

SCHOOL CONTEXT STATEMENT

General Information



School Name	Adelaide High School
School No.	0768
Principal	Ms Natasa Parhas
Postal Address	West Terrace, Adelaide 5000
Location Address	West Terrace, Adelaide 5000
District	Eastern Adelaide
Partnership	Adelaide Prospect
Road distance from GPO	1 km
Phone No.	08 8231 9373
CPC attached	NO

Enrolment trends: Approximately 1800

Year of opening: 1908: The State's first High School. The school's centenary was celebrated in 2008.

Public transport access: Excellent bus, tram and train access. Several bus routes pass near the school and link to the city centre by the Free City Connector bus. Adelaide Railway Station is within easy walking distance.

February FTE Enrolment	2020	2021	2022	2023	2024	2025	2026
Year 7	0	0	327	286	301	305	282
Year 8	291	300	297	320	288	309	301
Year 9	284	335	327	300	317	298	301
Year 10	317	304	302	327	290	320	302
Year 11	321	294	286	313	319	295	312
Year 12	292	287	289	277	290	313	276
Year 12 plus	0	0	0	0	0	0	1
TOTAL	1505	1520	1828	1843	1827	1840	1775
July total FTE Enrolment	1450	1500	1859	1825	1827	1821	
July School Card (Persons)	284	246	273	220	215	189	
NESB Total (Persons)	955	959	1025	1033	1078	1018	1219
EALD support	392*	438	402	207	277	324	303
Aboriginal FTE Enrolment	45	60	59	57	48	49	45
Disability A (Levels 1-10)	42	56	47	66	66	65	66
CDHH	14	13	21	21	22	22	24

Vision and Priorities

Adelaide High School offers world leading education and is a vibrant and inclusive learning community where every student matters and every student is supported to thrive. We nurture all learners to be resilient, creative, and collaborative.

We celebrate diversity, promote intercultural understanding, and connect with communities locally, nationally and globally.

We are part of tradition, and we make history.

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Not only for school but for life.

Courage

Authenticity

Excellence

Kindness

Introducing the 2026 Executive Leadership Team

Natasa Parhas
Principal

Mel Richichi
Deputy Principal

Kerry Skinner
Head of Middle Years

Charlotte Twizell
Head of Senior Years

Kara Lagana
Senior Years Leader

Leanne Davies
Head of Wellbeing

Jack Cunningham
Head of Inclusive Education

Brenton Meier
Middle Years Leader

Chris Felstead
Head of Systems &
Operations

Jim Dounas
Head of International
Education & WHS

Lewis Weeden
Head of STEM

Amanda Jackson
Business Leader

Introducing the 2026 Learning Area Leaders

Lewis Weeden
Head of STEM

Tess Rice
Mathematics and Numeracy
Leader

Jayce Golding
English and Literacy Leader

Jaye Gordon
The Arts Curriculum
Leader

Alex Varricchio
Languages and EALD
Leader

Reegan Mastrangelo
HASS, Humanities and
Interdisciplinary Leader

Gavin Hughes
HPE and Sports Leader

Introducing the 2026 Learning and Engagement Leaders

Mel Scott
Year 7 Learning and
Engagement Leader

David Kinna
Year 8 Learning and
Engagement Leader

Sarah Davids
Year 9 Learning and
Engagement Leader

Donna Pallidino
Year 10 Learning and
Engagement Leader

Cherie MacGregor
Year 11 Learning and
Engagement Leader

Xavier Manning-Bennett
Year 12 Learning and
Engagement Leader

Introducing the 2026 Connect Team

Leanne Davies
Head of Wellbeing

Huw Channing
Wellbeing Leader

Anna Axarlis
Inclusion and Wellbeing Leader

Mireille Le Doledec
Wellbeing Leader

Trish Hendrick
Aboriginal Learning
Achievement Leader

Terry Magias
Tailored Learning Leader

Tash Tierney
Intervention Leader

Toni Angus
CDHH Leader

Jack Cunningham
Head of Inclusive Education

Brad Hammer
Youth Worker

Emma Crook
Wellbeing Support & Learning
Intervention Officer

Introducing the 2026 Sports Management Team

Gavin Hughes
Sports Leader

Robert Barteletti
Rowing Leader

Jeremy Appleton
Cricket Leader

Megan Thomas
Sport Support Officer

Harrison Lindner
Rowing Support Officer

Luke Terry
Cricket Support Officer

Introducing the 2026 Executive Ancillary Leaders

Amanda Jackson
Business Leader

Kylie Allison
Corporate Services Manager

Phil Rice
Computer Systems Manager

Kym Baddams
ICT

Steve Molzer
Facilities Manager

David Zawko
Data and Timetable Support

Nancy Khan
Daily Operations and Administration

Jenna Harkness
Finance Manager

Kerry Brown
Finance Manager

Nicolette Welford
International Student Program
Manager

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Government of South Australia
Department for Education

Department for Education T/A
South Australian Government Schools
CRICOS Provider number 00018A

Not only
for school
but for life.

Students & Their Welfare

At Adelaide High School student wellbeing is at the heart of learning and teaching, we aim to nurture and develop each and every one of our students to help them maximise their potential, achieve their personal best and inspire their love of learning. The Wellbeing of students is everybody's business and everybody plays a role in supporting and encouraging the positive mental health of our students. Each student has a team wrapped around them, beginning with their Mentor Group Teacher, Learning and Engagement Leaders and our Year Teams. Additionally, students have access to the Connect Team to provide them with support for their wellbeing.

The wide and engaging range of curriculum offerings at Adelaide High School will ensure that all learning needs and styles are catered for.

We provide numerous opportunities for our students to engage in co-curricular activities through the clubs offered by staff who are passionate and committed to the support and holistic development of our students. Adelaide High School also provides authentic leadership opportunities for students including as prefects, the SRC, International Student Program and through our sporting programs. We value and actively promote students building their leadership capacity.

The buildings and facilities at Adelaide High School provide students with learning spaces to foster independent and collaborative learning.

General characteristics

The student community is diverse. 68% of the enrolment comes from non-English speaking backgrounds. The enrolment figures reflect a high retention rate, and most students move on to tertiary study. The school has a strong and active Old Scholars Association, which provides significant support to the school community. The school also has an extensive International Student Program.

Mentor programs

Students actively participate in mentor group programs four times a week. During Mentor Group students engage in intentional learning for wellbeing. This enables opportunities to educate students around positive, mental health, encourage help seeking and destigmatise students' struggles. This proactive approach allows us to reach students who may not reach out for help. Students of Adelaide High are also encouraged and supported to help develop Mentor Group content around key wellbeing issues that are important to them.

Mentor group is an opportunity for students to develop a strong positive relationship with their mentor group teacher and provides a sense of belonging to their cohort. Mentor group focuses on positive mental health, child protection curriculum and careers education. Students engage in the Open Parachute mental health program and the Keeping them Safe Child protection Curriculum weekly through-out the year, as well as positive pathways, planning conversations and goal setting.

Inclusive Education

At Adelaide High School we have a highly inclusive learning community where every student matters and every student is supported to thrive. Students have access to various systematic and targeted support structures that aim to meet the needs of every learner. First line support is provided by individual Mentor Group teachers. Learning and Engagement Leaders and the Executive Leadership Team provide overarching case management of individual student support

teams and ensure a consistent 'team around the child' approach is realised in collaboration with classroom teachers and the Connect team.

The Connect team brings together the Inclusive Education team and the Wellbeing team. The Inclusive Education team includes the Head of Inclusive Education, Learner Intervention Leader, Aboriginal Learner team, Centre for Deaf and Hard of Hearing, Intervention teachers and Intervention Support officers. This team offers school wide support, through a Response to Intervention model, for engaging students at risk - connecting students with external agencies and organisations where required.

The Inclusive Education team oversee student interventions that enable better access to learning, whilst providing professional coaching for teachers that ensures all classroom programs are accessible to students who may experience difficulties. We have a whole school focus on literacy improvement and screen all new learners to Adelaide High School to determine who may benefit from Tier 2 and 3 literacy intervention programs. Other interventions include, but are not limited to numeracy, social-emotional literacy programs, as well as targeted in-class interventions. Our high ability and high band learners are supported through learning design and responsive teaching that supports engagement, curiosity and that intentionally provides stretch for all.

Students for whom English is a second language, receive support from trained secondary English teachers, as well as EALD SSO staff who support the explicit learning and teaching of English in the classroom. Dependent on need, there is also the provision for EALD students to access EALD English classes, as well and individualised tuition with EALD SSO staff.

The Centre for Deaf and Hard program ensure that learning can be equitably accessed. Students are immersed in mainstream classes and are given the same opportunities as their hearing peers. For those students who prefer Auslan as their mode of communication, Auslan interpreters are provided by BSSOs, Teachers of Deaf and at times external interpreters. Further to this, the Teachers of Deaf collaborate with mainstream teachers and adjust programmes when required and provide targeted explicit teaching in literacy and numeracy using visual strategies. In addition to interpreting, the BSSO role includes working with teachers to use sound amplifiers, captioned videos and breaking down class materials using visual strategies.

Our Aboriginal learner vision mirrors the Department for Education's 2019-2029 Aboriginal Education Strategy - Each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential. We envision our Aboriginal learner team partnering with Aboriginal families and communities to create culturally safe and inclusive learning environments, adopting local approaches to teaching Aboriginal histories, cultures and languages and encouraging participation of Aboriginal students, parents, carers, families, and communities across our services. We are committed to implementing all parts of our Reconciliation Action Plan, to support us in achieving this vision.

Student Behaviour Management

As members of the Adelaide High School Community, we always act in a manner that is Safe, Responsible, Respectful and Kind. Our consistent reflective and restorative approach supports a safe, inclusive, and collaborative learning environment. Students are supported to understand the impact of their behaviour choices on themselves and others.

In instances where students make inappropriate behaviour choices, staff implement appropriate and consistent responses to the behaviour in line with the Adelaide High School behaviour management procedure. In instances where complex and unsafe behaviours are exhibited, Year Level Learning and Engagement Leaders work collaboratively with Heads of Middle and Senior

Years and the Connect Team to explore the cause of and address the behaviour and implement proactive strategies to support the student to successfully engage in the learning environment.

Student Leadership

Adelaide High School provides students with a variety of leadership opportunities to be positive role models and develop their leadership skills not only for school but for life.

These include, Prefects, SRC, House leaders, International, Intercultural leaders and ambassadors.

Student leaders at Adelaide High School play an important role in supporting their peers, by demonstrating our values of Courage, Authenticity, Excellence, and Kindness.

Special Entry Programs

Sixty (60) Special Entry language students enrol in the school's Language Program through participation in a selection process. The school also runs selection processes through which students enrol in the school's Rowing and Cricket programs – 15 in each program.

The school also has a Centre for Deaf and Hard of Hearing students. The Centre caters for 25 students who access the mainstream curriculum through the provision and support from Teachers of the Deaf and Bilingual School Support Officers. Students have access to all the subject and learning provisions at Adelaide High School while also receiving targeted individualised learning through their Student One Plans.

Students enrolled in this program have been through a placement process with the Department for Education and have met the criteria outlined in this process.

International Students

Adelaide High School welcomes international students. There is a Capacity Management Plan that limits international student numbers to 75 at any one time.

Most of our international students follow the High School Graduate Program and stay for several years in order to complete their SACE certificate. They typically undertake a semester in the ISEC program before entering mainstream in Year 10. The ISEC course offers intensive English learning opportunities in a range of subjects to prepare students for life and studies in Australia. We also welcome a smaller number of 'Study Abroad' students each year and they tend to stay for a shorter period of time – for example, 6 weeks, one term or one semester.

International Exchanges and Relationships

Adelaide High School has strong relationships with many overseas schools. These relationships strengthen the learning opportunities for our students in the languages that we are teaching and they develop students' intercultural skills and sense of global citizenship.

We have Sister School Relationships with Asahi High School in Osaka, Japan; Herisburg Gymnasium in Coesfeld Germany; IIS Quintino Sella in Biella, Italy; Saint Sauveur in Redon, France; 7th High School of Corfu, in Greece and a Memorandum of Friendly Cooperation Agreement with Weiming Schools in China. There are regular study tours both inbound and outbound for these schools.

In recent years we have welcomed many more study groups to AHS including school groups from Vietnam, Thailand and Japan.

International Mindedness Statement

The school has developed an International Mindedness statement that supports the School's Vision and Priorities by acknowledging that we are building and honouring a unified yet diverse cultural community while developing vibrant international programs and fostering empathy and awareness for local and global issues.

Other Co-Curricular Activities

Sporting Activities

Sport plays an important part in the life of the school. Opportunities for students include weekly co-curricular competitions with other schools [South Australian Secondary Schools Sports Association (SASSSA) and Sports Association for Adelaide Schools (SAAS)], mid-week knockout competitions, lunchtime House sporting competitions, interstate exchanges with schools from Melbourne, involvement in a national cricket competition. Sports offered are athletics, badminton, basketball, chess, cricket, cross-country, football, hockey, lacrosse, netball, rowing, rugby, soccer, softball, squash, swimming, table tennis, tennis, triathlon, and volleyball.

Performing Arts Co-Curricular Ensembles

The Performing Arts ensembles have been established to allow students to be placed into groups according to their skill level, so they develop confidence in performance. The ensembles provide students a pathway ranging from beginners to senior ensembles. The ensembles provide opportunities for students where many play the same instrument to be an active member of the co-curricular program. The program is underpinned in developing student agency and student leaders have an active role in preparing the ensemble for performance, choice of material and work collaboratively with the staff member in charge to take the ensemble on a rich journey of learning. Students in the ensembles can be involved in Showcases of learning, Musicals, The Balaklava Eisteddfod, and performances in a range of venues on and off-site.

Musical Groups include- Rock bands, Vocal Ensembles, Middle Years Bands and Ensembles, Percussion Ensembles, Jazz Bands and ensembles, Stage Band, String Ensembles, The Greek Band and the musical theatre group which is a biannual school performance.

Co-Curricular Activities

- | | | |
|-------------------------------|--------------------------|------------------------------|
| • Art Club | • Greek Dancing - Senior | • Middle Years Math Tutoring |
| • Auslan Club | • Hang Out Hub | • Philosophy Club |
| • CDHH Board Games | • Harry Potter Club | • Robotics Club |
| • CDHH Homework Club - Middle | • Japanese Club | • Run/Walk Club |
| • CDHH Homework Club - Senior | • Jigsaw Puzzle Club | • Signing Choir |
| • Chinese Club | • Junior Choir | • Stage Band |
| • Debating Club | • Junior String Ensemble | • Star Wars Club |
| • Drama Club | • Maths Club | • STEM Club |
| • Greek Band | • Media Club | • Theatre Sports |
| • Greek Dancing - Middle | • Middle Years Band | • Tournament of Minds |
| | | • Year 7 Band |

School Facilities

Buildings and Grounds

The school buildings occupy a small government educational reserve abutting the Parkland belt. The original building opened in 1951. Additions have been made to the campus since that time: The Technology Studies building in 1965, a major development behind the hall in 1982, the Gymnasium in 1992 and a Canteen shelter in 1995.

In 2003 a major Capital Works program encompassed earthquake bracing and upgrade of the school hall and classrooms. In 2007 / 2008 redesign of the Technology Studies, Art and Food Technologies areas was undertaken to provide additional classrooms.

In 2013, the school began an expansion program, which was completed in 2021.

- A new wing has been added to the school's facilities, and one three-storey building has been totally refurbished.
- Outdoor facilities were upgraded in 2014, providing students with modern sports facilities.
- In 2019 the school self-funded a performing arts centre refurbishment.
- 2021 saw the completion of a \$24 million build to accommodate our Year 7 students and a major refurbishment of the Design and Technologies spaces.

The City Council Park 24 sporting areas are leased from the Adelaide City Council.

Specialist Facilities

Art studios, Assembly Hall, Cafe, Performing Arts Centre, Computer networks - Windows platform (including internet access and intranet, which incorporate a Virtual Library facility), Design and Technology – Construction Technology – Wood and Metal, Photography, Control Technology and Graphics Room, Drama studios, Gymnasium, Home Economics Centre – including a commercial kitchen, ISEC room, Language Centre, Music Centre, Mathematics Centre, Resource Centre, Science laboratories and lecture rooms, multiple STEAM rooms, study and break out areas and a study centre for 12 students.

Three major grassed areas including two turf cricket pitches; a hard wicket and practice nets; tennis, futsal, handball and basketball courts; Rowing boatshed on the River Torrens and a shared boatshed on the West Lakes International Rowing course.

Student Facilities

Learning Hub, colour printing, internet access, wireless network, Student Services area, Connect Centre (Library).

Staff facilities

All staff members have personal workspace in a range of staff centres. Where possible Learning Area Teams are in the same location. Teaching staff have access to a laptop and various technologies.

Access for students and staff with disabilities

Disabled access is possible to all areas of the school. There are three lifts and toilet facilities for the disabled.

Access to public transport

Excellent bus, tram and train access. Several bus routes pass near the school and link to the city centre by the Free City Connector bus. Adelaide Railway Station is within easy walking distance.

Staff

Staff utilisation policies

Teachers of Deaf and Hard of Hearing students work within mainstream classes to provide support and offer programmed support lessons. English as an Additional Language (EALD) teachers provide support for non-English-speaking background (NESB) students. Bilingual School Services Officers (BSSO's) support Deaf and Hard of Hearing students and EALD students.

Access to special staff

Adelaide High School is committed to ensuring expertise is utilised to maximise outcomes for students. Collaboration with external agencies and DFE personnel is prioritised based on the needs of the school.

School Operations

Governance

The Governing Council accepts responsibility for oversight of planning, policy, budget, monitoring and evaluation, and review.

- Sets the broad strategic directions of the school in partnership with the Principal
- Determines the Uniform Policy
- Approves the site learning plan annually
- Reviews and ratifies relevant policy, as appropriate, in partnership with the Principal
- Approves the site Budget each year in conjunction with the Material and Services fee
- Works with the Principal to approve general school major facilities development (works over \$150,000.00)
- Provides input on school direction, as a representative of the parent body
- Represents the entire school community and therefore represents parents in the broad sense
- Governing Council members work within the Code of Practice.

Local Community

General characteristics

The school's district comprises Adelaide, Ashford, College Park, Everard Park, Forestville (part), Goodwood (part), Hackney, Keswick, Maylands, Mile End (parts), Mile End South, North Adelaide, St Peters (parts), Stepney, Thebarton, Wayville (parts), Ovingham, Fitzroy and Prospect.

Students who do not reside permanently in the Adelaide High School zone are able to apply for entry to the school through the Special Interest Language, Cricket and Rowing programs. Students with a bilateral hearing loss may apply to enter the school through the Centre for the Deaf and Hearing Impaired. The student community is culturally diverse.

Parent / caregiver and community involvement

Parents / caregivers are represented on the Governing Council. Other avenues of involvement are through the Old Scholars Association, Greek Parents Association, Friends of Rovers. The community uses the school buildings extensively after hours for a range of activities.

Feeder schools

Adelaide High School enrolls students from over 60 primary schools on average each year.

Other local care and educational facilities

Universities and TAFE colleges nearby.

Commercial/industrial and shopping facilities

The Central Business District is within easy walking distance of the school, enabling students to access this resource as part of their educational program.

Other local facilities

Students access the Zoo, Adelaide Central Market, walking trails, Migration Museum, Art Gallery, Tandanya Aboriginal Centre, Adelaide Oval, cinemas, Festival Theatre and the Dame Roma Mitchell Centre, the University of South Australia, SAMHRI and the Royal Adelaide Hospital.

Availability of staff housing

Not applicable.

Local Partnerships

The school has established links and partnership with Adelaide University and Flinders University

Local Government body

The school has established links with the City of Adelaide Council to enrich student-learning opportunities.