School number: 0817

School name: Marryatville High School

1. General Information

Part A

<table>
<thead>
<tr>
<th>School Name</th>
<th>MARRYATVILLE HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No.</td>
<td>0817</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Mark Leahy</td>
</tr>
<tr>
<td>Postal Address</td>
<td>170 Kensington Road, Marryatville 5068</td>
</tr>
<tr>
<td>Location Address</td>
<td>170 Kensington Road, Marryatville 5068</td>
</tr>
<tr>
<td>District</td>
<td>Eastern Adelaide</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>4 kms</td>
</tr>
<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 83048420</td>
</tr>
<tr>
<td>Fax No.</td>
<td>08 83323228</td>
</tr>
</tbody>
</table>

February FTE Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 12 plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>222.0</td>
<td>232.0</td>
<td>236.0</td>
<td>228.4</td>
<td>240.4</td>
<td>0.75</td>
</tr>
<tr>
<td>2012</td>
<td>233.0</td>
<td>237.0</td>
<td>244.0</td>
<td>266.0</td>
<td>213.0</td>
<td>1.6</td>
</tr>
<tr>
<td>2013</td>
<td>232.0</td>
<td>232.0</td>
<td>262.0</td>
<td>264.8</td>
<td>227.0</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>225</td>
<td>237</td>
<td>282</td>
<td>269</td>
<td>212</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 1158.8 1193.0 1219.4 1225

Feb total FTE Enrolment 1160.9 1205.25 1217 1246

Male FTE 606 618 627 619

Female FTE 551 575 590 606

School Card Approvals (Persons) 150.5 118 133 142

NESB Total (Persons) 301 409 450 440

Aboriginal FTE Enrolment 9 9 16 19

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

- **Senior Leaders**
  Julie Ferguson
  Kerry Friedrichs
  Jude Hines
  Steve Knipe
  Harry Theodoros

- **School e-mail address**
  [dl.0817.info@schools.sa.edu.au](mailto:dl.0817.info@schools.sa.edu.au)

- **Staffing numbers**
  Teachers 85.2 FTE, School Service Officers – 680.5 hours

- **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 Buses 141 and 142 stop at the School traffic lights on Kensington Road.
  The Adelaide Metro 300 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.
  Adelaide Metro School Bus ‘C’ from Athelstone to Loreto College stops at our gate. Bus ‘C’ runs from Marryatville High School into the City after school.
2. **Students (and their welfare)**

- **General characteristics**

  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. The wide range of specialist programs including a Music Program, an International Program, a Special Interest Tennis Program and an extensive Co-curricular Program makes Marryatville High School a dynamic educational environment which helps to develop well-rounded and engaged students. Marryatville High School is accredited by the Council of International Schools.

  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. Senior Leaders 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), 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 Representative Council:**
  The Student Representative Council plays a very important role in allowing students to voice their opinions, share their concerns and promote school spirit. The Council gives students the valuable and rewarding opportunity to show leadership by identifying areas for improvement within the school and influencing school decision making on many levels, as well as working to support charities.

  The Student Representative Council consists of a Senior Executive of Year 11 and 12 students who make up a Homegroup. Each Homegroup appoints a Class Captain who acts as a conduit between the Executive and the student body. Meetings at Class level, Year level and Executive level are intended to be held during the Student Life Programme time. Members of the Executive contribute to the development and delivery of this programme.

• **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**

• **Guiding Principles:**
  Our Guiding Principles, embraced by our community, provide the framework for us to meet the needs of future learners.

<table>
<thead>
<tr>
<th>Vision</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of our strategic planning.</td>
<td>The educational beliefs that foster intellectual, personal, social, physical and affective growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We aim to provide excellence in student-centred 21st Century Learning in a global context</th>
<th>We value:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Student-centred:</em> The school is actively responsive to students’ personal needs. Students as active learners able to have significant input into how they learn best.</td>
<td><em>Achievement</em></td>
</tr>
<tr>
<td><em>21st century learning:</em> Promoting innovation and creativity and the use of the educational capabilities of digital technologies to access, process and share information.</td>
<td><em>Inclusivity</em></td>
</tr>
<tr>
<td><em>Global context:</em> International and intercultural focus. Widen students’ world view, to think deeply about issues and to care for others.</td>
<td><em>Diversity</em></td>
</tr>
<tr>
<td><em>Inclusivity:</em> Provision of relevant curriculum and strategies that recognise racial and cultural diversity, as well as students’ ability, preferred pathways and gender.</td>
<td><em>Well-being</em></td>
</tr>
<tr>
<td><em>Collaboration:</em> Partnerships, relationships and shared practices based on effective communication and planned structures.</td>
<td><em>Collaboration</em></td>
</tr>
</tbody>
</table>
### Mission

**The School’s purpose and supporting strategies.**

Our purpose is to:

- research and apply strategies that create a positive, challenging and engaging learning culture.
- provide the means by which our students can develop the pathway to achieve their goals.
- pursue and create opportunities for students to become actively aware of cultural and international influences in their lives.
- develop and apply holistic strategies to support student wellbeing.
- foster productive partnerships of the school with parents, students and the community.

*Strategies*: Planned approaches, such as teaching methodologies, student voice, research skills with access to relevant technology.


*Holistic strategies*: School activities that consider the student physically and psychologically in the education process, such as Special Needs classes, Peer Support, Student Representative Council, Student Life Program, Counselling Service (career/studies/personal behaviour), Co-curricular.

### Educational Objectives

**School-wide goals for students and the School community.**

We aim to ensure that our students:

- have the motivation to learn, think creatively, critically and independently.
- achieve their personal best
- are actively involved in making informed decisions about their own learning and future pathways.
- have the capacity to form positive and respectful working relationships.
- avail themselves of the resources that assist in the development of the confidence and capabilities for entry into the broader community.
- have an understanding and appreciation of diverse cultures throughout the world.
- are supported in their learning through partnerships with parents and the community – both local and global.

And that our teachers:

- have the training and resources to engage students in dynamic and deep learning.

*Capabilities*: Literacy, numeracy, ICT competence, critical and creative thinking, ethical behaviour, personal and social competencies, intercultural understanding.

*Dynamic*: Interactive, interpersonal, procedural, responsive, motivating.

*Deep Learning*: Ability to relate previous knowledge to new knowledge, theoretical ideas to everyday experience, knowledge from different courses.

### Strategic Planning:

Strategic Planning at Marryatville High School includes the development and implementation of a three year Site Learning Plan.
4. Curriculum
SUBJECTS OFFERED IN YEARS 8 – 9

YEAR 8
Chinese
Digital Technologies & Materials Technology (Semester)
Drama (Term)
English or English as an Alternative Language or Dialect
Food Technologies (Term)
French Accelerated
French Continuers
Geography and Economics and Business

Health and Physical Education (Semester)
History and Civics and Citizenship (Semester)
Japanese
Mathematics
Media Arts (Term)
Music
Science
Special Music
Tennis
Visual Arts (Term)

YEAR 9
Chinese
Drama A (Semester)
English or English as an Additional Language or Dialect
Food and Textile Technologies (Semester)
Food Technologies (Semester)
French Accelerated
French Continuers
Geography and Economics and Business
Health and Physical Education (Semester)

Japanese
Materials and Technologies A (Semester)
Materials and Technologies B (Semester)
Mathematics
Music 1
Physical Education (Semester)
Science
Special Music
Tennis
Visual Arts A (Semester)
Visual Arts B (Semester)
SENIOR SCHOOL:

YEAR 10
Art 2D (Semester)
Art 3D (Semester)
Child Studies (Semester)
Chinese
Design A(Semester)
Design B(Semester)
Drama A(Semester)
Drama B(Semester)
English or English as an Additional Language or Dialect
Food Technologies: Food Production (Semester)
Food Technologies: Food Service (Semester)
French Continuers
Geography (Semester)
Health (Semester)
Health and Physical Education
History (Semester)
Information Processing and Publishing (Semester)
Information Technology (Semester)

SUBJECTS OFFERED AT STAGE 1 (in 2015)

Accounting
Ancient Studies
Biology A
Biology B
Chemistry
Child Studies
Chinese - Background Speakers
Chinese - Continuers
Communication Products - CAD
Design and Technology – Communication Products (CAD)
Drama A
Drama B
Economics
English A
English as a Second Language A
English as a Second Language B
English C - Pre English Studies
English D - Pre English Communications
Japanese
Materials and Technologies – CAD (Semester)
Materials and Technologies - Electronics (Semester)
Materials and Technologies – Metal (Semester)
Materials and Technologies - Wood (Semester)
Mathematics
Music
Philosophy (Semester)
Physical Education - Girls Only (Semester)
Science
Special Music
Specialist Physical Education (Semester)
Sport Studies (Semester)
Tennis (SACE)
Textile Technologies (Semester)
Theatre Technology (Semester)
Modern History B  |  System and Control Products - Electronics  
Music Appreciation  |  Tennis  
Music Studies  |  Theatre Technology  
Musicianship  |  Tourism  
Peer Support  |  Visual Arts - Design A  
Physical Education A  |  Visual Arts - Design B  
Physical Education B  |  Visual Arts A  
Physics  |  Visual Arts B  
Psychology  |  Year 10 Core Mathematics  
Research Project  |  Year 10 Philosophy  
Studio Recording  |  

**SUBJECTS OFFERED AT STAGE 2 (in 2015)**

| Accounting  | Mathematical Methods  |
| Biology  | Mathematical Studies  |
| Chemistry  | Modern History  |
| Child Studies  | Music in Context  |
| Child Studies 10 Credit  | Music Individual Study  |
| Chinese - Background Speakers  | Music Technology  |
| Chinese - Continuers  | Musicianship  |
| Composing and Arranging  | Nutrition  |
| Computer Aided Design 10 Credit  | Performance Special Study  |
| Computer Aided Manufacturing  | Physical Education  |
| 10 Credit  | Physics  |
| Drama  | Psychology  |
| Economics  | Research Project  |
| English as a Second language  | Scientific Studies 10 Credit  |
| English as a Second language Studies  | Society and Culture  |
| English Communications  | Solo Performance  |
| English Studies  | Specialist Mathematics  |
| Ensemble Performance  | System and Control Products - Electronics  |
| Food and Hospitality  | Tourism  |
| Food and Hospitality 10 Credits  | Visual Arts - Art  |
| French - Continuers  | Visual Arts - Art 10 Credit  |
| Information Processing and Publishing  | Visual Arts – Design  |
| Japanese - Continuers  | Visual Arts – Design 10 Credit  |
| Legal Studies  | Workplace Practices  |
| Material Products - Furniture  | Workplace Practices 10 Credits  |
| Mathematical Applications  |  |
• **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 are catered within individual extension subject 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**  
Our major challenge as a school community is to anticipate and meet the needs of future learners. We have a vision for a future Marryatville High School, developed with key stakeholders, included in our Guiding Principles, to provide excellence in student-centred 21st Century Learning in a global context. 21st Century learners at Marryatville High School value personalised, student-centred learning, want to learn cooperatively and expect digitally rich pedagogy. They want to represent their understandings in a variety of ways with 24/7 access to resources and support materials, expect trust and respect in a safe, secure learning environment that will enable them to become global citizens.  

• **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. 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 South Australian Catholic Secondary School Girls’ Sports Association and Secondary School Sport S.A.  

Sports include: athletics, badminton, baseball, basketball, cricket, cross country, cycling, football, hockey, indoor soccer, mountain biking, netball, orienteering, soccer, swimming, table 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 Environment Club.

- **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 Senior Leadership Team, which includes the Principal, Deputy Principal, Senior Leaders and Business Manager, is responsible for educational leadership, implementation of policies and day-to-day running of the school. They are supported by Coordinators and 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 Development**
  Performance Development is linked to Action Plans and the Site Learning Plan. Professional Learning 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. 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.

- Building Program
  A new two story Learning Centre has been built and includes 8 Science Laboratories, 6 General Learning Areas and over 500m² of Resource Based Learning Area. The Building Program includes upgrading other facilities, and the establishment of a new Student Services Centre.

- Cooling
  The majority of the school is air-conditioned with the gymnasium the only area 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 Senior Leadership 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 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. The school is caretaker of buildings and trees listed as part of the State’s heritage. Eden Park House was built in 1899 and the associated Stables are both heritage listed buildings.