



SCHOOL CONTEXT STATEMENT

Updated: July 2021

School number: 1686

School name: Adelaide Secondary School of English

School Profile:

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

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

The school community values of Respect, Responsibility and Resilience 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 and was reaccredited again in 2018.

1. General information

School Principal:	Antonella Macri
Deputy Principal:	David Mutton
Year of opening:	1975
Postal Address:	PO Box 281, BROMPTON SA 5007
Location Address:	253 Torrens Road, CROYDON SA 5008
DfE Region:	West Torrens
Geographical location (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

- **February FTE Student Enrolment**

2014	2015	2016	2017	2018	2019	2020	2021
530	425	447	449	419	383	353	213

- **Total enrolments throughout the year**

2014	2015	2016	2017	2018	2019	2020
835	703	742	763	672	658	464

- **Total School Card Approvals throughout the year**

2014	2015	2016	2017	2018	2019	2020
424	418	506	522	421	397	326

- **Student Enrolment Trends**

Over the past 10 years, the school has had an average enrolment of between 700 - 850 students per year from as many as 60 different countries, language and cultural groups. Student numbers have fluctuated significantly throughout school years because of continuous enrolment and students leaving at the end of each term on completion of their course of study.

In the past 5 years, there have been between 400 - 500 students attending the school during each term. However, COVID-19 has had a significant impact on enrolment numbers. Due to border closures and reduced immigration, student numbers were at their lowest for the past 8 years in 2020.

Students normally spend up to a year in the school, although those who have had disrupted or minimal schooling can spend up to 2 years. Most students transition to mainstream Government, Catholic and Independent secondary schools across the Adelaide metropolitan area.

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

The school has provided intensive English programs for International Full-fee paying students since 1990 and prior to 2020 enrolment numbers for this group increased to over 100.

- **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 90% of staff are permanently appointed with the other 10% employed on a contract basis according to the flexible needs of the school.

2021 Term 1 NAP Staff allocation: 30.48 FTE teachers. (However, there are currently 37.7 FTE teachers permanently appointed to the school and 10 leaders in tenure)

Total Term 1 staffing includes:

Senior Leadership	Principal Deputy Principal 2 Senior Leaders
Other Leadership	7 Co-ordinators (includes 2 Student Wellbeing Leaders)
Permanent Teachers	28
Contract Teachers	0
School Services Officers	296 hours: 10 permanent, 2 contract SSOs
Bilingual School Services Officers	222 hours: 6 contract BSSOs
1 Ground staff	35 hours per week

At the end of 2020, due to declining student numbers, 10 permanent teachers were temporarily relocated to mainstream schools, and it is anticipated that more teachers will be relocated throughout the school year.

- **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 well as a dedicated 949 service to Salisbury Interchange.

Bus Details:

School Bus 949

MORNING SERVICES - Monday to Friday

Elizabeth Interchange to Adelaide Secondary School of English

	Elizabeth Interchange Zone C	Haydown Road Stop 54B	Salisbury Interchange Zone B	Kings Road Stop 41	Main North Road Stop 29	Torrens Road (End time) Stop 17
Bus 1	7:13am	7:24am	7:29am	7:49am	8:05am	8:32am
Bus 2	7:14am	7:25am	7:30am	7:50am	8:06am	8:33am

*** Please note: no pick up at Stop 16 on Prospect Road in the morning*

AFTERNOON SERVICES - Monday, Wednesday, Thursday & Friday
Adelaide Secondary School of English to
Elizabeth Interchange

	Start time	End time
Bus 1	3:33pm	4:57pm
Bus 2	3:34pm	4:58pm

AFTERNOON SERVICES - Tuesday
Adelaide Secondary School of English to
Elizabeth Interchange

	Start time	End time
Bus 1	2:43pm	3:52pm
Bus 2	2:44pm	3:53pm

School Bus 951

MORNING SERVICES - Monday to Friday
City to Adelaide Secondary School of English

	Corner of King William & Hindley Streets Stop X2	King William Street (in front of the Festival Theatre) Stop Z3	Torrens Road (End time) Stop 17
Bus 1	8:09am	8:10am	8:29am
Bus 2	8:10am	8:11am	8:30am

AFTERNOON SERVICES - Monday, Wednesday, Thursday & Friday
Adelaide Secondary School of English to City

	Start time	End time
Bus 1	3:25pm	4:00pm
Bus 2	3:27pm	4:02pm
Bus 3	3:29pm	4:04pm

AFTERNOON SERVICES - Tuesday
Adelaide Secondary School of English to City

	Start time	End time
Bus 1	2:35pm	3:10pm
Bus 2	2:37pm	3:12pm
Bus 3	2:39pm	3:14pm

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

- **Special Site Arrangements**

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

2. Students (and their welfare)

- **General Characteristics**

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

- are provided with a relevant and challenging curriculum
- share cultural perspectives to enhance learning and build positive relationships
- are educated to become community minded and global citizens
- are provided with opportunities to become confident, critical, creative and independent learners

- develop communication skills and social responsibilities enabling them to contribute effectively in society

- **Student Wellbeing Programs**

The school was previously recognised as a MindMatters school for its whole school approach to addressing mental health and wellbeing, and in recent years has been part of the Trauma Aware School Initiative, becoming a demonstration school in 2020.

Student wellbeing and child protection strategies are formally included in the curriculum within the Personal Learning and Wellbeing (PLW) and Health program. All staff have been trained in Keeping Safe: Child Protection Curriculum (KS:CPC), and CPC strategies are taught across all levels and pathways, and in all learning areas.

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

- **Student Support Offered**

Students identified with learning needs are referred for assessment through the District Support Services and are assessed by the New Arrival Program (NAP) psychologist. School Services Officer (SSO) and Bilingual School Service Officer (BSSO) support is provided to verified students with learning difficulties. The school also has a part time Special Needs teacher who works with students and teachers to ensure students with special needs are appropriately supported. BSSO classroom support is available in a range of languages for all students especially in Foundation level.

Reading Support

An Intensive Systematic Synthetic Phonics program as well as the Levelled Literacy Intervention Reading program are used to provide reading support to students not reaching Running Records targets; and the Maths for Learning Improvement (M4LI) program is used as an intervention program for students identified as struggling to develop skills in number.

When it is appropriate, volunteers from the community are regularly involved in providing one-on-one and/or small group support to students in the classroom, homework centre or under teacher supervision in the ICT Hub.

- **Student Management**

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

Teachers also support students in classrooms by:

- having a relevant, differentiated learning program with well-prepared lessons that motivate all students to achieve

- teaching explicitly
- providing students with relevant and constructive feedback
- developing with class(es), a clear set of classroom rules, expectations and appropriate consequences, based on the Student Representative Council (SRC) “Classroom Guidelines to Positive Behaviours”.
- modelling 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 the leadership team to implement appropriate strategies and consequences to encourage positive changes. Students are supported to take responsibility for their own learning and behaviours and to be sensitive to the rights and needs of others.

The school implemented a Restorative Justice approach to Student Behaviour Education in 2017 to manage and support student issues. Self-regulation awareness and resources are also a key strategy to support students as part of the school’s trauma informed practice focus.

- **Student Government**

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

- **Special Programmes**

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

3. Key School Policies

- **Site Improvement Plan and Other Key Statements or Policies**

CIS recommendations together with National and State priorities and feedback from the school community form the basis of the 5 Year Strategic Directions (2018-2022) whilst the Site Improvement Plan for 2021 has been developed to also conform to Departmental school improvement initiatives.

The priorities for improvement are:

- Increasing student achievement in *reading* by incorporating the teaching of phonics, phonemic awareness and effective evidence based reading instruction.

- Increasing student achievement in *writing* by incorporating learning intentions and literacy progression learning goals for each student based on LEAP assessment after moderation.
- Increase student *oral language proficiency* by continuing to incorporate scaffolded and structured oral language activities across the curriculum and assessing oral language using the LEAP levels.

- **Recent Key Outcomes**

A Post Transition course was introduced in 2020 to cater for the change from end of term student exits to semester exits to mainstream high schools.

Teachers have engaged in professional development on reading, oral language, learning design, Learning English Achievement and Proficiency (LEAP) and systematic synthetic phonics. A systematic synthetic phonics (SSP) program has been developed, decodable readers purchased and the school is trialling a phonics screening test.

Regular sharing of classroom oral language activities incorporating LDAM principles of formative assessment, setting learning intentions and student-student interactions has been a major focus for peer sharing across all learning areas.

All teaching staff are involved in Professional Learning Teams (PLTs) focusing on aspects of the SIP goals or Trauma Informed Practice (TIP). The TIP steering committee has continued to lead the implementation of TIP across the school and support the work of the TIP PLTs. Although not expressed in the SIP, the school's implementation of TIP remains a focus in 2020/1, with the development of resources and integration in the PLW curriculum.

Students continue to have opportunities to engage in a range of wellbeing programs and community engagement activities throughout the year, including leadership programs.

4. Curriculum

- **Subject Offerings**

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

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

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

Pathway A

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

Pathway B

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

Pathway C

Students who have studied English prior to their arrival in Australia are assessed and placed in an appropriate level, which may be the Foundation, Intermediate, Advanced or Transition levels of Pathway C. Students who have had continuous schooling in their home country and who have not studied English previously, are enrolled in the Foundation level of Pathway C and continue to follow the school's intensive English course. This pathway prepares students for entry into mainstream secondary schools at any year level, as well as other post-compulsory institutions such as TAFE.

- **Special Needs**

Students with learning difficulties are identified by teachers and are assessed by an EALD Educational Psychologist if needed. From the assessment, if students are identified as having a disability, then a OnePlan is developed in consultation with the co-ordinator, Student Wellbeing leader, class teacher and parent/caregiver.

Teachers use information gathered in assessments and observations to target learning to students' level of proficiency and need for support. These needs are discussed by class teachers during professional collaboration time and planning for specific students is recorded on '*Differentiated Teaching and Learning Plans*' completed by teachers each term.

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

- **Special Curriculum Features:**

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

Middle School Curriculum

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

Senior School Curriculum

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

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

- research skills

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

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

The components of the senior school curriculum are:

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

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

• Teaching Methodology

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

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

The following specific pedagogical approaches are embedded in our curriculum:

- **Functional** grammar - in this framework, learning grammar involves learning what choices are available in the new language to make meaning of different kinds. It includes students being taught about the *register continuum*, ie. how language choices vary according to context, purpose and social-cultural settings.
- Teach **genres** - unpacking how different academic genres work in English and what is expected of students' interactions with these across subject areas in the Australian education system.
- The **designing, teaching, learning and assessment cycle** which involves explicit instruction, supported practice and scaffolding that leads to independent construction. (Through setting the context, modelling and deconstruction, joint construction, independent construction) - this is an example of *gradual release of responsibility* model.
- The importance of **oral language** - this is a major focus for the EALD learning area (2021 priority)
- **Systematic and explicit teaching of phonemic awareness and phonics** (2021 priority)
- **Systematic and explicit teaching of reading** (oral language, decoding phonics, comprehension, fluency, vocabulary).

• Student Assessment Procedures and Reporting

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

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

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

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

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

5. Sporting Activities

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

6. Other Co-Curricular Activities

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

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

Field trips: Students in Advanced classes have the opportunity to participate in a day trip to the Woodhouse Activity Centre (Adelaide Hills).

7. Staff (and their welfare)

- **Staff Profile**

Staff numbers vary during the year due to the continuous intake and transition of students at the end of each semester. There are a core number of approximately 28 permanent teachers with 17 teachers working on a part-time basis.

12 SSOs are responsible for the administrative functions of the school. These include a Business Manager, an ICT Manager, permanent part-time SSOs, contract SSOs/BSSOs and Ground staff.

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

- **Leadership Structure**

The Senior Leadership team consists of the Principal, Deputy Principal and 2 Senior Leaders. In 2021 the school has 7 co-ordinators with leadership roles that are aligned to key areas of the Site Improvement Plan.

- **Staff Support Systems**

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

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

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

- **Performance Management**

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

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

Line-management meetings occur both formally, at least 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. Classroom observations are supported by leadership.

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

- **Other**

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

8. Incentives, support and award conditions for Staff

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

9. School Facilities

- **Buildings and grounds**

Originally a large co-educational government high school catering for up to 1,200 students, the school buildings are spread over a large area of suburban land in the inner western suburbs of Adelaide. There are two main “wings” (east wing and west wing) comprising of 30 teaching classrooms, 2 science laboratories, ICT Hub, teacher preparation offices, admin offices and meeting rooms. Other buildings used by the school are scattered in between the two wings. These include a further 2 classrooms, a teacher preparation area, 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 are on the perimeter of the ovals. The majority of classrooms and buildings managed by the school are old (most built in the 1950’s) but well-maintained. Refurbishment, cleaning and maintenance work is done on an ongoing basis. All teaching areas, offices and teacher preparation areas have Wi-Fi.

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

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

- **New Building**

A new building, as part of the DfE Capital Works project, is underway with the project being costed at just over the \$5m budget. An art space will be included in the new building, along with 10 classrooms, a Student Services area and offices.

- **Heating and Cooling**

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

- **Specialist Facilities and Equipment**

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

- **Student Facilities**

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

- **Staff Facilities**

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

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

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

- **Access to Bus Transport**

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

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

- **Other**

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

10. School Operations

- **Decision Making Structures**

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

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

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

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

- **Regular Publications**

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

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

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

- **Other Communication**

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

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

The school also has a text messaging system to communicate important notices via SMS.

- **School Financial Position**

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

Both the State and Commonwealth education authorities fund the school.

11. Local Community

- **General Characteristics**

Students attending the school live in suburbs across the broader Adelaide metropolitan area with only a small percentage living in the school's local community. As most students are recently arrived from many different countries with different schooling systems, the school plays an important role in

providing them with information about schooling in South Australia. It is important for families and caregivers to understand that the school works in partnership with them and that good communication with the school is essential to the educational success of their children.

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

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

- **Parent and Community Involvement**

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

- **Feeder or Destination Schools**

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

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

- **Accessibility**

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

- **Local Government Body**

City of Charles Sturt.

12. Further Comments

Previous History

The school opened in 1975 as the Gilles Street Language Centre and was located at Gilles Street Primary School. Due to increasing enrolments and insufficient classrooms, the Port Adelaide Migrant Language Centre was opened in January 1981. In 1985 it relocated to Blair Athol and became known as Blair Athol

Language Centre. In 1987 Gilles Street Language Centre relocated to Cowandilla and became known as Cowandilla Language Centre. In the early to mid-80s other secondary units opened at the then Marden High School (closed in 1991), and Daws Road High School. A unit was also established during this time at Croydon High School and this moved to the former Parks High School in the late 1980s.

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