect of school life. In 2016, Peace was the theme. This is used to promote the school through the local, state, national and international community.

Other Communication

On enrolment families are given extensive information about the school. Written information is translated and interpreters are provided if required.

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

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

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

School Financial Position

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

Both the State and Commonwealth education authorities fund the school.

10. Local Community

General Characteristics

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

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

Governing Council meetings are held once per term. Membership comprises of parent/caregiver representatives who are given an invitation to attend when their child enrols. As most families are with the school for only 1 year, membership of the Governing Council can often change during the year. To lend stability and continuity there is special representation from the Australian Refugee Association (ARA), the local City of Charles Sturt Council, the Survivors of Torture Trauma and Rehabilitation Services (STTARS) and the local community. Interpreters are made available as required.

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

Feeder or Destination Schools

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

Students attending Primary Intensive English Language Centres (IELCs) may also transition to the school at the end of the school year. Students also transfer to the school from other high schools if they are newly arrived and have intensive English language needs.

Further Comments

Previous History:

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

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