SCHOOL CONTEXT STATEMENT

School number: 0817

School name: Marryatville High School

1. General information

Part A

School Name: MARRYATVILLE HIGH SCHOOL  
School No.: 0817  
Principal: Mr Mark Leahy  
Postal Address: 170 Kensington Road, Marryatville 5068  
Location Address: 170 Kensington Road, Marryatville 5068  
District: Eastern Adelaide  
Distance from GPO: 4 kms  
Phone No.: 08 83048420  
Fax No.: 08 83323228

February FTE Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Special, N.A.P. Ungraded etc.</th>
<th>Year 8</th>
<th>237.0</th>
<th>225.0</th>
<th>232.0</th>
<th>229.0</th>
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<tr>
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<td>Reception</td>
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<td>242.0</td>
<td>226.0</td>
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<td>Year 12</td>
<td>234.4</td>
<td>241.6</td>
<td>243.8</td>
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|       |                                      | Year 12 plus | 8.6 | 10.0
|       | TOTAL                                 | 1257.5 | 1223.6 | 1223.4 | 1191.0 |

Feb total FTE Enrolment

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<th>Year</th>
<th>Male FTE</th>
<th>Male FTE</th>
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<td>00</td>
<td>573</td>
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Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document ‘Placement Points History’ in the ‘schools/placement’ section of the ‘Legal and Policy Framework Library’ available on the departmental CD-ROM or web-site.
Part B

- **Deputy Principal** (Special Interest Music Centre)
  Aldis Sils

- **Assistant Principals**
  Kerry Friedrichs
  Danny Blue
  John Schuh
  Julie Ferguson (Acting 2010)

- **School e-mail address**
  mhsinfo@marryatvillehs.sa.edu.au

- **Staffing numbers**
  Teachers 82 FTE, School Service Officers – 698.5 hrs

- **Enrolment trends**
  Limited to physical size of school. Approximately 1200 students. There is a significant waiting list at Year 8.

- **Special arrangements**
  The school is under strong demand for enrolment.

- **Year of opening**
  Originally built on this site in the 1950’s as Norwood Boys’ Technical High School. Opened as Marryatville High School with a Special Interest Music Centre in 1976.

- **Public transport access**
  Adelaide Metro Bus 143 to Beaumont travels along Grant Avenue to the rear of the school via the Beaumont, Linden Park and Hazelwood Park areas.
  Adelaide Metro Buses 141 and 142 stop at the School traffic lights on Kensington Road.
  The Adelaide Metro 100 Circle Line service operates around the outer suburbs of Adelaide and travels along Portrush Road. The nearest stops to Marryatville High School are stops 147 and 148.
  Torrens Transit School Bus ‘T’ from Athelstone to Loreto College stops at our gate.

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

- **General characteristics**
  Established in 1976, Marryatville High School is an innovative and exciting school offering a diverse curriculum in a learning environment that promotes academic excellence and supports all students in reaching their potential.
  As a Special Interest Music School that also provides programs for Students with High Intellectual Potential, a significant International Program (90-110 students), a Special Interest Tennis Program and an extensive Co-curricular
Program, Marryatville High School is recognised internationally as a centre of excellence. The school has achieved international accreditation through the Council of International Schools and has a strong focus on student achievement, engagement and well-being. Teaching and support staff meet the highest professional standards in their commitment to the school and care for students. Approximately 90% of Year 12 students seek to enter university.

- **Student Life Programs:**
  All staff accept responsibility for student wellbeing through delivery of learning programs. There is a 15 minute session each day as well as an extended period on Monday and Thursday devoted to the Student Life Program. Assistant Principals have responsibility for a year level and are supported by Year Level Coordinators and Student Counsellors.

- **Support offered:**
  The Student Life Program is ongoing throughout the year. Students are supported through the Learning Assistance Program (LAP), SHIP (Students with High Intellectual Potential) Program, Peer Support Program (for Year 8 students), Personnel and Career Counselling and a Christian Pastoral Support Worker. Intensive Secondary English Courses are provided for International students. Student achievement and participation is celebrated in a range of ways on a regular basis. Induction programs are conducted for all students at the beginning of the year.

- **Student management:**
  Marryatville High School provides a positive and challenging learning environment. The overwhelming majority of students are cooperative, motivated and involved in their learning and co-curricular activities in a positive way. Implementation of the Student Behaviour Management Policy, with a focus on restorative practices, supports students in making responsible choices.

- **Student government:**
  The Student Representative Council, (SRC) consists of representatives from each year level, including two international students. An executive SRC body (comprising of the School Captains, Vice Captains, year level SRC leaders and other SRC officials) meets fortnightly on alternate weeks to full SRC meetings. The SRC’s purpose is to represent the students through a variety of decision making groups. As such, the School Captains represent the Student Body on the Governing Council and at Leaders Meetings, as well as meeting with the Principal weekly. Other SRC leaders are present on various school decision making committees.

- **Special programs:**
  There is a Special Interest Music Program (involving 30% of students in the study of Music), Special Interest Tennis Program, International Program and Co-curricular Program. Students with High Intellectual Potential (SHIP) are catered for through a variety of extension programs. There are a range of vocational programs that support higher education and industry pathways.
3. Key School Policies

- Philosophy and Vision:
  Marryatville High School has a rich history, a clear vision for the future, and enjoys unprecedented support from students, their parents and carers and our local community. The school is recognised internationally as a centre of excellence.

  The Marryatville High School community believes we fashion our own future through a shared commitment to excellence. Each of us contributes our strengths, intelligence and talents in shaping a fulfilling future for all. In partnership with the wider community we help determine that future.

  Our vision, ‘Optimism and excellence within a diverse community’, is supported by a Site Learning Plan which identifies Learning, Wellbeing and Engagement, a Sustainable Future and Leadership and Partnerships as priorities for the three year period 2008 – 2010.

  While students’ needs are met through our specialist programs, learning pathways and the Student Life Program, our curriculum will continue to reflect international perspectives and shared understandings about Global Citizenship.

  The school leadership structure continues to evolve, reflecting student learning needs and our focus on preparing students for the future.

  Our work will continue to demonstrate the emphasis our community places on:

  - Self worth
  - Achievement and success
  - Growth
  - Trust and honesty
  - Rights and respect
  - Collaboration
  - Community
  - Enjoyment

  The ongoing implementation of the Site Learning Plan, 2008 – 2010 will ensure that we further develop our strengths through innovative programs which will assist students to graduate from Marryatville High School as global citizens.
• **Strategic Planning:**
Strategic planning at Marryatville High School has 3 components.

1. **The Site Learning Plan 2008 – 2010**
The following three Strategic Directions are identified:

   • Learning, Wellbeing and Engagement
   • A Sustainable Future
   • Leadership & Partnerships

2. **A Site Improvement Plan 2010**
The Site Improvement Plan has a focus on using data to generate information and evidence leading to improved outcomes for students in relation to achievement and wellbeing. It sits within the Site Learning Plan, and provides a context for Faculty Action Plans.

3. **Implementing Council of International Schools (CIS) Recommendations**

   Marryatville High School continues its standing as a Council of International Schools accredited school. The Five Year Visitors’ Report, released in July 2008, highlighted the following strengths of Marryatville High School.

   • The commitment to improvement through accreditation which has resulted in impressive developments within the school.
   • The school’s excellent academic results.
   • The school’s focus on international mindedness and the development of global citizens.
   • The excellent practices developed within the world class specialist programmes in Music and Tennis.
   • The positive support of the school from parents and students.
   • The dedication of the staff to support all students.
   • The focus of both staff and students on the quality of learning.
   • The outstanding leadership of the Principal.
   • The pride with which students speak of their school.

The Report also makes it clear that over the next few years the school should devote time, energy and funding towards:

   • Revisiting the school’s Statement of Philosophy and Vision to develop a more succinct description of the purpose of Marryatville High School, and to ensure that all sections of the school community are cognisant of that statement.
• Developing a programme of professional development to ensure that all staff members have the relevant ICT skills to more effectively utilise the ICT infrastructure that exists within the school.
• Identifying funding sources to address the upgrading of those facilities that the school and the CIS visitors have deemed to be below standard.
• Developing a streamlined formal Performance Management process which is inclusive of all staff members.
• Compiling a central assets register.

4. Curriculum

SUBJECTS OFFERED IN YEARS 8 – 9

YEAR 8

Art
Chinese
Drama
English
English as a Second Language
French – (Accelerated)
French – (Continuers)
Health and Home Economics
Health and Personal Development
Japanese
Mathematics
Music 1
Music 2
Physical Education
Science
Society & Environment
Technology Studies
Tennis

YEAR 9

Art A
Art B
Chinese
Drama
English
English as a Second Language
French – accelerated
French – continuers
Health and Home Economics A
Health and Physical Education A
Home Economics
Japanese
Mathematics
Music 1
Music 2
Physical Education
Science
Society and Environment
Technology Studies A
Technology Studies B
Tennis
SENIOR SCHOOL:

YEAR 10

Art 2D
Art 3D
Chinese
Design A
Design B
Drama A
Drama B
English
English as a Second Language
French – (Continuers)
Geography
Health
History
Home Economics - Child Studies
Home Economics - Food & Hospitality
Home Economics - Introduction to Commercial Cookery
Home Economics - Textiles
Information Technology - Databases and Spreadsheets
Information Technology - Information Processing and Desktop Publishing
Information Technology – Programming
Japanese
Mathematics
Modified Mathematics
Music 1
Music 2
Philosophy
Physical Education A
Physical Education B
Physical Education C (girls only)
Science A
Science B
Society and Environment A
Society and Environment B
Technology Studies - CAD
Technology Studies – Electronics
Technology Studies – Metal
Technology Studies – Wood
Tennis
Theatre Technology

SUBJECTS OFFERED AT STAGE 1 (in 2010)

Accounting
Ancient Studies
Art A
Art B
Biology A
Biology B
Chemistry
Child Studies
Chinese - (Background Speakers)
Chinese – (Continuers)
Design and Technology Studies (CISCO)
Design A
Design B
Drama A
Drama B
Economics
English A
English as a Second Language
English C – Pre Studies
English D – Pre Communications
English Pathways (from 2011)
French – (Continuers)
Geography
History A
History B
Home Economics - Food and Hospitality
Home Economics - Food and Nutrition
Hospitality – Regional Course
Information Technology Essentials
<table>
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<tr>
<th>Japanese – (Continuers)</th>
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<tr>
<td>Information Technology - Processing and Publishing</td>
<td>Physical Education B</td>
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<td>Journalism</td>
<td>Physics</td>
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<td>Research Methods and Design</td>
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<td>Mathematics Applications A</td>
<td>Studio Recording</td>
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<td>Technology Studies – Computer</td>
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<td>Aided Design</td>
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<td>Technology Studies – Electronics</td>
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<td>Technology Studies – Furniture</td>
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<tr>
<td>Mathematics D</td>
<td>Technology Studies – Metal</td>
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<tr>
<td>Music Studies</td>
<td>Tennis</td>
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<td>Musicianship</td>
<td>Theatre Technology</td>
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<tr>
<td>Peer Support</td>
<td>Tourism</td>
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**SUBJECTS OFFERED AT STAGE 2 IN 2011 (to be confirmed)**

| Accounting | Mathematical Methods |
| Biology | Mathematical Studies |
| Chemistry | Modern History |
| Child Studies | Music – Composing and Arranging |
| Chinese (background speakers) | Music – Ensemble Performance |
| Chinese (Continuers) | Music – Individual Study |
| Classical Studies | Music – Music in Context |
| Design and Technology – Material Products | Music – Musicianship |
| Design and Technology – Systems and Control Products | Music – Performance Special Study |
| Drama | Music – Solo Performance |
| English Communications | Music – Technology |
| English Studies | Nutrition |
| English as a Second Language | Physical Education |
| English as a Second Language Studies | Physics |
| French (continuers) | Psychology |
| Geography | Research Project |
| Japanese (continuers) | Society and Culture |
| Legal Studies | Specialist Mathematics |
| Mathematical Applications | Tourism |
| Vocational Education & Training | |
• **Special needs**
  These include:
  • Intensive Secondary English Courses are provided for International Students.
  • English as a Second Language Program (ESL).
  • Students with High Intellectual Potential Programs.
  • Negotiated Education Plans are prepared for students.
  • Learning Assistance Program (LAP).

• **Special curriculum features**
  In addition to the Special Interest Music Centre and Special Tennis Program there is an extensive Co-curricular Program.

• **Teaching methodology**
  Emphasis is placed on supporting students to reach their individual potential. There is a focus on Learning to Learn methodologies, Multiple Intelligences and brain-learning theory. There are seven computing suites and most classrooms are equipped with Information Technology facilities. There is a wireless network catering for 200 laptops.

• **Assessment procedures and reporting**
  Assessment practices support student learning. Reporting procedures were reviewed in 2009. Students receive a report at the end of each term and Parent/Teacher interviews are held at the end of Term 1. Parents are encouraged to contact the relevant staff if they have concerns.

• **Joint programs**
  Vocational Education & Training programs are available in a number of industry areas. The East Adelaide Schools’ Cluster (EASC) represents the collaborative partnership and regional provision of Vocational Education and Training across all schooling sectors in the east of Adelaide. Comprising sixteen schools and a range of training partners, the EASC offer courses that compliment student interests, school specialisations, regional and national skill shortage areas and experiences that lead to the development of transferable skills.

5. **Co-curricular**

• **Sporting Activities**
  The school participates in competitions conducted by the Sports Association for Adelaide Schools, the Catholic Secondary School Girls’ Sports Association and Secondary School Sport S.A.

  Sports include: athletics, badminton, baseball, basketball, beach volleyball, cricket, cross country, cycling, fencing, football, golf, hockey, indoor soccer, mountain bike, netball, orienteering, soccer, squash, surfing, swimming, table tennis, tennis, touch football, triathlon, volleyball and water polo.
6. Other Activities

- **General**
  Chess Club, Debating, Future Problem Solving, Gifted & Talented Art, Japanese Culture Club and Mock Trial.

- **Music**
  Junior Choir, Chamber Choir, School Orchestra, Girls’ Choir, Boys’ Choir, String Orchestra, Senior Band, Jazz Band, Guitar Ensemble, Senior Recorder Ensemble, Jazz Ensemble Junior, Jazz Ensemble Senior, Pops Vocal. Music students have the opportunity to participate in interstate and overseas tours as well as the Generations in Jazz National Stage Bands Awards in Mount Gambier.

- **Special Activities:**
  Yr 9 Aquatics Camp, Yr 10 Snow Tour, Year 10 Work Experience.
  International exchanges and tours, French Cultural Tour, Singapore Drama Tour, Sister School Exchange – Japan.

7. Staff (and their welfare)

- **Staff profile**
  Teachers coming into Marryatville High find it a very demanding school in which to teach as students and parents have high expectations in relation to learning and student wellbeing. Teachers need to intellectually challenge students and demand a high level of rigor in thinking skills, general class work and engagement while ensuring that the needs of all students are met.

- **Leadership structure**
  The Administration team, which includes the Principal, Deputy Principal, Assistant Principals, Coordinator Counsellor and Business Manager, is responsible for educational leadership, implementation of policies and day-to-day running of the school. They are supported by 15 Coordinators and 8 Managers. Governing Council sets Strategic Directions and allocates resources.

- **Staff support systems**
  School Support Officers work professionally with staff to provide a range of services across the school. Training and Development opportunities emerge from Strategic Directions and the professional requirements of staff.

- **Performance Management**
  Performance Management is linked to Action Plans and the Site Learning Plan. Training and Development supports the Site Learning Plan.
• **Access to special staff**
  Instrumental Music Teachers, a Guidance Officer, Inter-agency Support Officer and Behaviour Support Team all supply support when needed. TESL and some support for Negotiated Education Plan students is available. Students on a Negotiated Education Plan with identified learning difficulties are offered teacher, SSO or LAP support.

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

Although this school is demanding in the time commitment and level of teaching required, the intrinsic rewards for teaching are high in that the students are motivated and supported by parents who want them to learn. The environment is outstanding and the culture of the school uplifting. The proximity to the city is advantageous for excursions and bus travel. Teachers are expected to support co-curricular and camping activities as part of choosing to apply for this school. New staff are supported with an induction program.

**9. School Facilities**

- **Buildings and grounds**
  Set amongst gum trees lining the banks of First Creek, about 4 kilometres east of the city of Adelaide, the school’s unique physical environment provides an atmosphere conducive to learning as well as an on-campus site for environmental education. Buildings range from the heritage listed Eden Park, and the traditional main building to the state of the art 338 seat Performing Arts Centre, the Forge, opened in 2005.

- **Cooling**
  The majority of the school is air-conditioned with two Technology Studies workshops and the gymnasium the only areas not air-conditioned.

- **Specialist facilities**
  The Special Interest Music Centre (including choir, orchestra, percussion and keyboard teaching facilities) is located in the refurbished heritage listed ‘Stables’. The centre is well equipped and visually stunning.
  Heritage listed ‘Eden Park House’ with stunning gardens is located on a separate campus and provides a unique environment for our Year 12 students.
  The Performing Arts Centre, ‘The Forge’, provides a flexible performance space fully equipped with state of the art sound, lighting and multimedia facilities.
  Computing facilities with modern computers on a gigabit fibre backbone provides IT access to the internet and network.
• **Student facilities**  
The canteen provides fresh and nutritious food.

• **Staff facilities**  
The staffroom has been refurbished  
Access for disabled people is limited due to the design of buildings with many stairs with no lift access.

• **Access to bus transport**  
Public transport is available.

10. **School Operations**  
The base structure for decision-making is a consultative committee structure.

• **Decision making structures**  
Governing Council plays an important role in Strategic Planning and resource allocation. The Administration Team meets weekly, Leaders meet fortnightly and staff meet on three occasions each term. There are also Faculty and Year Level meetings as well as other team meetings.

• **Regular publications**  
Publications include the Curriculum Handbook, School Information Brochure, Newsletter to parents and an annual Year Book as well as the Annual Report. There is also the Marryatville High School Web Site.

• **School financial position**  
The school is in a sound financial position.

• **Special funding**  
Special funding is received for the Special Interest Music Centre.

11. **Local Community**

• **General characteristics**  
The majority of students come from outside of the school’s zone.

• **Parent and community involvement**  
The Governing Council:  
• involves the school community in the governance of the school by:

  (i) providing a focus and a forum for the involvement of parents and the school community.  
  (ii) ascertaining the educational needs of the local community and the attitude of the local community to educational developments within the school.  
  (iii) ensuring that the cultural and social diversity of the community is considered and particular needs are appropriately identified.  
• sets the broad direction and vision of the school
• leads strategic planning for the school including:
  (i) developing, monitoring and reviewing the objectives and targets of the strategic plan.
  (ii) considering, approving and monitoring human resource and asset management plans.

• determines policies for the school including policies for the safety, welfare and discipline of students

• determines the application of the total financial resources available to the school including the regular review of the budget

• reports to the school community and the Minister on:
  (i) the strategic plan.
  (ii) the finances of the school.
  (iii) operational plans and the Council’s operations.

The school is supported by many volunteers including Parent & Friends, Friends of Music, Sports Council, the Old Scholars Association and the Eden Park Garden Group.

• **Feeder schools**
  Marryatville, Burnside, Linden Park, Magill, Rose Park, Norwood, East Adelaide, Vale Park, Walkerville Primary Schools plus 30 other primary schools both public and private.

• **Other local care and educational facilities**
  The school is adjacent to Loreto College with whom some sharing occurs from time to time. Four Primary Schools are in near vicinity, and there is a cluster of secondary schools.

• **Commercial/industrial and shopping facilities**
  Norwood Parade is 10 minutes away and there are the Burnside Village and Marryatville Shopping Centres.

• **Other local facilities**
  Local facilities which are wide-ranging and accessible include two swimming pools, Burnside and City Libraries, Norwood facilities, Odeon Theatre, Museum, Art Gallery and other central resources, universities.

• **Accessibility**
  School is 4kms from centre of city with regular bus service to city centre past front gate.

• **Local Government body**
  The school is in Payneham, Norwood & St Peters City Council district, (telephone: 8366 4555) and adjacent to the Burnside Council district.
12. Further Comments

- Many teachers who come to Marryatville High observe that it is the most demanding yet rewarding experience of their career. Because students are aiming for excellent results, teachers’ workload in preparation and marking is significant. Teachers choosing this school are expected to support a sporting team or other co-curricular activities. The school is caretaker of buildings and trees listed as part of State’s heritage. Eden Park House, built in 1899 and the associated Stables are both heritage listed buildings.