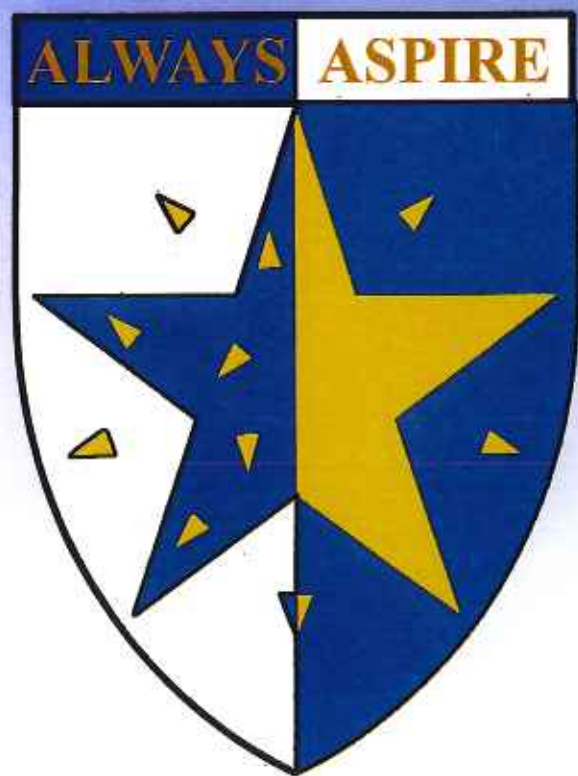


1999

Salisbury High School Year Book



40th Anniversary Edition

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Peter Turner's Report

1999 has been an extremely eventful year for me as well as Salisbury High School.

During my ten years as Principal at Salisbury there have been far too many highlights, successful events and new programmes for me to comment on individually.

The biggest and most exciting was **Enterprise.** We were the first school in Australia to become an Enterprise School. Enterprise is about developing confidence: the confidence to show initiative, take risks, work productively with others and promote our products and ourselves. Each year more of our students show these attributes and our aim to see every student successfully placed in employment, training or further education is becoming a reality.

Links between business, industry and education have been strengthened as part of a government initiative to support students as they move from school to training and work, and the nation's first Enterprise and Vocational Education Team has been established by the Education Department. I am happy to report that I am to head the team as it aims to begin enterprise education programmes in every classroom of every school in the state.

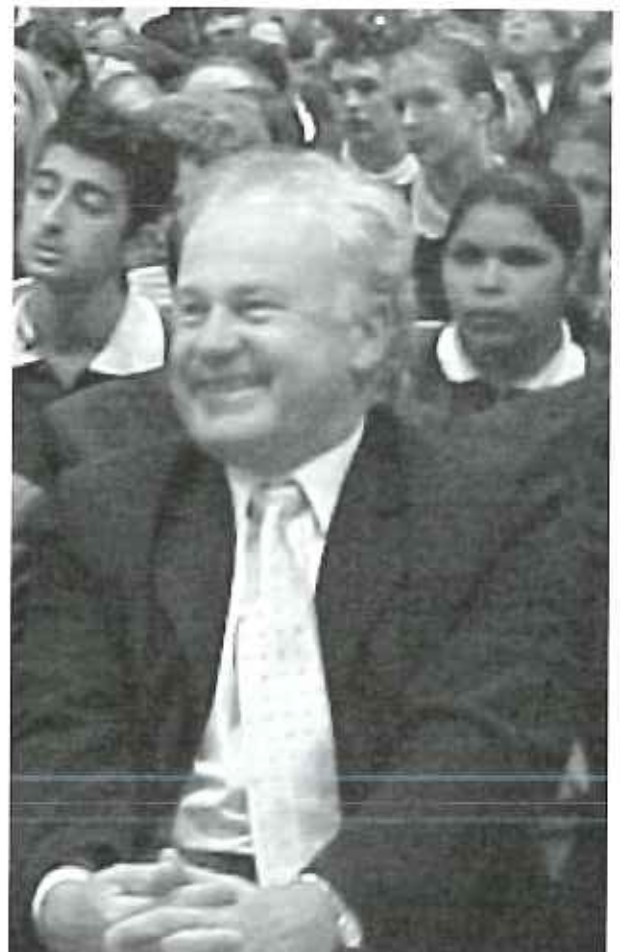
I look forward to the challenge to make every school in South Australia like Salisbury, but I will continue to maintain very strong links with Salisbury High School.

My thanks must go to all parents, staff, students, School Council, our many industry partners and community organisations who work with us, for their ongoing commitment, support and dedication to Salisbury High School.

Salisbury High School is a school with an extremely bright present and an even brighter future.

Keep up the good work!

Peter Turner
DIRECTOR, ENTERPRISE AND
VOCATIONAL EDUCATION



Principal's Report

1999 – Celebrating 40 years of success

As the Principal of Salisbury High School for most of this year, I want to say what a fantastic year it has been! That was due mostly to the commitment, dedication and creativity of the staff, the cooperation and hard work of the students and the support of our parents, and the whole school community.

Our commitment is still as strong as ever to provide the best education and care for our students, working closely with our parents/caregivers and community to prepare them for lifelong learning and a new future.

We are:

- ◆ developing leaders
- ◆ serving the community
- ◆ investing in the future

through a commitment to:

- ◆ innovation and teamwork
- ◆ equity and access
- ◆ quality, standards, accountability
- ◆ partnerships
- ◆ excellence.

Our aim is to see every student successfully placed in employment, training or further education.

Together we are making a difference for our students by providing them with opportunities to experience and celebrate success with a 98% outcome.

We seek to continue to improve our service delivery, educational programmes, partnerships with the community and pathways for success for our students and staff.

This year we also entered into Partnerships 21, an exciting Government initiative which will provide the school with many new opportunities for our school community as we move into

local school management. I am excited at the prospect of what the Year 2000 will bring as we finalize our plans for the future.

We are very grateful to the many people who have supported us this year as we celebrated our 40th Birthday, including our old scholars, our business and industry partners, the Northern Adelaide Development Board, the Salisbury Council, Malcolm Buckby, the Minister of Education and Children's Services, Geoff Spring, Chief Executive Officer of DETE and the Friends of Salisbury High School.

I want to thank my staff, students, parents/caregivers, old scholars and members of the community for your collective efforts of making Salisbury High School such a great school to lead and move forward.

Salisbury High School is one of the state's leading high schools in enterprise and vocation education.

It is no surprise to us then that Peter Turner is now the Director of the nation's first Enterprise and Vocational Education Team. On behalf of the staff, students and parents, I congratulate Peter Turner for his appointment, and thank him sincerely for his outstanding leadership, commitment and considerable achievements as Principal of Salisbury High School for the past ten years.

Finally, I want to commend the Year Book Team who have put together the 40th Salisbury High School year book. In particular, Sophie Koukoulas and Joan Leonard for their fantastic effort and diligent work.

Have a very happy Christmas and a wonderful New Year.

Helen Paphitis
PRINCIPAL



School Council Report

Ten years ago in November 1989 Salisbury High School was exactly like every other high school in the area. Teaching staff morale was low and their union was engaged in Enterprise bargaining negotiations with the government of the day. It was almost at the stage for staff to withdraw their labour, students numbered about six hundred and were declining every year. Salisbury High was far from having a sought after successful high profile.

For most students the future was far from secure, higher education was not easy to obtain and to find employment was harder still, particularly for a kid from the northern suburbs. Despite successive government policies, spending or not spending, things have still not changed significantly in the general community, in fact youth unemployment is probably worse and in many areas schools have not survived to fight another day.

This is the environment Peter Turner found when he arrived from Port Augusta High School to take over the job of Principal. To use his own words he was "appalled" at what he found and he set about turning the tide. The rest is now recorded in school history. The leadership, dedication, teamwork, planning, and "going out on a limb" paid off. From near rock bottom to undoubtably the best example of a modern high school in Australia and held up as a model school overseas.

The change has been remarkable and hard won, but our children deserve what has been achieved and they can now leave our school with the confidence that they are as good as anyone else and can compete on an even footing with students from any other school in Australia.

Why, because the school philosophy and policies and the achievements of its students are now recognised by educationalist and business houses alike, and that is not an idle boast.

Peter Turner is now moving on to make his mark on other schools throughout the stage. Although he will visit us from time to time his leadership of our school will be at an end when this final term draws to a close in a few short weeks. At the last School Council meeting he was given thanks on behalf of our community for his role in the revival of our school. We wish you well for the future Peter.

As in life, one door closes, another opens, and our school will not rest on its laurels. Next year we expect to be one of the first schools to enter "Partnerships 21" which will allow us to expand still further in the school partnerships philosophy and follow the planned and projected targets we believe are necessary to further enhance the education and future of our children.

The council will become the "School Management Board" with wider powers to manage the school and we seek and look forward to your input and continued support. I extend a welcome to all parents, former students and students and urge you to assist the school in any way you can and help maintain the momentum well into the future.

Alun Hughes
CHAIRPERSON SCHOOL COUNCIL





Happy Birthday Salisbury High!!

Salisbury Enterprise High School celebrated its 40th Anniversary this year, having its first students way back in 1959.

There have been many celebrations through-out the year, at School Council meetings, in School Assemblies and at the Annual Fete. The major Anniversary celebration occurred on the 21st August with a Dinner Dance at the Hilton Adelaide, with Old Scholars invited to attend. Nearly three hundred and forty old scholars and staff attended, and the night was a resounding success.

Old Scholars spent the evening telling anecdotes about their school days, and catching up with friends that they had not seen for years. I found two of my friends from Year 8 and 9 and we hadn't seen each other for thirty-one years!

A huge cake made by Mrs Hall was appreciated by everyone, and an auction organised by Mr Paphitis and Ms Tomkins raised nearly \$3,700. We have much work to do to keep the fifteen hundred old scholars registered on our database actively involved in our school life.

I hope that all of you reading this Year Book, and particularly those of you who are finishing your schooling this year, will join the Old Scholars Foundation and continue to keep in touch with your friends and teachers and your school.

"Once you come to Salisbury High School, you never leave."

Glenys Munro
**ASSISTANT PRINCIPAL/
SENIOR SCHOOL (OLD SCHOLAR)**

Helen Paphitis, Principal; Jeff Taylor, Deputy Principal, and Glenys Munro, Assistant Principal at the 40th Anniversary Dinner Dance.



Anecdotes from Old Scholars

When I first attended it was still the Box Pleat Tunic and Berets.

I still remember the day the female teachers were allowed to wear trousers for the first time.

As I read the article about the opening of the Hall it brought back many memories of fundraising efforts we put in the preceding years to raise the funds for the Hall. At the time I was Vice President of the SRC and all of our efforts went into the Hall. It certainly will be great to visit and see the fruits of our labour.

My days at Salisbury High are as vivid as if it was yesterday, but my final and lasting memory is the last day of school after exams, we all hugged and cried and did not know what was ahead.

Marcia Evans (nee Forbes)

My dad was in the Air Force and I attended many different interstate schools. From personal experience I strongly believe that it was Salisbury High that gave me the solid education which has held me in good stead over the years in my working career.

Debra Jackson (nee Plowright)

Having completed my Secondary education at Salisbury High in 1967, I have often wondered over the years what has happened to my fellow students and teachers.

I have never forgotten my old school and I have always been proud of the education that I received from my teachers whilst I was there as a student during the years 1963-67.

Dr Guiseppe Caretti

I was a student in 1971 and would like to say that the education I received has proved over the years to be very useful, although I regret that I didn't pay more attention to French and German. Now living in Switzerland my German has improved dramatically. My German teacher, Mrs Drewing, would be astounded. When one has no other choices but to use another language to order a cup of coffee, then one learns very quickly.

Gail Streather-Potter

Since leaving Salisbury High School in 1978, I completed a BSc (Hons) at Adelaide University and have been employed as a Geologist. I have credited my studying of Geology at matriculation level as the reason for my undertaking of what has been to date a very rewarding career.

Warren Ormsby

I remember how awed I felt sitting in class watching man first step foot on the moon in 1969 on TVs set up for the occasion, and how embarrassing, humiliating and physically difficult I found PE. (I hated PE.) Amazing how the memories come back so easily at times!

Barbara Miller (nee Oshea)

The efforts made in decorating the tables, the menu and especially the old photos on the screen was a credit to all involved in the Dinner Dance and appreciated by not only myself, but I'm sure by all who attended.

Kathy Hibberd (nee O'Shea)

Many sincere thanks for all your dedication and hard work to make the 40th Birthday celebrations a wonderful occasion. It was like a dream come true for me – I had an amazing time.

Heather Wehr (nee Ferguson)

Greetings from Eau Claire, Wisconsin. I hope that all of you who participated in the celebrations had a great time and I wish I could be there.

We will see you all in 2009 for the 50th Anniversary.

David Lewis

Interview with an old scholar

Ms Munro

Question: *How many years have you been at Salisbury High School?*

Answer: This is my seventh year working at Salisbury; I also spent two years here as a student.

Question: *What subjects did you study when you were a student? Were there a variety of subjects you could choose from?*

Answer: I studied English, Maths, Science, Home Economics, Latin, French, History, Art and Physical Education. I didn't study Technology. There was no variety; the classes depended on ability levels. I was in the A-stream, the top level.

Question: *How long were lessons?*

Answer: Lessons were forty minutes.

Question: *Did girls have the same opportunities as boys?*

Answer: No - girls were not allowed to do Technical Studies, boys weren't allowed to do Home Science.

Question: *Did you belong to any clubs?*

Answer: I belonged to the Debating Club. I was captain in Year 9.

Question: *What was the uniform like?*

Answer: The uniform was okay. For summer we wore a blue check dress, for winter a grey tunic, white shirt and school blazer. I prefer today's uniform - more freedom.

Question: *How were students disciplined?*

Answer: I was never in trouble, but students who were in trouble were sent out of class. They had to line up in Wing One and wait for the cane.

Question: *Do you think the learning standards have changed?*

Answer: Learning standards focussed on different things. When I was at the school we focussed on English and Society; now there is more focus on work and the outside world so students are better equipped when they leave.

Question: *How did you feel on your first day at Salisbury High School as a teacher?*

Answer: I've got lots of memories. It felt funny going up the stairs because students weren't allowed in the foyer or on the stairs. I visited my old classes.

Question: *Did you consider working at other schools?*

Answer: I did consider other schools. I taught at some others. I really wanted to get to know other principals, and care about the kids.

Question: *What are the major changes you have seen?*

Answer: I've seen changes from encouragement, to more responsibility for learning. There are more opportunity to work in teams, students are in the workplace more, and we have a student employment service. We now have a stronger Care system, back then we didn't have Care as a lesson.

Question: *How have the students changed?*

Answer: The students are more confident, more willing to take chances. They are not afraid to set high goals.

Question: *Is there anything at the school you would like to see changed? Hopes for future?*

Answer: I hope we continue to be a school where students get a really sound education. I would like to develop more partnerships for the future. I would like to develop more training opportunities with agencies, like TAFE.

Question: *What is your current position at this school?*

Answer: I am the Assistant Principal - Senior School.

Question: *Why do you like working at Salisbury High School?*

Answer: I really love working at the school because we have a very strong community.

**Melissa Cloney, Amy Curtin,
Carmen White - YEAR 10**



Interview with an old scholar

Mrs Haggie

Question: *How many years have you been at Salisbury High School?*

Answer: All up? Now you're testing the memory. Ah...I'd have to say about twenty one years.

Question: *What subjects did you study?*

Answer: Maths, English; they were compulsory, Science, Shorthand, Typing, Book-keeping, History, Geography, Home Science, which is the equivalent to your HPD. I did all of them at one time or another.

Question: *How long were the lessons?*

Answer: About forty minutes. We had two lessons between breaks.

Question: *Did girls have the same opportunities as boys?*

Answer: No, the girls weren't allowed to do Tech Studies and the boys couldn't do Home Science.

Question: *Did you belong to any of the clubs?*

Answer: The German Club and the Basketball Club.

Question: *What was the uniform like?*

Answer: It was a straw hat with a band, a dark blue blazer with the 'Always Aspire' logo. The summer uniform was a light blue dress and the teachers would come around and make all the girls kneel, so they could check the length. It was not allowed to be above the knee and if it was they used to send you home with a note to your parents. We also had a grey woollen tunic and a tie.

Question: *Did you like it?*

Answer: No (laughs).

Question: *Today we have various methods to deal with difficult students. How were students dealt with then?*

Answer: The naughty kids were sent to the Principal's Office to get the cane. It was applied frequently. I didn't know of any other ways. Just the cane, which was kept in that cupboard there, (pointing to the cupboard closest to the door).

Question: *How did you know that?*

Answer: Because it was still here when I started to work here. I got this office and when I opened the cupboard, there it was, just sitting there.

Question: *Do you think the learning standards have changed?*

Answer: Yes, they were lower. Now, there is more emphasis on exams and studying. Back

then there wasn't much emphasis on stuff like that, you just got a job or got married.

Question: *How did you feel on your first day working at Salisbury High?*

Answer: It felt strange. Every time for the first eighteen months, whenever I walked up the stairs I expected a booming voice "Students are not allowed on the front stairs". It just felt really strange.

Question: *Did you consider working at other schools?*

Answer: No, not really. I came here originally to help out and the opportunity arose. I really enjoy working here, and I like the students' programmes.

Question: *What are the major changes you have seen?*

Answer: Probably the buildings. There were no transportables. There's also a different style of education; there were no computers or electric typewriters; the technology has changed. Students also have a different access to subjects.

Question: *How have the students changed?*

Answer: Basically, they are still the same. I guess they have more freedom and more of a say. They also have a freer relationship with teachers.

Question: *Is there anything at the school that you would like to see changed?*

Answer: Lots of things. Enough money to get the buildings in better shape, more computers, win the lottery for the school!!! (laughs). What I really would want is more office staff to help with the work load. It's just too BIG!

Question: *What is your current role at this school?*

Answer: I am the School Administration Officer. Now you're wondering what that means, well I coordinate the non-teaching staff and manage the finances.

Question: *What are your hopes for Salisbury High in the future?*

Answer: Continuing 100% employment for all students.

Amy Curtin, Melissa Cloney,
Carmen White - YEAR 10



A Journey to the Past

Events of the last forty years – a timeline

Quotation: *“The success of an institution depends less on its grounds and its buildings than upon the character and skill of those who work within its walls.” - Sir Mark Oliphant;* on the eve of Salisbury High School’s first day in 1959

In February 1959, when Salisbury High School opened, there was no lighting or electricity.

“The gates of the new Salisbury High School today opened for the first time. The celebrations ran all day, with the three hundred and four new students enjoying the fun.”

John Bushell has told us that he was the very first student to enter the school grounds on the school’s opening day. He was welcomed by the gardener with “You’re the first!”

In 1960, house groups were introduced: Mawson, Cains, Florey and Oliphant. Students joined the following clubs: cadets, debating, chess, drama, Red Cross, home science, wireless and folk dancing. The first Year Book was published. The Prefect System was introduced in this year.

In 1962, a ceremonial parade was held and the school’s cadets were inspected by the Director of Education, Colonel March Jones.

In 1963, “There was a grand parade through Elizabeth as the Queen opened the Elizabeth Centre. Four hundred and fifty students were taken by bus to witness the grand occasion.”

In 1969, students were allowed to go home to watch the landing of Apollo II, on the moon.

In 1970, the Student Representative Council was formed.

In 1971, five hundred dollars was raised in two days, during the conducting of the Miss Senior and Miss Junior Quest of Salisbury High School.

In 1973, the Technology Studies building was built.

Over four years, from 1975 to 1978, the new Gym or “new multi-purpose” hall was built, costing eighty-one thousand dollars.

In 1980, formal work experience was introduced to Year 11 students.

In 1981, Drama was added to the choice of subjects in the school curriculum.

In 1983, the School celebrated its Silver Jubilee; twenty five years of opening.

In 1985, the idea of a care group system was introduced.

In 1987, a mural depicting “Salisbury” was painted on the Gym wall. The new Library and Wing 3 were opened.

In 1993, we were joint winners of the Rock’n’Roll Eisteddfod.

In 1994, a new logo and new uniforms were introduced.

In 1995, Paralowie House and the Peter Wagner Centre were opened. “Salisbury High School was launched as the first Enterprise High School in Australia.”

In 1998, Salisbury High School continued to develop strong partnerships with businesses. The Japanese cultural exchange programme was successfully introduced.

In 1999, staff and students “Reach for the Stars” by completing the Peter Marshman “Communication Magic” course. Salisbury High School celebrates its 40th Birthday – *We Always Aspire to Pathways to Success.*

Written and researched by **YEAR 10 YEAR BOOK ELECTIVE TEAM**



The Japanese Visit

From the 1st to the 15th August this year, thirty seven students from Niimi High School in Japan participated in the South Australian Government Schools International Student Programme. Students were involved in a variety of activities to learn about the Australian culture, to experience learning in a different country and to practise using the English language.

In a school assembly the students introduced themselves and told us one thing that they enjoy doing. Many of the students enjoyed playing volleyball, table tennis, speaking on the phone and going shopping.

During their two week stay in Australia, they visited Victor Harbor, Morialta Falls, Parliament House, Adelaide Hills and Tea Tree Plaza.

The students studied English and took specialist classes at the school such as Art, Technical Studies, Home Economics, Computing and Calligraphy. They also worked with Aboriginal artists, to decorate their own boomerangs to take back home to Japan. Thank you to Barbara James and Beverley McKay for the lessons and Michael Fleming who coordinated the programme.

Many of the students found English a difficult language to learn because there are so many ways of pronouncing words.

They enjoyed staying in Australia and many would like to return. Below are some of their comments about their experiences.

Ikane Hashimoto:

I learned about Australian life because I could experience it. It is very fun and exciting. I learned Australian greeting "G'day" because my buddy's father teach me.

Shinko Kato:

I'm very happy because I had a lot of friends and I had their family and I saw many animals and people understood. Spoke English.

Kayo Yamamoto:

Learned lively English, for example students don't say "Goodday" they say "G'day". It's a dialect.

Naoya Andu:

I'd like to come back to Australia because I like Salisbury High School. Excellent!!

Mari Kawaguchi:

English was difficult but it was fun. Koala and kangaroo are very cute. Lunch is very good. Thank you very much.

Shinko Kato:

I want to live here someday so I hold out that I can speak English someday.

**Erin Wills
STAGE 1**



Thank You

Dear Principal, Teachers and Students at Salisbury High School,

We would like to say *thank you very much* to all of you. We really enjoyed ourselves and had a good time here at Salisbury High School. Your kindness, planning and consideration ensured a very successful programme. You were so cooperative and planned various kinds of activities for us. They went so smoothly and successfully despite dealing with thirty seven students and three teachers.

What we think most impressive is that we could learn some Aboriginal culture through making boomerangs. When we went hiking and attended a cooking class, we were very impressed by Salisbury High School students' preparation beforehand. They definitely helped us a lot. Thank you. When we took part in Music, Calligraphy and Art classes we had real deep cultural exchange between your students and our students.

And special thanks to Mr Pakos who spent his lunchtime in the Gym so that we could enjoy playing basketball or volleyball. We could deepen our friendship with you through the sports.

When we made rockets, we could easily see the teachers had prepared lots for us. Thank you again.

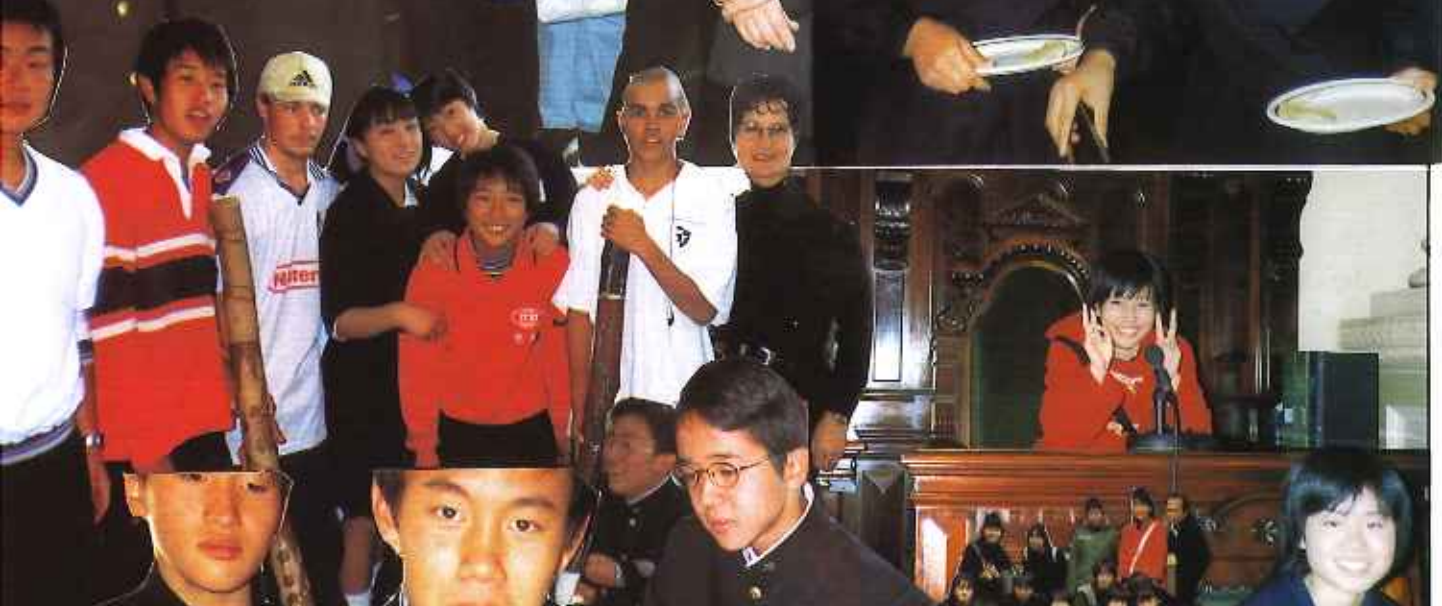
About the assembly held on 6th August, that was really amazing and astonishing. The teachers have more opportunities to communicate with the students in that assembly. We know it is important and worthwhile for teachers to communicate with students, but what we need is to know the way to achieve it. So the assembly gave us a good idea or an answer for it. That will motivate our students too.

Two weeks is too short but we believe this programme will motivate our students to study English and to know more about Australian culture.

Finally, just let us say it again. Thank you,

Tetsu Watanabe
VICE PRINCIPAL
NIIMI HIGH SCHOOL





Salisbury High School – a “Black Hole Free” Zone

On Friday, the 6th August, the **Honourable Malcolm Buckby**, Minister of the Department of Education, Training and Employment, launched the Peter Marshman Personal Achievement and Leadership Programme at Salisbury High School, during a whole school assembly. At this launch, **Adele Shannon’s** Rock Eisteddfod students performed their very powerful item “Reach for the Stars”, whilst **Josie Morelli’s** Year 9 Drama class presented a play which highlighted the theme of the launch.

This launch marked another important point in the continued growth and success of Salisbury High School.

Our overriding goal has always been to give our students every chance of success, to make them think positively about them-selves, to give them pride in what they do, to encourage them to strive for their life goals and to confidently face the future.

Helen Paphitis
PRINCIPAL

“Bursting Balloons are Symbols of Hope”
by *Education Reporter Mel Hein*

Salisbury High School was declared a black-hole-free zone yesterday. In a symbolic – if rowdy – gesture, students burst black balloons

as a sign of banishing negative thoughts and actions from the school environment.

Star-shaped gold balloons were then handed out to represent a positive future filled with promise. The visual display was part of a launch of the school’s personal achievement programme.

Run with the help of business consultant **Mr Peter Marshman**, the programme used symbolism, such as coloured balloons, to help students identify negative attitudes and communication experiences in their lives.

The success of the programme has led to a plan for more schools around the State to introduce their students to positive thinking.

At yesterday’s launch, the Education Minister, **Mr Buckby**, said \$2 million would be spent on Enterprise Education over the next three years, including programmes like the one at Salisbury.

A student involved in yesterday’s launch, **Kimberley Smith**, said the programme had given the school a new feel.

“There is less harassment between students and people are trying to be friends,” the 14-year-old said. “It really makes you feel good.”

The Advertiser
Saturday, August 7th 1999





Mrs Anna Fillmore

Anna Fillmore, our much valued Laboratory Manager, died suddenly at the Maitland Hospital on Sunday, October 3rd.

Anna worked very closely with all Science Staff, Ancillary Staff and Students over the last fifteen years. Obviously, the whole School Community is very saddened by this tragedy.

Anna was a highly valued staff member of the Science team. She was a competent, exceptionally skilled Laboratory Manager, one of the few in the State to attain Level 3 status. Her work involved managing six laboratories, preparing practical materials for all Science classes (thirty!), distribution of equipment and maintenance of it, ordering and purchasing of equipment and materials, and supporting teachers.

She always made sure that teachers had all the equipment that they needed to achieve positive learning outcomes for students. Without her efficient organisation, the Science curriculum could not have been delivered so efficiently.

She took pride in her work and enjoyed joining in with practical lessons with students, especially when we were trying a new experiment.

As well as her Science work, Anna was a member of the OHSW Committee, line managed staff and was an active Social Club Committee member.

Students will remember Anna best as the red-haired lady who worked in the labs.

Anna maintained a dedication to the integral functioning of the Science curriculum.

She will always be remembered as a vibrant, happy lady.



International Focus on Salisbury High

Salisbury High School has become the focus of international attention in recent weeks, attracting visitors from China and the US.

Last week, the school was selected to host former White House aide Robert Zoellick, visiting South Australia, as part of a Federal Government programme to bring influential foreign figures to Australia.

Chinese educators visited the school in early June, intent on checking out Salisbury High's successful enterprise education programme, which helps students forge a path into work or higher education.

Armed with information about the school, both foreign delegations have the ability to influence many millions of people.

The Chinese delegation included the deputy director of education for one province, responsible for more than thirty million students.

Mr Zoellick, once deputy Chief of Staff to President George Bush, now advises his son, Governor George Bush junior, the Republican Party presidential nominee for the November 2000 Presidential election.

Mr Zoellick said he was interested in programmes linking the community into local high schools.

"This school seems to be very good at doing that, but you can't always replicate programmes from one place to another," Mr Zoellick said.

"What makes these programmes work is the individuals and their commitment. In just the short time I've been here, you have a strong sense of that from the students to the principal."

Salisbury Principal, Helen Paphitis, said the visits were an important recognition of the effectiveness of the school's approach.

"In 1995, we realised we needed to do something different for our community," she said.

"Only about 10 or 20 per cent were going on to university and we needed to cater to the needs of the other 80 to 90 per cent."

The school's curriculum was adjusted to line up with the needs of students and local employers, with increased vocational training.

Academic pathways are still available at the school.

Jenny Hullick
Messenger Press



Teacher Exchange

Teachers would always tell students 'first impressions count'. Our first impressions of Australia, after we had been met at the airport at 6.00 am on New Year's Day by a smiling Barb Hall, and then received a welcome basket of fruit, flowers and champagne from Greg Berry, were definitely favourable.

Since those first encounters with real live Australians we have had nothing but kindness and hospitality and the year seems to have gone all too quickly. The staff at Salisbury High support each other in all aspects of work, and it is noticeable how few barriers exist between colleagues in different faculties. The approachability of the Executive is certainly in contrast to many British schools. Perhaps the social get-togethers with a beer or a glass of wine on Friday afternoons has something to do with this!

It was a relief to find the curriculum I was required to teach in Science held few surprises. Salisbury High School has balanced Science courses that are relevant to students' needs and concerns. These show that even in the absence of a rigid National Curriculum, as we have in the UK, good schools still provide for the needs of their students.

The Science department is well resourced with equipment, but human resources are the most important of all, and the exchange of ideas between teachers keeps ideas fresh and makes one look critically at one's approach to teaching. Hopefully for an exchange teacher and the Australian school, this can be a two way process.

Of course being an Exchange Teacher is not just about work and it seemed almost a duty (but a pleasurable one) to try to see as much of this wonderful country as possible in the time available. The Barrier Reef, Uluru, Tasmania and Kakadu were some of the classic tourist destinations we visited, but the amazing thing is just how much there is to see and do in South Australia. You are a lucky lot to live here!

Julian Thomas



Teacher Exchange

From Nottingham, England, to Salisbury, South Australia

We arrived in Adelaide a day earlier than anyone expected, so there was no one to meet us at the airport. Not wanting to just turn up at the house at 6 o'clock in the morning we checked our 'Lonely Planet' guidebook for somewhere to relax for a few hours. Consequently we soon found ourselves stumbling around 'scenic' Port Adelaide in 40° heat desperately looking for a coffee shop that was open. Things could only get better.....fortunately, they did!

We started work at Salisbury High in January and soon had to familiarise ourselves with some subtle language differences. We quickly worked out that the 'school field' was actually 'the oval', 'the sports hall' was 'the gym' and that 'lads with no kit' were in fact 'students without uniform'. We came to realise that if a lesson was 'heaps good', we were doing OK, but when told that 'this sucks!', things weren't going quite so well.

The first term flew by much quicker than we could say 'pass the sun-screen' and we soon became skilled in the act of writing referrals. Out of school our social life was even more hectic, so much for the slow, laid-back Australian lifestyle we'd been looking forward to! Before we knew it, it was Easter and we were getting married. We had a fantastic day and would once again like to thank everyone for their kindness around that time.

Throughout the rest of the year we have seen and experienced so much, it is difficult to take it all in. Our travels have taken us on wonderful trips into Asia, to Fiji and New Zealand. We loved Alice Springs and Ayers Rock and other highlights around Australia have included Melbourne via the Great Ocean Road, Sydney, the Flinders Ranges, the Grampians and the beautiful Kangaroo Island.

We would like to say a huge thank you to all the staff and students at Salisbury High School whose kindness and hospitality have made our time here so memorable. On the student side, we have thoroughly enjoyed working with some very successful teams in sports such as netball, basketball and soccer. It has given us a lot of pleasure to see you taking a real pride in representing your school so well.

As for the teachers, we could not have been made to feel more welcome, and we have shared many laughs in the staff room. We would particularly like to thank Greg Berry and Sylvia Groves for their support and friendship throughout the year and Ann Prime for the loan of her house, her car, her cat and her dog!

Thanks again.

Martin and Nicky Brook



Student Representative Council

Middle School

The purpose of the Middle School Student Representative Council (SRC), is to make sure that the students in Years 8 and 9 have an opportunity to have their opinions and ideas about the school heard.

Early in the year, each Year 8 and Year 9 sub-school was asked for student volunteers who were interested in representing their fellow students. As a result, sixteen middle school students made up the first SRC Committee. Elections were held to decide who would make up the executive of the Middle School SRC.

The results of these elections were:

- ◆ President - Shane Ware
- ◆ Vice President - Antonia Aristomenopoulos.

However, as Shane decided to resign his position as President in the second term, Antonia became President and Doug Benson joined us as Vice President.

Meetings were held for most of the year at 12.15 pm on Tuesdays, either in Mr Robertson's room or the Home Economics Centre.

The Middle School SRC was involved in a number of activities this year, including consulting with Eleanor Martin from the Salisbury Housing Trust, regarding the development of the Playground on Bagsters Road; being part of the DETYA Review on Enterprise Education in Australian Schools with John Schwartzkoff; the annual Readathon; the High Life Leadership Conference; the trialling of a Middle School SRC Communication Magic programme and numerous uniform free days and barbecues to raise funds for charities and the student fund.

We've also been involved in getting the pathway to the gym paved, opening a second-hand uniform shop, instigating the addition of an optional school blazer to the school uniform, and looking at improving the availability of seating and shelter around the school.

Ms Lang and Antonia Aristomenopoulos
MIDDLE SCHOOL SRC

Senior School

The Senior Student Representative Council (SRC) comprised of Year 10, Stage 1 and Stage 2 students and met during Wednesday lunch time.

The members are:

- ◆ President - Carly McIntyre
- ◆ Vice President - Wayne Readings
- ◆ Treasurer - Clint Ferdinands
- ◆ Secretary - Donha Stocker.

Also, Amanda Myers (Stage 2), Vi Nguyen, Candace Masella, Nicki Carpenter, Chadd Ferdinands and Chris Lawes (Stage 1), Georgie Bouhalis, Linhda Nguyen, Phuc Nguyen and Daren Nielson (Year 10).

We have been trying to encourage the student body not to abuse the toilets, so that improvements can be made, however this seems to be an ongoing battle.

We also helped get discussion moving, so that a photocopier was purchased for the Resource Centre for student use. This was badly needed.

In May it was suggested that the school install a Milo drink machine and it has taken a lot of negotiation to finally get this. We now have a bank of four machines under the verandah of the Drama room - they are Milo, ice creams, Coke and snack.

The SRC also collected items for World Vision, to help with their "Kids for Kids" campaign. This was a range of items - soap, shampoo, face washers, paper, pencils, etc, which were sent to the children in Kosovo.

We have also helped two students of the school in their sporting endeavours. Cherrie Weston and Jason Frattini were given donations in order to help them attend competitions interstate in Judo and In-line Skating.

Over the year we have held five non-uniform days. Two of these were for the SRC and the other three for outside charities. We helped SIDS by selling red noses and badges, Genes for Jeans day, and Red Cross by donations.

We also helped two other charities, Canteen and Amnesty International. These were not non-uniform days, but we helped Canteen by selling bandannas and Amnesty with their Candle Day by collecting at Parabanks.

On November 26th we took twenty of the Middle School and Senior SRC to the High Life Conference at the Adelaide Convention Centre.

The speakers and guests at the conference were John Olsen, Premier of South Australia; Mark Bickley, Captain of the Adelaide Crows; Natasha Stott-Despoja, Senator for South Australia and Deputy Leader of the Australian Democrats; Malcolm Buckby, Minister of Education in South Australia; Trish White, Shadow Minister of Education in South Australia and Murray Olliver, Lecturer, International Graduate School of Management at the University of South Australia. This was a marvellous opportunity for the students to interact with the speakers.

The SRC would like to thank all the staff, students and parents who have contributed to make the year a success.

Lee Nethercott
SENIOR SCHOOL SRC



Vocational Education Report

This year has been an exciting and busy year for Vocational Education at Salisbury High School. Vocational education activities have involved students from all year levels across the school and have been designed to encourage and promote a "life long learning" approach to education and employment.

One highlight of 1999 was the **Career Expo Week** that occurred in Term 3. During this week, representatives from business, industry and tertiary education came to the school to speak to students about their work and area of expertise. Topics that were covered included how to get into a particular industry or business, promotion and career opportunities, job satisfaction, training, personal qualities and skill levels.

The broad range of career pathways, covered such diverse areas as; Information Technology, Retail, Media, Nursing, Housing Construction, Hospitality and Music, to name a few.

Another high point in the 1999 calendar was the **Customer Service** seminars for all Year 10 students in Term 4. Tony Moore, who is the Managing Director of City Corporate Consultants, delivered the training programme. The seminars aimed at developing young people's skills in professional grooming and business etiquette, to enable students to enter the workforce with the attitude and skills that today's employers seek from their employees.

Year 8 and 9 Work Observation day in Term 2 was once again a worthwhile experience for students in the Middle School. Each student was asked to complete a work observation diary and encouraged to investigate working conditions, qualifications and skills required in the job that was being observed. An extensive programme of **Work Experience** for Year 10 and Stage 1 students also provided excellent opportunities for workplace learning.

There have been numerous opportunities for students to investigate vocational pathways in the course of this year. In Term 3, ten Year 10 students took part in the **TAFE Awareness** programme which was an initiative of Regency TAFE and the Northern Adelaide Workplace Learning Centre. Similarly, **Pathways for All** provided another opportunity for five Year 10 students to participate in a "work readiness"

programme. We also continued our involvement in the **Holden Schools Project** and made a strong commitment to the TRAC Retail course – both programmes delivering nationally accredited VET modules.

The senior school curriculum accommodates *vocational pathways* which are delivered through the VET in SACE arrangements.

The pathways are:

University

In preparation for university, students undertake a range of academic studies. The subjects relate to the chosen tertiary career.

Horticulture (Certificate 1)

This pathway develops skills and knowledge in turf maintenance, horticulture and viticulture, preparing students for work in a wide range of outdoor and indoor settings.

Sport and Recreation (Certificate 1)

This pathway leads to a range of occupations, including fitness instructors, sport coaches, leaders in trekking and sport centre coordinators.

Engineering/Electronics

This pathway leads to both TAFE and University courses, with many employment opportunities.

Music

This pathway is designed for people with an interest in the music industry. The course involves participation in both rehearsal and public performances. The range of occupations includes performer, sound engineer and stage crew.

Hospitality/Tourism

This pathway is designed for people seeking employment in the hospitality/ tourism areas. It articulates into TAFE courses.

Community Service

The Community Service course covers a generic core, which allows students to move into further training and employment in youth work, child care, aged care, community food services and disability services. Due to its diversity, this pathway offers a broad range of employment opportunities.

Office/Administration (Certificate 2)

This pathway leads to employment in the areas of word processing, general office work, as well as a preparation to move into business.

Housing Construction (Certificate 1)

In this pathway, students will learn how to use woodworking machines and power tools, to prepare materials and learn timber-jointing techniques. Certificate 1 articulates into apprenticeships in a wide variety of trades in the building industry.

Multimedia (Certificate 1)

This pathway is designed for students with an interest in graphics, computing and design. Multimedia designers develop content for multimedia products in industries, such as retail, entertainment, education and tourism.

Information Technology

Salisbury High School is a Registered Training Organisation (RTO) for the delivery of Information Technology. This ensures that students gain skills in many areas of computing, which are current. Employment opportunities are extensive.

The area of Vocational Education and Training is challenging, exciting and constantly evolving. The number of opportunities for our students continues to grow at an ever-increasing rate. With a strong sense of purpose and a clear focus and direction, the Vocational Education team look forward to the year 2000 in order to further consolidate the pathways and explore the plethora of opportunities that will open up for the students of Salisbury High School.

Alice George
VOCATIONAL EDUCATION AND
TRAINING COORDINATOR

Jobs Pathway Programme

During 1999, Salisbury High School was part of the NAREET Schools Jobs Pathway Programme. This meant that the school was a Registered Job Broker and for school leavers, who were seeking full or part time employment, they had to go no further than Student Services.

There were a range of services available to prepare school leavers for the often daunting task of resume preparation and interviews. Some of these were

- ◆ personal grooming
- ◆ interview techniques
- ◆ resume preparation
- ◆ advice on the local market.

As well as preparing the students we also offered post placement assistance for up to six months after gaining employment.

And we are delighted to report that during the period 1st September, 1998, to 31st August, 1999, forty eight school leavers were successfully placed in full time employment and many others started part time employment.

During this time, Salisbury High School developed close relations with local Job Network Providers and many local businesses, as well as people in various industries across the metropolitan area.

Many of these employers have been so pleased with their new employee, that they have come back to us with other job opportunities.

We continue to enjoy these relations and the job opportunities that they provide and we will continue to support our school leavers and students in gaining employment in the future.

Julia Stewart
STUDENT EMPLOYMENT OFFICER

Parents' Report

1999 has again been a successful year for The Friends of Salisbury High. This year has brought to fruition the culmination of two years' work, when the Old Scholars' Foundation was well and truly established with a weekend of celebration in August, 1999 being the 40th anniversary of the school.

Thanks to the researching and combined efforts of the Friends Group we have been able to establish positive contact with over one thousand two hundred and fifty old scholars, and more are being added continuously. This paved the way to a great weekend, with an exciting future for the foundation – which will greatly benefit the school in many ways.

The dedicated members of the Friends Group have also worked towards the Fetc to help make this a success and for this the school is very grateful. Thank you also to parents and friends who, although not able to attend our weekly meetings, made donations for our stalls.

The importance of parents is recognised and always appreciated by Salisbury High, and the Friends Group is open to all who wish to be that bit more involved. Parent participation in any shape or form can make a great deal of difference to a school. A number of parents are members of the School Council and perform an important duty in this regard. As schools become more self-reliant in the future, members of the School Council will take on an even bigger role in school management, and we ask you to consider whether you too would like to be a part of this. If you are interested, then please nominate at the Annual General Meeting.

As in previous years, parents have been involved with fund raising, the Rock Eisteddfod and the Canteen, amongst other things, and if you wish to contribute in some way in future years please be assured that you will be welcome to participate in any area.

Thank you for your support in 1999 – have a safe and happy holiday.

Dorothy Westell
PARENT LIAISON OFFICER

Library Report

The "heart" of the school has continued to throb energetically throughout 1999. The Resource Centre now has forty computers, with Internet access, which students may use during lessons and lunchtimes to support their learning and Information Technology skills.

Celebration of student effort and success has been a strong focus during the year. We especially thank Rebecca Stapleton for her outstanding display for Literacy week, and congratulate students on their literacy efforts. The Resource Centre has also provided the venue for student centred events, such as the Japanese exchange, customer relations seminars, Asia in Schools and Reconciliation displays and the Quit Smoking campaign.

Book resources have continued to expand, with a special thanks to Anita Trenwith for adding to the junior fiction selection.

Going into the year 2000, the Resource Centre will have up-dated hardware, the most exciting being CD software which will give students access to thirty different programmes covering all the subject areas.

The delivery of resources is our prime objective and this can only happen because of resourceful people. We had to farewell Val Bleechmore (formerly Mylchreest) who has worked energetically in the Resource Centre for seven years, and her expertise and sense of humour are sadly missed. However, we gladly welcome back Sue Turner (formerly Mann) whose ability to cheerfully do a thousand different tasks is deeply appreciated.

Rob McPherson has continued to efficiently oversee the delivery of IT resources, with Joe DePietro and Ken Hall expertly attending to computer mal-functions. Students have also given up lunchtimes to staff the desk and we thank Sam, Rhea and Chris for their time and efforts. Senior students now have a study room and Julie Fyfe, from the University of South Australia, has provided them with invaluable career pathways information.

We look forward to the new millennium enthusiastically and resourcefully!

THE RESOURCE CENTRE STAFF



Literacy Report

“Literacy” has been a major focus in the school once again this year. Staff from all curriculum areas have been involved and students from all year levels at varying degrees. Salisbury High aims for all students to be effective communicators in their personal and social lives. More importantly we want our students to develop and display communication skills employers and the wider community are so desperately seeking. To help fill this void many programmes have been developed this year or continued from previous years.

Daily silent reading for all Year 8 and 9 students continues. This takes place for fifteen minutes each day at the beginning of our afternoon lesson in **every** subject area. This has been effective in settling students after lunch and increasing book borrowing from the Library. Recently approximately seventy fiction books were purchased for the Library based on student votes. This was only possible due to a grant won by Salisbury High from the Education Department, because of our commitment to literacy.

The Library has done a fabulous job promoting and supporting literacy this year. Credit must be given to Mary Collins, Caroline Ashmeade and Sue Turner who have continually worked hard displaying student work, updating resources, helping students with their research skills and promoting the use of computers for gathering and presenting information.

Cross curriculum written literacy tasks are also done by each student in Years 8 to 10 in **every** subject **each** semester. Students are required to produce a two hundred and fifty word polished piece of writing and this is formally reported on. Students having difficulties are supported by School Service Officers or Adaptive Education support teachers. We also have a small number of volunteer parents who often work one to one with particular students. This also helps prepare students for WBLA (Writing Based Literacy Assignment), a requirement of all senior students to obtain SACE. Once again we had a success rate well above 80%.

During Literacy Week (Monday 6th September to Friday, 10th September) we ran a writing competition. It was open to all students. They had to submit a piece of writing which was two hundred and fifty words of length, from any subject area. There was one winner from each year level, judged by Friends of Salisbury High School. Each winner received a \$10 magazine and canteen voucher and their writing piece has been published in this year’s Year Book. The winners were: Year 8 – Carlee Uern, Year 9 – Michelle Williamson, Year 10 – Ben Johnson, Stage 1 – no entries, and Year 12 – David Mann.

Student work is published frequently in school newsletters and Ros Belle has continued to offer support and supervision for students producing a newspaper called ‘Proof’ which publishes an edition every term. This is done in partnership with a local industry called Print Works.

Although often difficult, public speaking has become another major focus. We are slowly incorporating speaking tasks into numerous curriculum areas. This will be reported on in Term 4 for all Year 8 students in Science, Maths, Business, Society and Environment and English. Students also ran a majority of formal and year level assemblies. Debating is up and running due to the time, effort and support of Karen Fitzpatrick, Melanie Groves and our local Rotary group. We ran debates against teams from other schools and our own. We now have a large enthusiastic and talented team of debaters. Carly McIntyre from our school, also won the local competition of the ‘Salisbury Lions Youth of the Year Quest’.

Clearly, we have had both a busy and productive year, but this could not have been achieved without the help of all teachers, the local community and a fantastic project team.

Rebecca Stapleton / Anita Trenwith
LITERACY COORDINATORS

Project 2000 – Uni Bound

A Collaborative Project between University of South Australia and Salisbury High School

How about a University Pathway! University is not that hard; if you can make it to Year 12, you can probably make it through a university degree, so keep all your options open.

I am a final year Bachelor of Social Science student from the University of South Australia on placement at Salisbury High School. My role has been to establish a mentoring programme with the Stage 2 students who may be considering a university placement next year. I have been working closely with Phil Fetchik and Pepe Bouzalas the Stage 2 Coordinators, and fifteen of the Stage 2 students. There has been a strong commitment from the University of South Australia, the Business and Marketing Division, and the USANET Equity Access Scheme provided valuable funding and support to ensure the project is a success. Together we aimed to build a bridge that would link students and staff from Salisbury High School to the University of South Australia.

For the Year 12 students the aim of the project was to demystify university campus culture, and discuss what life is like as a university student. Each Salisbury High student was matched with a university student. Together they toured the campus, attended lectures, visited the student association (where they received free lolly pops – and played frisbee), completed some problem solving activities, and met lots of different people from all walks of life.

The comments from the project evaluation were positive in that the Salisbury High students felt the aims of the day were met, and that university is friendlier and more relaxed than they expected; they felt like they fitted in. The mentors enjoyed their role in exchanging information, answering questions, encouraging the students to strive towards their dreams, and generally having a good time. Exactly how university is!

There was also very positive feedback from the lecturers who opened their lectures to our students, and the Head of School, for Social Work and Social Policy, Mr Adrian Vicary. He wrote and commended the students, Salisbury High School and the overall success of the project.

My work has not stopped there, I have given presentations to the Year 10 and Stage 1 students. Together we have identified the future university bound target groups, who have been meeting weekly and discussing university issues. The Year 10s are called *Uni.com/10*, and the Stage 1 students are called *Tertiary 2001*.

I have thoroughly enjoyed working within Salisbury High School. The enthusiasm and interest from the students has been the catalyst to my motivation. A positive relationship has been built between Salisbury High School and the University of South Australia, the ground work is in place for many different extensions of the project for future generations, and I would encourage parents and students to talk and ask questions regarding University Pathways.

For now, best of luck to all of the graduating Stage 2 students; it has been a pleasure working with you. Why aim for the moon, when you can reach the stars? Persistence will get you there!

Julie Fyfe



Student Services

1999 – A dynamic year for the amalgamation of the services offered to students and having them ALL located in one area of the school. This was not only a great benefit to the students but also allowed the staff to build a working relationship as members of one team to provide services for all students.

This team has unique qualities as they are providing services from a very wide perspective of the community. We, as a school, were very fortunate to have two student counsellors, a chaplain, an employment manager, a multicultural expert, an Aboriginal Educational Worker and a Vocation Employment and Training coordinator. All of these people brought their expertise to the team and have provided excellent services to their clients, you the student.

I have never seen such dedication and so much hard work from a group of people all working together. They put their heads together and came up with solutions to almost every situation that is thinkable.

We also need to be grateful to the Peer Support Students who have been available in the area to help other students with issues that concerned them.

We have had a very successful year and are looking forward to the new millennium with a very positive and creative view to helping more students at Salisbury High School.



Chaplain Andrew



Aboriginal Educational Worker Julie



VET Coordinator Alice



Student Counsellor Mary



Nita Combeer – Multicultural



Terry Jarrad Student Counsellor

The Chaplain's Report

The end of another year and my first as Chaplain here at Salisbury High School. It's been a few years since the school has had a chaplain and many people have asked me what I see my role as.

My answer to that is I think a school should have an environment where the students are exposed to as many different aspects of life as possible. Not only should the school aim to develop their reading and writing skills, but it should also aim to encourage their physical and sporting skills, their social skills, as well as developing the emotional side of their lives.

The chaplain is there to bring emotional support to students, teachers and parents that they may otherwise not receive, or in some cases, not even know where to look. I work in the Student Services Office alongside the School Counsellors and spend approximately three days a week at the school. Hopefully all members of the school community will feel free to make use of my time and with any help they may need.

I have been on various excursions with some of the students, as well as helping run activities for different groups.

I have enjoyed building friendships with many of the students and am looking forward to next year and contributing a good deal more to ensuring that at Salisbury High, the students are receiving as much support as possible.

Andrew Beaufort
SCHOOL CHAPLAIN

Reconciliation Week

31st May to 4th June

The week commenced with an Aboriginal Cultural Performance: Lynette Wanganeen – Parent – Vocalist/Speaker spoke on Reconciliation from an Aboriginal person's perspective. She also gave the audience the pleasure of a lovely song without any musical accompaniment.

Torres Strait Islander, Eddie Edwards from the University Centre of Aboriginal Music presented a song and dance with Jazmine Glancey, Christy Shannon, Amanda Maiden, Briony Gail and Bronwyn Coulson, based on a Torres Island theme. Eddie also played his guitar, accompanied by Dallis Hill and John Clark on the didgeridoo.

Fifty students, from Salisbury North R-7 choir, with Music Teacher, Jodie Collins, presented a reconciliation song – *Burst the Bubble*.

Throughout the week students from across the school participated in the Aboriginal Arts Workshop, making bandannas. Many students were also involved with a Reconciliation mural with Aboriginal artists, Cathy Watson and Lilly Swan.

Students working with Cathy and Lilly presented a fantastic mural which will be set up within the school.

Sport lunchtime activities, including Netball, were assisted by Mrs Doolan.

A luncheon was held for performers and parents.

Participation across the school was great – a positive pathway for growing together, now and in the future.

Nita Combeer
ABORIGINAL EDUCATION TEACHER

Aboriginal Dance Performance

On Monday the 13th September, the Paitya Aboriginal Dance Troupe came to Salisbury High School to do a performance. The performance was held during lesson three in the Drama Room. It was put on by the Multicultural Committee of Salisbury High School as part of Aboriginal Cultural Awareness Week. There were four performers in the group. Jamic Goldsmith, who is from Salisbury High, was one of the performers. The other performers were Steve Goldsmith, Karl and Jannel.

The troupe were wearing loin cloths and were decorated by paint symbols over their bodies. One of the symbols was a hand print. Steve Goldsmith talked to us about the dances, the instruments and Aboriginal culture.

They showed us lots of different dances, including the emu dance and the kangaroo dance. Steve Goldsmith told everyone that the dances were made to create the spirit of an animal or bird. For a bit of fun Steve got some of the audience to come up and dance. One of the dances they performed was a bird dance called the broлга dance. The students danced around the stage to the instruments and flapped their arms like wings.

The instruments they used were clapping sticks, boomerangs, and didgeridoos. The audience learnt that the didgeridoo was only originally played by Aborigines in Kakadu National Park in the Northern Territory. Only men used to play the didgeridoo, because if women played it they could get very sick or become pregnant. They were also told that didgeridoos are made by using trees hollowed out by termites, with beeswax at the top of the mouthpiece. To play a didgeridoo you need to use circular breathing.

The Aboriginal people who live in Adelaide are called the Kurna people. The audience was told that the Aboriginal people say, "until our paths cross again", instead of "goodbye".

At the end of the performance, the audience went outside, where Karl showed us how to make a fire. To make the fire they used sticks and dried grass. First they rubbed the two sticks together above the grass, until it became smoky. When it was alight a little bit, Karl held it up high then blew on it lightly. A few minutes later, the grass was on fire.

Overall, the performance was successful and was a good way to learn about Aboriginal culture. I think it was a good performance and I enjoyed it.

Jenna Woolhead
YEAR 8



Year 8 Report

Sharon Jackson Sub School

1999 has proved to be yet another exciting year for our new Year 8s. The year began with a camp to Roseworthy Agricultural Campus. Students who participated had a great time meeting their fellow students, as well as learning about Agricultural Studies.

Other activities throughout the year, have included visits to the Salisbury Cinema, local walks, shared lunches and invited guests on topics of interest. Such pastoral care activities have enabled students and staff to develop good rapport in educationally enriching settings.

Beginning Year 8 means different things to different students. Year 8 students in 1999 reflect on the year in their comments below.

"It's kind of a shock to find your way around a big school, but after a while you soon learn where everything is."

"Teachers are friendly and help you to settle in."

"The choice of subjects is much better than Primary School."

"It was great fun to participate in the Rock Eisteddfod with other kids in all year levels."

"I have made many new friends, not only in my own care group, but in all subjects."

"Being the youngest kid in the school has been OK, because next year we will be able to show the new Year 8s where to go."

Richard Megaw Sub School

This year in care we have done a range of different activities. As well as guest speakers and group discussions about harassment, drugs issues and how to study, we have also been on trips out of school.

One of our favourite trips was to Charlie's Diner for lunch. Here we tried Chinese food, Indian food and Italian food. We also enjoyed going to the Salisbury Cinemas to see "Practical Magic" or "Star Wars".

For two care group lessons we played sports against the rest of our sub-school. Ms James group tended to win the most sports events. We competed in netball, volleyball, soccer and basketball matches. We even had a Swimming Carnival.

During a couple of our care group lessons we had to pick up rubbish to help school tone. This was the only activity that we really did not enjoy!

Jenna, Neisha, Sophie and Alison -

Student Writing

Kosovo

Can you hear the politicians,
arguing over old events?
Can you hear the sound of warships,
sailing to cause more hate?
Can you hear aircraft flying,
with weapons that just destroy the earth?
Can you hear the explosions,
that never solve problems?
Can you hear the rain,
caused by tears of sorrow?
Can you hear innocent people,
being taken away from homes?
Can you hear families break apart,
for they get deported to different places?
Can you hear the politicians,
now arguing for peace?
Can you hear the sounds of soldiers,
marching like ants into enemy ground?
Can you hear the awes,
from discovering gruesome cover-ups?
Can you see in the future,
if there will be true peacc in the world?

Darcy Crout



Year 8 Report

Jim Oakey Sub School

This sub school has played a blinder throughout 1999 with Ms Perkins', Mr Reece's, Mr Robertson's and Mr Oakey's Care groups making up this sixty strong, First Division English Soccer League quality team.

We have organised joint activities, such as the arranging of guest speakers to address the whole sub school assemblies on such issues as Etiquette, Appropriate Behaviours, Protective Behaviours, Harassment and Social Skills Development. These were put to the test on programmed excursions to McDonalds, Hungry Jacks, Pizza Hut and Fasta Pasta.

Trish White (Shadow Minister of Education for State Parliament) was our most distinguished guest speaker. She spoke to the whole sub school about the nature of the Australian political system and gave helpful hints to the two most enterprising members of the team on how to become a politician and retire early on a truck load of superannuation money. The team presented a school logo enamel badge to Ms White as our token of thanks. She was most appreciative and indicated she would be pleased to address Salisbury High students at any time in the future (just ask her secretary to arrange a visit).

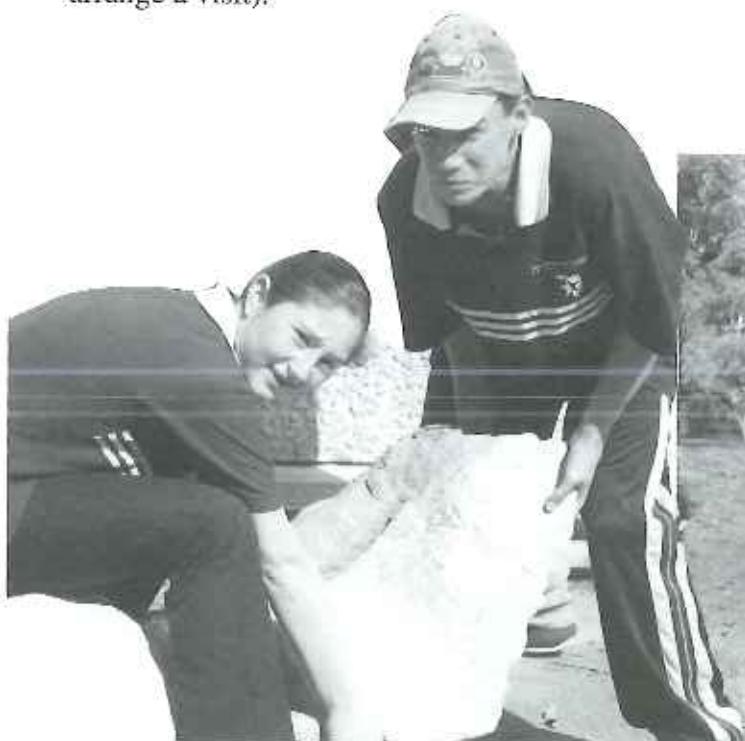
Alice George Sub School

1999 has been a busy and exciting year for this Sub School. Our experienced team of Mr Braid, Ms James, Mr Moreitis and Ms George has worked with enthusiasm to support and encourage the students to achieve their personal best. We have also focussed on fostering positive and respectful relationships among all our students.

Our sub school has enjoyed numerous excellent opportunities to become better informed; for example, the Police talk organised by Ms James. We have also taken advantage of the chance to get to know each other through social occasions such as excursions, the swimming carnival and sporting competitions between care groups organised by Mr Brook.

To conclude a successful year, the George sub school visited Glenelg and Magic Mountain – an excursion organised by Mr Braid, which was thoroughly enjoyed by everyone.

This group of students has impressed the teachers with their academic achievements, sporting accomplishments and positive and enthusiastic commitment to the Salisbury High School community. We look forward to working with the students in this sub school in 2000 and we are confident that there will be many exciting and rewarding experiences for students and staff.



Student Writing

Paula's First Kiss

Hello, my name is Lisa, Paula's sister. I'm going to tell you about Paula's first kiss (how yuck!!!). You see, I was reading through her diary just last week as per usual and something very interesting and caught my attention. It was about a very cute boy called Scott. Now this was really interesting as Paula never, and I mean ever, talked or thought about boys until now!

Ok, now here's the juicy "GOSS". Well it all started one day; a hot day and at her school if the temperature got anywhere over 20 degrees the boys would take off their shirts, yum, I mean how gross. As you can tell boys are not my life at this moment as I am only 10 years of age.

Anyway, back to Paula. She recently recalled bumping in to him with no shirt on and then she goes on about how good he smelt and his body, I mean talk about get me a bucket NOW!! Next she was talking to him, but only because she had to do a science project with him, so she was really excited. Then she says she has dreams about him sweeping her off her feet one day (PUKEARAMA!!!!!!)

So the next day she talks about walking up to him and expressing her feelings and she did. Turned out he felt exactly the same way. Yesterday she came home with the biggest grin on her face so I picked the lock on her diary again after tea and there it was! She had kissed him. "NOW I FEEL SICK!"

She claims it was the most beautiful thing that could have ever happened and the bad thing is.....she says that special feeling only happens once so enjoy the moment. Think I'll go now, this is just getting too much to handle.

"Lisa, what are you doing with my diary. Oh, I'm going to kill you!!!"

Oh no, quick, I better go, seeya!

"Get back here you little squirt!!!!!!!"

HELP ME!!!!!!!

"God: Never consider having a sister cause you get no privacy whatsoever! Seeya!!!!!"

Cara Schoneweiss - YEAR 8

Viva

Once upon a time there lived a little girl called Sarah. She lived with her dad because a few years ago, her mum died from cancer.

She and her dad lived in a small country town with a population of 45 people and most of them were old retired people, so Sarah didn't have many friends.

On weekends, Sarah and her cousin Tina would go into the woods about 15 minutes away from both of their houses. In the woods they set up a little cubby house with chairs and a table and in a little box they kept emergency food such as chips, muesli bars and other stuff like that. They always went there when they were bored, or if they were sad or something, because for some reason when they went there, it always seemed to cheer them up, because something exciting would always happen.

One day they went there and they found this little tunnel through these bushes, that they'd never seen before, so they decided to go have a look and see what was on the other side of the tunnel.

Sarah and Tina were very excited to see what was on the other side of the tunnel, but they were also a bit scared, because it was a little dark inside the tunnel, and parts of the bush looked as though they had thorns or something on them.

They struggled, but eventually got through the tunnel and they were very surprised in what they saw.

They had found a little village of elves. Tina was very scared. An elf came up to them and greeted them to Viva. The elves had pointy ears and they all had different colour hair. Some had brown, blonde and some even had purple and green. They didn't wear shoes and they all wore different types of clothes. The elves were about up to Sarah's and Tina's knees.

One of the elves told them both that they must swear on their lives not to tell anyone else about their existence. They both swore that they wouldn't tell anyone. All the elves showed Sarah and Tina around their village, but Tina and Sarah had to be careful not to step on one of the elves' houses, or even an elf. Tina said to the elves that they'd better be going and that they would come back and visit them soon.

Walking back home, Tina and Sarah were still shocked by their discovery. They really wanted to tell people, but they had sworn in secrecy, so they didn't tell anyone.

Sarah and Tina kept going back to see the elves in secrecy for many years.

Michelle Gartner - YEAR 8

Year 9 Report

Our Year 9s have now been at high school for nearly two years and have truly settled into our sub schools run by Deb Turley, Adele Shannon, Sylvia Groves and Raylene Fiorita.

As part of the Pastoral Care Programme speakers have come into the school for Personal Development to talk on Conflict Resolution, Harassment, Safety House, Drugs and Alcohol, Law and Safety, and Environmental Awareness. Passports, Career Awareness speakers and Work Observation have furthered students' career pathways. Participation in

Class Meetings, SRC, quiz competitions and heated debates have extended their community leadership skills.

Fun activities have included swimming and sporting competitions, walks to Parabanks and Hollywood Plaza, trips to Glenelg, Salisbury Cinema, Intensity, and lunches at McDonalds and Charlies.

Overall, quite a good year was had by students and staff.

Raylene Fiorita

Middle School Enterprise Reports

A number of very enthusiastic teachers in our school worked together this last term on some exciting Middle School Projects.

The central aim of the projects was to involve students in cross curriculum activities, which encouraged them to take a more active role in their own learning. The projects encouraged students to work with the wider community and not limit their activities to the **one** subject or one classroom.

Sylvia Groves or Andrew Ward and Bob Muir worked with Year 9 Society and Environment and Art students, on an Endangered Species topic, which involved producing booklets for younger children, organising Art Exhibitions and building a 'Frog Bog'.

Jim Oakey and Adrienne Gregory worked with Year 9 students on some common Art and Maths topics, which included; transformational geometry, tassellations and Escher drawings. Students also visited Beaumont Tiles.

Rebecca Stapleton and Anita Trenwith taught a Year 8 Maths and Science class together. These students used their maths and science skills to produce mini solar systems and shared their information with local primary schools.

Pepe Bouzalas, Jim Vinecombe and I taught a Year 8 Society and Environment and Year 9 English class which explored a Global Citizenship topic. Students used their literacy, communication and maths (!) skills to work with Salisbury Council on producing 'Salisbury' calendars and bookmarks.

Other student project teams included interviewing past Citizens of the Year, e-mailing Japanese students in Salisbury's sister city of Mobarra, using Powerpoint to display survey results, and researching citizenship in other countries. The Global Citizens Project Teams presented their information at the Salisbury Library.

This year we have had some very busy and hopefully, very motivated Year 8 and 9 students, involved in these cross curriculum activities!

Karen Fitzpatrick
**ASSISTANT PRINCIPAL/
MIDDLE SCHOOL**

Student Writing

My Life

The mirror is fogged up with condensation clinging to the glass like silky clothes on a hot summer's day. My reflection is blurred, but I don't mind, I'd rather it that way. It quite suits me, being vague.

I often worry about what I am going to be when I am older, and as I stand there staring into the messy collision of colours which is my reflection, I wonder if that is what I will always be. Vague, indecisive, a blurred soul until death relieves me.

I begin to daydream now of what it will be like. Whether I will be a successful, rich business woman with more stress than a prime minister about to go to war. If I will have a lazy, golf playing husband, two ungrateful children and a huge dog who is constantly ripping up the garden which I pay for someone to keep clean.

Or maybe it will be the other way around. Maybe I will live alone, jobless, struggling to survive on the small amount of money the government provides for me. And instead of having a garden and a dog to rip it up, I'd own a feral cat that enjoys making dust storms in the dirt where the garden should be. Then I start to wonder which of these two situations I would rather. I can't decide.

I stand there now, still. My eyes are glassy, lost in my dream, and then I look up at the mirror and slowly, as the condensation fades away, my reflection is revealed. I am revealed, and I realise that I will be whoever and whatever I want to be. Because I know I can do it, and be happy, and that's what counts. Right?

Michelle Williamson
YEAR 9 - LITERACY
COMPETITION WINNER

My Ambition

"When I grow up I want to fly the planes." That was the first thing I said to my mum when I first saw a plane flying over my house. Ever since then I have wanted to become a pilot.

Growing up near RAAF Base Edinburgh has been a big influence for me. With aircraft such as P3-C Orions and F/A-18 Hornets flying over my head, I am constantly reminded of my ambition to someday become a RAAF Pilot.

At fourteen, I became aware of a cadet organisation called the Air Training Corps (AIRC) which is designed to create an interest in the Defence Forces and Air Force in particular. We have regular meetings on Tuesday nights and learn things such as Drill, Aircraft Recognition, Service Knowledge and Field Craft. We also attend Annual Camps or Bivouacs. These are either out in the field, where we practise field

manoeuvres and Camp Assembly or General Service Training (GST) on RAAF Base Edinburgh. At present, I have attended five bivouacs and one GST and I am hoping to attend Corporal's Course during the summer holidays.

When I leave school, I am hoping to join the Australian Defence Force Academy (ADFA), to obtain a degree in Aeronautical Design or join the Air Force as a Direct Entry Officer.

I am hopeful and confident that I will be able to fulfill my ambition and at present I am studying hard to achieve this.

Matthew Kelsey
YEAR 10

Year 10

Chrysostomou Sub School

This year, the Year 10s have been involved in many enjoyable activities.

Every third Friday we had an assembly to find out all the news that occurred around the school such as the visit from Japanese students and the visitors from America.

This year we had a week of work experience. This helped us to learn about the different skills needed in different workplaces.

The sub school was also involved in many debates, with care groups debating against other care groups about interesting topics. Some of these topics were 'The Internet is a bad influence on Society' and 'Uniform'.

We had many visits, including some people who showed us a different view on drugs and alcohol abuse, a prison officer and two prisoners who came to describe life inside Yatala Prison.

Apart from these, each care group got to go on different excursions like going to the Salisbury 8 Cinemas, lunch at McDonalds and going to the Swimming Pool.

I think we had a good and enjoyable year.

Adam Spinks

Jarrad Sub School

This year saw the transition of Year 10s into the senior school so Term 3 was a challenging time as students had to change their attitude and cope with a new workload. However, with the SACE Australian Studies and some Business Studies courses, students will be well placed in the future. Most are finishing with flying colours.

The year has been full of activities on offer to students, most of these were interesting, but one that really shone was the debating. The Year 10 finals were very entertaining, especially Simon's singing and dancing. The debates were extremely well done by both teams. The debate between Mr Jarrad's class and Ms Chrysostomou's class ended in a draw. There was also to be a teacher versus student debate, but the teachers chickened out.

Quite a few people from our sub school participated in the inter school sports, such as netball, basketball and soccer, and all played well and enjoyed the experience. We would like to congratulate the soccer and netball teams for coming first in their division.

A number of Year 10s also seized opportunities to be involved in a "Taste of TAFE" and "Communication Magic" and leadership courses. The sub school assemblies were perfectly executed by the students who introduced items and participated in their running effectively. The awards particularly livened up our group.

This last term has been enjoyed by many students and we hope they continue to succeed to reach their future goals.

Phuc Nguyen and Chris Moyle

Belle Sub School

1999 has been a great year for Year 10 students with all the excitement and action happening around Salisbury High School.

Debating, as one of our care group challenges, was very popular with the students. Competing against other care groups gave us the chance to prove who was the more deceiving (?) group in Year 10. It was a lot of fun with a lot of hard work and effort put in.

The Year 10 Graduation at the end of term two was a huge success. Students received certificates and each participated in the Year 10 Assembly. Also included was the Year 10 band, performing arts group and many other Year 10 based activities.

Guest speakers informed Year 10 students of many varieties of different issues. Aboriginal and multi-cultural speakers and dance groups taught us of how other people live their lives and what they believe in. The 'Straight Talk' gave us a chance to hear from people in prison. We listened to how they had spent their lives and how they wish they could have changed the past. Tony Moore ran a Customer Relations Seminar which helped us better to understand ourselves and what we hoped to achieve. This gave us a lot of confidence and helped us to believe in ourselves - 'You can do anything!'

Teenage issues were brought out in a play at the Festival Theatre called 'Puberty Blues'. It was based on a true story about teenage pregnancy, drugs, alcohol, friends, and sex. We were able to see how some teenagers thought it was cool to have sex with anyone and how helpless, intoxicated girls are taken advantage of. This play (run by teenagers) dealt a lot with true issues that have been happening for years.

Basically 1999 has been a great year for Year 10s and I hope for the same (if not better) in 2000.

Debbie Luetkens



Student Writing

I am a Dreamer

I am a dreamer.

I dream of what is going to happen to me.

I dream of ends of conflict and sorrow that has torn me apart for days, weeks, months, even years.

I dream of happiness.

I dream of confidence within me.

Yet it never happens.

The tearing still continues.

I wish I could stop it, but I know many of my dreams won't come true, no matter how much I try to make it happen.

I have a vivid imagination.

What is meant to be my strength? My writing. I have more confidence in my words than I do in my speech. It's just me I suppose. But sometimes I can't find words for my ideas. This frustrates me. Many people expect me to be "so great" at writing – I'm able to write something fantastic any time I want to. Sometimes it isn't that simple. Some people call this "writer's block"; I think it's restriction. I want to write anything I can think of, but something stops me. Maybe it's what's called impossibility, but I doubt it. It's more of a thing called perfection. I think I just have to break free of my chains and do what I want, write what I want. I should do the impossible before someone does it before me.

I am an individual. I don't like depending on somebody.

Yet I do it all the time.

We are living in a world full of dependence. If you think about it we are always restricted; we are always "ruled" by something. And we *choose* who decides what we supposedly want. People complain, yet they are the ones who would agree with *their* choice of someone to decide for us. Yet we can't really survive without dependency. People say they are independent, but they really aren't. They're still controlled. Just like everyone else. One cannot break free, no matter how much they try.

I am a dreamer.

I dream of what I want to happen.

But if it does ever happen, I know I won't be satisfied.

No one ever is.

No one ever will be.

Melissa Cloney

**Salisbury Library Creative Writing Contest
– Mayor's Prize – Children's Category –
Judged August 1999**



Stage 1 Report

Youth Parliament

During Term 2, Reece McLean and Lauren Simpson attended a programme called "Youth Parliament" every Thursday night. They met with other youth parliamentarians and produced bills while learning about parliamentary issues.

On July the 11th, Reece and Lauren attended Youth Parliament Camp, which took place at Pembroke College. Ninety four other students from all over South Australia attended. There were a total of fourteen groups, each with a bill that they wanted to pass in parliament.

Some of the issues that were discussed were Sex Education, nuclear waste, drugs and drug safety and the Secondary School Certificate. The Salisbury team introduced a bill to replace the current SACE with a Senior Secondary Certificate in which every subject is marked equally.

Of the fourteen bills produced, only three of them didn't pass. Unfortunately, the Salisbury team's bill was one of them. The camp attracted a lot of attention from the media, as most of the bills were of a very high standard. Reece and Lauren were asked what they got out of this experience. Reece said that he learnt quite a lot about the system of parliament, while Lauren found out how amazing it feels to know that you're sitting in Parliament House where people are listening to you.

"I think Youth Parliament has given me more initiative to do well, to make a difference and to succeed," she said. "I can't describe how it feels to know that as a youth, you can make a difference."

Reece and Lauren encourage everyone to join Youth Parliament next year.

Lauren Simpson

State Student Forum

On Wednesday the 9th and Thursday the 10th of June, the 1999 State Student Forum was held at the Ridley Convention Centre at the Royal Adelaide Showgrounds. It was the 3rd biannual student forum held. The forum was based on 'Civics and Citizenship'. It was organised by students and only students attended the forum. A total of two hundred and fifty students took part in the forum with grades ranging from Year 4 to Stage 2. Students came from all over the state; some even had to travel the day before to get there.

The reason for the forum was to collate ideas and suggestions of what students believed made a civil school, community and nation. From this we discussed how we as citizens could take the initiative to make it happen.

The first day was focussed on getting to know each other and listening to each other's opinions and ideas of a civil society and citizenship. The second day had us working on our scrolls, with our suggestions and viewpoints to present to

Mr Geoff Spring, the Chief Executive of the Department of Education, Training and Employment. With the scrolls, he and his team were going to look through our suggestions and hopefully help us make a better world. He said that to find peace in the world, we had to find peace in ourselves first. It was also the day that peace was declared in Kosovo.

During the two days, we recognised the problems that arise in our lives and discussed how we could resolve the matter in a civil manner. There was a common pattern in all the suggestions that the groups of students came up with and that was the desire to be treated as equals, regardless of age, race, colour, sex and social status. All the students felt that the school SRC was essential to help develop student voice within schools and to allow their opinions to be heard.

Vi Nguyen

Work Experience

Overall, I enjoyed the work experience at the Child Care Centre. I enjoyed interacting with the children and playing with them. They were very cute and interesting to talk and listen to.

One of the difficult aspects with the children was the problem of sharing. The children fought a lot about who was playing with what. Some children got very upset over it and complained about the outcome. I must admit some of the children had tempers and were hard to control.

My favourite part of the work experience was when the children played in the yard and I joined in with them. They always wanted me to give them wizzies and they all wanted to hold my hand.

I did enjoy the work experience, but in comparison to the kindergarten, I have decided to be a kindergarten teacher. I chose this because I like the way the kindergarten is run compared to the Child Care Centre.

Kate Easter



Stage 2 Report

1999 has been a busy year for our Stage 2 students, who have focussed on achieving their pathways to success.

The team of teachers involved at this year level included:

Tom Stavropoulos
Josie Morelli
Pat Robinson
Mary Collins
Helen Paphitis
Phil Fetchik
Pepe Bouzalas

Below are the range of activities students and staff were involved with:

- ◆ Self motivation and goal setting workshops
- ◆ Guest speakers
- ◆ Whole school and year level assemblies
- ◆ Project teams – Formal; Year Book; Study Room; Big Day Out
- ◆ Tertiary Week
- ◆ Government House
- ◆ Work Placement
- ◆ Project 2000 – Uni Bound
- ◆ Exams

Work Placement

James Farrer – Stage 2 Student

During the school holidays I participated in a work experience programme with the South Australian Police Department. This is a pilot programme which was very structured and informative. During the week, I went to many departments inside the Police Department and these included Water Response, Patrols, Traffic and Mounted Police.

We had many guest speakers come and tell us about their jobs and what their responsibilities were. They were very interesting and I have learned a great deal about the Police Force.

Thank you to Andy Ryder, Community Liaison Officer, South Australian Police, for giving me this opportunity. I thoroughly enjoyed this experience and would gladly recommend this programme to anyone who is considering a career as a Police Officer.

Tamra Maziarz – Year 12 Student

Tamra, a SAS Tourism student, undertook voluntary work placement at The Holiday Shop in Salisbury. As part of our industry-school partnership with The Holiday Shop, Mr Centofonti offered work placement to our current Stage 2 Tourism students. Tamra seized the opportunity and has done such a fantastic job that she has now been offered permanent part-time work.

Stage 2 Students Visit Government House

On Monday, 30th August, Ryan Coad and Lucy Britos were given the opportunity to attend a state wide school programme which included visiting Government House. Students got to meet and speak to the Governor, Sir Eric Neal, about various topics. A tour was also organised. It was extremely interesting for students to see our government in action and to reflect on the continuing role of the Queen, as represented by the Governor, in our country.

Formal

This year's Formal was held at the Adelaide Hilton International on Friday, 24th September. It was a fantastic evening with 90 students, staff and friends attending. The formal committee, Natasha Hall, Amanda Myers, Nicolle Rogers, Clint Ferdinands, and other students in Mrs Bouzalas' Care Group worked very hard to make this year's formal successful.

Project 2000

Uni Bound is a university mentoring programme run by Julie Fyfe, a third year Social Science student from the University of South Australia. Whilst participating in this project students learn about university lifestyle, what it takes to be successful and general stuff about university. Julie also made sure we picked the right lessons for the courses we were interested in and that we were coping with our chosen subjects. This project was very valuable in preparing students for university.

When we arrived at the university we were matched up with our mentors; this was the hardest part of the day. I was unsure of how Sean – my mentor – would react to all my questions, or even if he would be able to answer them.

The lecture I attended on Social Psychology was also really exciting and was really different to the way high school is run. I learned about relationships and why people like each other. It's a really different way of learning. After the lecture we met up with some others and played pool in the bar.

Overall the day was really good because I got to familiarise myself with large university campuses, and the people involved including; Julie, our mentors and the staff at the student association were really helpful. The campus facilities were also a real highlight. I was impressed by how modern it was compared to other universities.

Scott Maney and Selwyn Hughes

Farewell Japanese Student

Yumiko Kawai is a student from Japan, who travelled a long way to come to Salisbury High School to study.

She was the only one from her school to come to Australia and felt very lonely, but with the warm welcome she received, she settled here at Salisbury High very quickly. Thanks to many friendly people, she soon made many friends and loved it.

Since she was from Japan, she had much trouble with expressing her feelings in English. However, her English improved dramatically with help from the friendly students and staff of Salisbury High.

Now her one year stay from July 1998 to June 1999 is a year she will always cherish and with the help of her friends, she will always remember.

Huong Duong

Big Day Out

On Friday, March 12th, all the Year 12/13 students were invited to participate in the Big Day Out to Glenelg.

On the day it was a little cold, but that did not stop us 'stressed' Year 12/13s from going.

Overall, everybody who participated enjoyed themselves. We were able to indulge in many activities Glenelg beach had to offer. Some went swimming; the rich went shopping down Jetty Road; others enjoyed the Café Scene, sipping coffee; a group enjoyed playing Gridiron or Cricket on the sand and last, but not least, how can we forget to mention our encounter with two interesting male tourists from England?

The day was enjoyable and a fantastic social activity. Thank you to Ms Morelli's Care class for organising a worthwhile and most successful day.

Nicolle Rogers and Kathy Butcher

Phil Fetchik and Pepe Bouzalas
YEAR LEVEL MANAGERS







Paralowie House

This year will stand out in my teaching career as something very special and very different. Coming from the position of Assistant Principal at Woodville High School to Manager at Paralowie House, presented many challenges and changes in the way I had previously delivered curriculum.

Paralowie House is unique in the curriculum and services it provides and it continues to lead the way in a range of school to work strategies. All students are encouraged to be involved in some form of enterprise education. In the past, students have developed their own enterprises through the youth in Business program. The Northern Web Site inter-net Café, (now known as Nibbles and Bytes), is one example of a successful enterprise that has become a focus for show-casing enterprise education.

The Café enables students to develop Key competencies such as *communicating ideas and information, planning and organising activities, working with others and in teams, problem solving and using technology*. Stage 1 SACE units have been written around the tasks so that student learning is relevant to the workplace. We are fortunate to have Tassja Plummer, who is a workplace trainer and assessor. She uses the Café to provide students with up to date information and training in Hospitality. Some of the highlights this year include the students catering for a variety of functions, events, and VIPs including; *Artery Party, NADB workshops, South Australian Social Workers Conference, Launch of Job Pathways, Enterprise Education Workshop, Hon. Robert B Zoellick (Presidential Adviser), Barker Inlet Summit, District Superintendent's Luncheon, Lifelong Achievements Launch, SYAN AGM, Devonshire Tea for Seniors month, and most recently, lunch for Geoff Spring.*

Although we only have Brian Toft on a part-time basis, he has continued to ensure that the House and Grounds are kept in good condition. He has also mentored many of our students in the agricultural aspects of establishing our vineyard and olive grove.

Jane Pennington, our administrative officer, has been invaluable in keeping us all organised, in between doing bus runs to the local high schools, administering the Housing Trust on site accommodation, and working with young homeless and disadvantaged people.

We have also been supported by a range of volunteer workers, particularly Leeanne Garner, who has worked tirelessly to help students put on a Halloween Party for young people in the local community. This activity taught students event management skills, which will support them in arranging future events for fundraising activities.

Jackie Swan
MANAGER, PARALOWIE HOUSE



Ancillary Staff Report

As always, this year has been extremely busy for all of the ancillary staff. The range of skills exercised by this dedicated team include:

- ◆ word processing
- ◆ reception and secretarial duties
- ◆ management of laboratory and resource centre facilities
- ◆ support in the Students with Disabilities area
- ◆ computer technician
- ◆ assistance with preparation of resumes and job applications
- ◆ cleaning of facilities
- ◆ maintenance of buildings and grounds
- ◆ parent participation
- ◆ practical training of students in job skills
- ◆ operation of the canteen
- ◆ maintenance and repair of mechanical equipment
- ◆ involvement in horticulture projects.

We have all been involved in a group Training and Development exercise, attending sessions on "Communication Magic" and "Self Motivated Success" as well as other individual training relevant to our own particular roles.

Our team has expanded this year to include trainees in the fields of administration, finance and computer support.

As we head into the Year 2000, roles are continually changing, and the challenges presented promise to provide more opportunity for advancement for ancillary staff.

I would like to thank each and every member of the ancillary team for their excellent work this year.

Chris Haggie
SCHOOL ADMIN OFFICER



The Arts 1999-Y2K

1999 has been a dynamic year for the Arts leading into the next millennium. The Education Department has acknowledged the fact that we need a new Multifunction Arts Centre at Salisbury Enterprise High School. Staff and students have been busy planning and designing a new Arts Centre which will be built by the Year 2002. Keep your eyes on the cricket nets at the front of the school for new developments as the Arts Centre grows.

This year's Rock Eisteddfod performance won an award for its poignant theme on teenage violence in our schools and it received excellent reviews from the judges on the night. The audience experienced extreme laughter at Amanda Myers' performance and extreme pathos as the ballerinas danced the death scene.

The McDonalds Rock-a-thon raised \$300.00 towards the Eisteddfod production costs and has now become an annual fundraiser for the event. Ms Shannon has built upon this success and has organised the Y2K at the Shedley Theatre performance which is an excellent

enterprising initiative, incorporating all aspects of the Arts with Music and Drama performances and Stage Design by Adrian Storey (Year 11 Design student).

Amanda Myers won a Salisbury Council Award for the Arts which was presented at the Arts Assembly on Friday, 22nd October. We will never forget her excellent performance as the "Geek Master of Ceremonies" from another planet.

The Arts have developed during 1999:

- ◆ VET Music Programmes
- ◆ VET Multimedia Programmes
- ◆ an Apple Mac Computer Room
- ◆ Middle School Arts Maths (MATTRA) pilot programme
- ◆ an expanded Music programme
- ◆ Year 12 Design for Y2K.

Jim Oakey
ARTS COORDINATOR

School Band at Gawler Show

In front of an appreciative crowded audience, our students presented an excellent and varied programme of music to rapturous applause. Throughout the Sunday of the Gawler Show, Salisbury High School was part of a top quality showcase of music currently being generated in the northern suburbs. Yet another resounding success from the Salisbury Enterprise High School Band who performed at the 1999 Gawler Show Sounds Great youth music extravaganza.

Schools performing included Salisbury Enterprise High School, Salisbury East High School and Gawler High School.

Independent bands of musicians were also included in the Sounds Great programme with Flemish Bond a zany bubble pop band from Kapunda who smash their computers and remove the debris in a dump truck. Minor Threat brought a touch of Silver Chair to Gawler, peppering their Green Day programme with some original songs. The final band was Cabinet, a well known northern suburbs heavy thrash band with an ever growing reputation. A talented and diverse group of musicians, all have attended northern suburbs schools at sometime in their lives.

Mr Thomas was Master of Ceremonies and technician for the day, organising the bands and sound system assisted by Mr Reccc. Ms Munro provided some of the rapturous applause from the audience throughout the day, in between assisting with the organisation of the Sounds Great music event.

It was outstanding entertainment on a perfect sunny Gawler Show Day. Congratulations to all the Salisbury Enterprise High School performers and staff for being part of a fantastic musical extravaganza showcasing musical talent in the northern suburbs.

The year 2000 Sounds Great event promises to be even bigger and better with a late night show being planned with a firework display to cap it off. If you have an idea to perform in the Year 2000 Gawler Show in dance, drama, music or in any form of the Arts at Salisbury High School (Painting, Drawing, Computer Graphics, Film, Multi Media) then contact Mr Oakey (Arts Coordinator) to get your arts event into the next show.

Jim Oakey
ARTS COORDINATOR

Rock Eisteddfod

Salisbury High School performed at the Festival Theatre in Term 3 for the 1999 Rock Eisteddfod Challenge heats.

Our school received two awards on the night. Congratulations to Salisbury High for the

- Social Awareness Award and
- TDK Visual Effects Award.

While our school did not reach the finals we did receive an excellent review in the Friday Advertiser.

All the cast, crew and make up assistants were fantastic!

Thank you

- To Mr Muir, Mr Pakos, Ms Westcott, Ms Morelli and Ms Scarly.
- To the SACE team, Ally, Chrystal, Sharon, Kylie, Amy and choreographer Nerissa Sellars.
- To our sponsors: Coca Cola, DK Fabrics, Atlas Party Hire, BSS Sound and Light, Salisbury McDonalds, Razorbacks Gridiron Club, Cadbury, Devon and Unley Disposals.
- To the parents and staff who supported this event.

Advertiser Article:

"Salisbury Enterprise High School's theme was *Reach for the Stars*. It told the story of how schools can be made more relaxing and enjoyable and included a powerful and sensitive retelling of the Columbine High School massacre in Colorado in April this year.

The use of energy and pacy music contrasted well with the slower, deeper melodies which effectively created an emotional setting."

Messenger Article

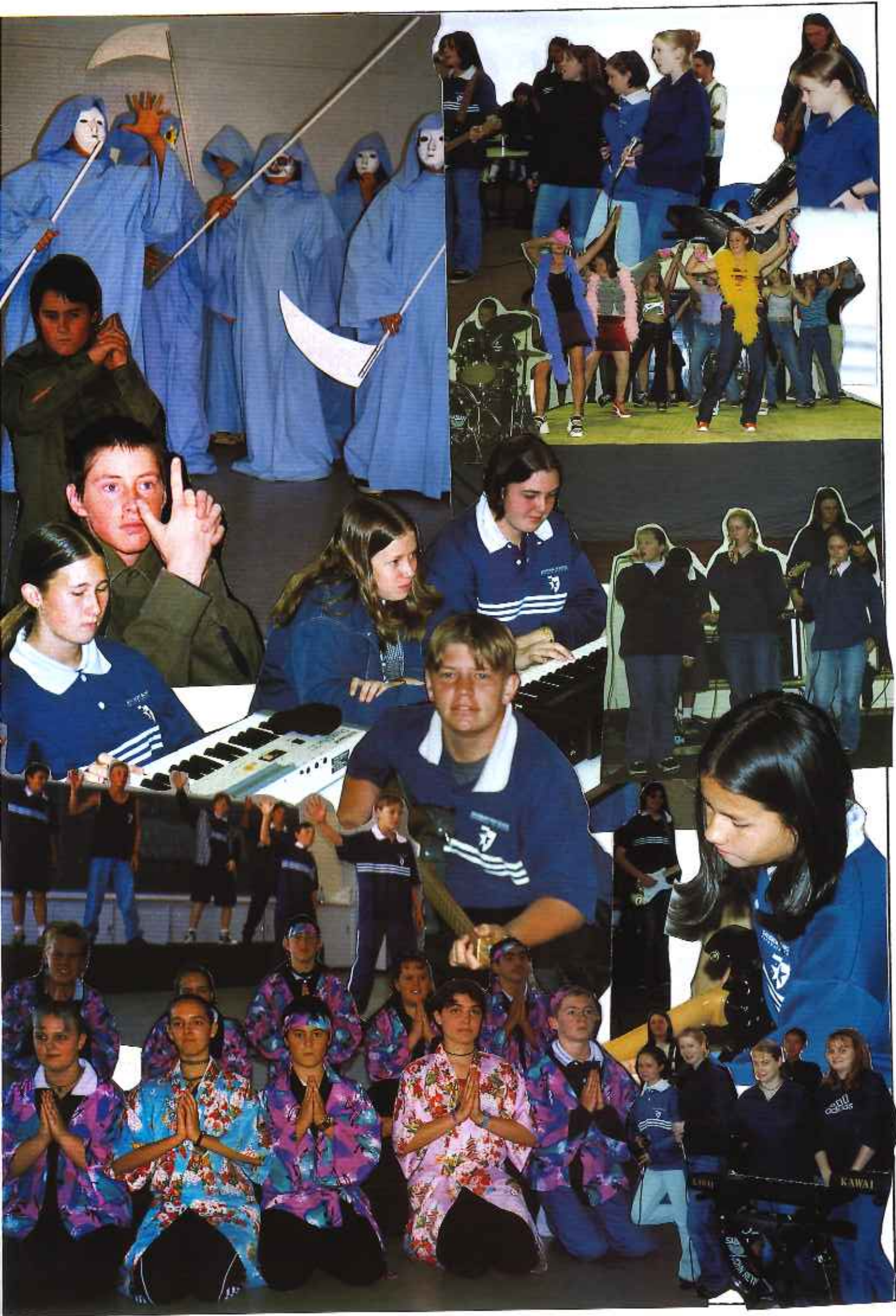
"Compassion, not bad taste, has driven Salisbury High School students' choice of the "worst school massacre in American history" as their entry theme for the 1999 Rock Eisteddfod Challenge.

Chrystal Cottrell said "The deaths of 13 people at the Colorado school in April, this year, made students at Salisbury High think about what they would have done in the same circumstances. It also made students think about getting help before problems became 'black holes'".

With this in mind, Salisbury High dance teacher and Eisteddfod Director, Adele Shannon, said a theme of 'Reach for the Stars' was chosen as a positive message of hope and respect. "The process of preparing for the Eisteddfod itself has produced lots of rewarding spin-offs for students at the school," Ms Shannon said.

About 60, Year 8-12 students from the school were involved in the Rock Eisteddfod Challenge."

Adele Shannon
ROCK EISTEDDFOD COORDINATOR



Student Writing

Dance Review – Rock Eisteddfod

For the first two terms Salisbury High School has worked on a dance for the Rock Eisteddfod.

The overall theme was “Reach for the Stars”. It was a dance about a terrible tragedy that happened at Columbine High School, Colorado. The dance was made to send a message to all people in the community. That message was chosen as a positive message of hope and respect. It also made the students of Salisbury High School think about getting help with their problems before they turn into ‘black holes’.

In the performance there was a white dance which I thought was a very emotional part of the whole performance. I thought it was about the souls of the students, and the teacher who died saying goodbye.

I found the routine happy, sad and dramatic. I think the music suited the performance well. When the white dance was on the music changed and it turned slow and sad. The costumes really suited the dance. The cheerleaders’ costumes looked like the real thing and the school kids looked like real school kids.

When it was a sad scene I noticed that the lighting went blue which really went well with the scene. The dancers were mostly all in time except for a few of the arms in the white dance.

The cast and crew looked like they had been well rehearsed. I noticed this when the cast all ran off together and the crew did an excellent set change. Overall, I think that they should have got into the finals because it was a very good routine.

**Carlee Uern
YEAR 8 LITERACY
COMPETITION WINNER**

The Telephone Box

One day after a hard day at work, friends of Emily got together and arranged to go out for tea at the Emerald Hotel.

Emily turned up there at 7.30 pm. They sat and talked for a while when they had tea. Emily had a t-bone steak with pepper gravy and a glass of red wine.

At 9.30 pm a band started playing. She had a couple of drinks and decided to go home to sleep for the night.

The weather was wet and windy as she was driving home and this made Emily nervous as she had never driven in such bad conditions before. At an intersection close to her home she went to stop at a set of traffic lights and a dog ran across the road. She went to put on the brakes and instead put her foot on the accelerator and swerved to the side and went into a slide. Within a few seconds she hit a telephone box.

Emily could feel blood rushing from her head. She had looked down the road and all she could see was people rushing to help her. She was unaware that two male ambulance officers were at the scene.

The ambulance officers grabbed her arm and pulled her out of the car. They put her on the ground away from the danger and quickly got the roller bed out of the ambulance. One of the officers, a young man in his early twenties, brought it to Emily’s side. Both men said, “One, two, three, lift”.

She was rushed to hospital immediately and was still conscious at this time. The officer kept talking to her because all she kept saying was “I need some sleep”.

When she arrived at the hospital they realised she slipped into a coma. They discovered she had a brain tumour and she died later that night.

She became a ghost so she could help people if ever they had a crash as she could contact the Emergency Services quicker.

She realised that if the ambulance had arrived quicker they may have saved her life.

**Ben Johnson
YEAR 10 LITERACY
COMPETITION WINNER**

Business, Society and Environment

1999 has been an exciting and busy year for the Business, Society and Environment curriculum team.

The BSE Team consists of the following staff:

Caroline Ashmeade	Pepe Bouzalas
Peter Ditty	Raylene Fiorita
Karen Fitzpatrick	Alice George
Sylvia Groves	Jeff Kennett
Bev McKay	Raelene Perkin
Pat Robinson	Andrew Ward
Jim Vincombe	

Below are the range of activities students and staff have been involved with.

EXCURSIONS

Students were given the opportunity to attend and participate in a variety of Middle School excursions including:

- ◆ Adelaide Bicentennial Rainforest Conservatory
- ◆ Adelaide Zoological Botanical Gardens
- ◆ Old Adelaide Goal
- ◆ Local Area Walk
- ◆ Local businesses, John Street, Salisbury, and
- ◆ Salisbury Council.

ABORIGINAL RECONCILIATION WEEK

Middle School Society and Environment students and staff were involved in covering a unit of work from a Reconciliation Activity Kit. This kit promoted and encouraged understanding and respect for Australia's first people, their history, culture and beliefs.

ASIA WEEK

Middle School Society and Environment students and staff were involved in:

- ◆ designing collages showing different nationalities living in Australia
- ◆ reading information with an Asian emphasis as part of silent reading
- ◆ oral presentations on Asian research
- ◆ visiting Resource Centre display.

Students were able to:

- ◆ plan and organise activities
- ◆ work with others and in teams
- ◆ increase their awareness of cultural understanding

during these events.

RESOURCE BASED LEARNING

The Resource Centre has supported our staff and students throughout the year. **Sue Turner** (School Services Officer) has provided excellent displays of student work. **Caroline Ashmeade**

(BSE/Resource Teacher) and **Mary Collins** (Librarian) have worked very hard this year updating our resources and providing research opportunities for our students.

LITERACY

The BSE team strongly supports literacy skills and has given silent reading, literacy and speaking and listening tasks a high priority in our curriculum area. Throughout the year students were formally assessed in writing, speaking and listening.

ENTERPRISE PROJECTS – MIDDLE SCHOOL PROJECTS

At the beginning of the year the 1998 School Industry Links programme was presented with a \$200 cheque for winning third place in the Australian Enterprise and Industry Awards. This project has been embedded into our current Stage 1 Business Studies and Year 9 Society and Environment curriculum.

This year's **SCHOOL INDUSTRY LINKS** involved students from Sylvia Groves' Year 9 Society and Environment and Pepe Bouzalas' Year 11 Business Studies classes.

Students were involved in a research investigation of small businesses and services in the local area. They worked in small teams to interview local businesses about their involvement in their enterprises. Students then presented their findings formally at a presentation held in the Resource Centre.

Chris McDonald (Executive Officer, Salisbury Town Centre Association) was invited to speak to students involved in this project on the subject of small business in the local area. His presentation was structured around the nature of small business and issues affecting small business owners.

Local businesses who participated in this project included:

- ◆ **Para Music**
- ◆ **Prette John's Menswear**
- ◆ **Northern Volunteering SA Inc**
- ◆ **Sports Power**
- ◆ **JT Cycles**
- ◆ **Carew's Salisbury Florist**
- ◆ **The Cheesecake Shop**
- ◆ **Harris Scarfe Ltd** (contrast with small business).

Gosia Hill (Northern Adelaide Business Enterprise Centre Manager) was invited to speak to students involved in this project and

presented certificates to the local businesses who participated in this project.

ENDANGERED SPECIES

Sylvia Groves, Andrew Ward and Bob Muir worked with Year 8 Society and Environment and Art students in an Endangered Species topic.

Students looked at habitat and wildlife, mapping skills, and then focussed on the creation of a frog bog within the school grounds. They were involved in managing the design, building and allocating of tasks for the frog bog and the opening of the frog bog to the wider community.

Pepe Bouzalas, Jim Vinecombe and Karen Fitzpatrick were involved in team teaching Year 8 Society and Environment and Year 9 English students who explored a topic on **GLOBAL CITIZENS**.

Students were involved in cross curriculum activities which encouraged them to take a more active role in their own learning. Students used their literacy, communication and maths skills.

Students presented information in teams at a presentation held at the Salisbury Council. Project teams included; producing local area calendars and bookmarks, interviewing past Citizens of the Year, E-mailing Japanese students in Salisbury's sister city of Mobarra, using PowerPoint to display survey results, researching citizenship in other countries and learning how to become an Australian citizen.

Working in project teams on explicit tasks promoted purposeful and authentic learning. Students were motivated because they saw a purpose in what they were doing.

STAGE 1 AUSTRALIAN STUDIES

One hundred and thirty Year 10 Stage 1 Australian Studies students and staff (**Bev McKay, Raelene Perkin, Raylene Fiorita, Peter Ditty, Caroline Ashmeade**) attended a cultural presentation. Six guest speakers from the University of South Australia were invited by **Nita Combeer** (ESL/ Aboriginal Education) to speak to students about an overview of the Aboriginal culture which is part of their Stage 1 programme. Students had the opportunity to learn about past and present events of Australian Indigenous People.

Referendum 99 Yes/No Committee was organised for students. Students had the opportunity to be involved in writing an essay on whether or not Australia should become a Republic and/or design a poster on Referendum 99 Yes/No.

TOURISM PATHWAY

Sylvia Groves Stage 2 Tourism provided students with many opportunities to gain an insight into the tourism industry.

Students

- ◆ interviewed older citizens,

- ◆ went on a field trip to Burra and on two local tours of Adelaide,
- ◆ investigated local eco-tourism ventures.

Exciting news for future tourism students is that a **school industry partnership** with the **Holiday Shop** at Salisbury has been formed. This partnership will provide students with work placement opportunities, resources and mentors.

BUSINESS CENTRE

The Business Centre's Business Pathway programme continues to allow our students to receive advance standing in the DETAFE Award **Certificate II in Business/Office Administration**.

National Office Skills Modules were embedded into the following SACE Stage 1 subjects: Business Studies, Practical Information Processing, Business Mathematics, Work Education, Accounting and Computing.

In Term 2, Business Pathway students were involved in work placements. Log Books were provided and students completed NOS modules, assessed by employers and staff during work placements.

Business Pathway students participated in a Business Skills Presentation by **Cyndi Kaplan** (author, publisher and entrepreneur) organised by our VET Coordinator, **Alice George**. Her aim was to motivate and encourage students to set goals and strive to achieve their personal best.

Pat Robinson participated in a training and development course on Mind Your Own Business (MYOB) during the year. Business Pathway students will now be able to be trained and gain up to date skills, by using this software package in Stage 1 Accounting.

Congratulations to **Alan Whinchello** (Stage 1 student) and **Emily Waugh** (Stage 2 student). These Business Pathway students successfully gained employment.

YOUTH IN BUSINESS

Students have the opportunity to learn about the main factors that are important in planning and starting a small business.

◆ **Stationery Shop**

This year **Pepe Bouzalas' Stage 1 Business Studies** students managed the stationery shop. This small business is opened on weekdays during recess times. The business is currently expanding and has formed a partnership with the Middle School SRC to include second hand uniforms.

◆ **South Australian Business Week Residential Programme**

Selwyn Hughes and **Robbie Marchetto** participated in this year's programme held at the University of South Australia (19th to 24th April). SABW is an annual six day live in programme. It gave Selwyn and Robbie the



Student Comments

opportunity to learn about business, from the business perspective, by working with business people.

Special thank you to **Alun Hughes** (Chairperson of the School Council) for organising sponsorship and supporting the programme, **Rotary Club of Elizabeth** for sponsoring Selwyn, **Rotary Club of Salisbury** for sponsoring Robbie.

◆ **Young Achievement Australia**

Students in **Andrew Ward's** YAA course, The 'YA-Leet', produced, marketed and sold novelty whiteboards.

YAA is a structured and nationally accredited enterprise training programme that offers students an opportunity to learn and produce many skills about starting and operating a business enterprise.

McCracken Homes and the Salisbury High School Business Centre sponsored the YA-Leet.

◆ **Small Business Management**

Students in **Raylene Fiorita's** course researched the feasibility of their small businesses, successfully applied for a loan and set up the following small businesses.

Tammy Czora, Kelly Sayer – Lamingtons Galore

Christy Cox – Stationery Packs

Clint Ferdinands, Matthew Veale – Sporting Competitions

Selwyn Hughes – Socks

Adele Nugent – Gift Baskets

Chris Rogers – Seedlings

Paul Tidman – Hot Food

Megan Clarson – Specialty Cards

◆ **E Team**

This year Jeff Kennett coordinated the 1999 E Team programme. The E Team is a structured work placement run by the Australian Quality Council. Our school was given the opportunity to participate in two E Team programmes.

Bundy Australia

Lauren Simpson, Marissa Dunn, Niki Matthews, Naomi Rundle, Jackie Munro

Celsius Tech Australia

Marie Boyce, Jessica Finlay, Katy Buxton, Amanda Robertson, Jason Frattini

Special thanks to the BSE team who have all worked very hard to make this year successful.

Pepe Bouzalas

**BUSINESS, SOCIETY & ENVIRONMENT
COORDINATOR**

Aboriginal Reconciliation Week:

The most interesting things we learned from Aboriginal Reconciliation Week.

“By understanding the past, we can make a better future.” **Tamara**

“Sharing Australia.” **Jason**

“Reconciliation means understanding and respecting each other.” **Michelle**

“Be honest about history.” **Matthew**

Year 8 Society & Environment Students

School Industry Links:

The main things we learned from this experience were:

- We have a better understanding of how a business operates.
- Employers really like good communication skills.
- You always need a positive attitude.
- It can be hard at first to work with people you don't know, but if you make the effort you can achieve a lot more in a team.

Jodie Moss

(Year 9 Society and Environment Student)

Marie Boyce

(Year 11 Business Studies Student)

Business Skills Presentation:

“I learned that to be successful it is important to have good communication skills, work hard and set clear goals.”

Emily Waugh



Young Achievers

Once again, Young Achievers was run at Salisbury High School. This year we were called The YA-LEET. Luke Parker came up with the name, that was the easy part. Next we had to choose a product.

We decided on producing novelty whiteboards. We started selling shares and sought sponsorship. We elected team members to executive positions. This wasn't difficult as we knew who we wanted for each position. Every member of the group gained an executive position.

After market surveys of various designs for whiteboards we came down to six. Then we voted on three designs – cow, sheep and dog. The whiteboards were designed and our next step was to look for a printer and a laminator.

After that we had the whiteboards printed. Before we could laminate we needed to add colour, so each group member took home whiteboards to

colour. We tested various laminates and then produced our first whiteboards.

Now we needed to market and sell our product. Our first selling opportunity was the Salisbury High 40th Anniversary. We also sold our product at the Royal Show, the Young Achievers Fair at Tea Tree Plaza, Subject Selection Day and Parent Teacher Night at school.

Each week we had meetings to discuss various aspects of our venture. At the end of October we liquidated our business and paid shareholders and employees.

We learnt many skills, including research, product development, working in groups and overcoming the daily challenges faced by people running businesses.

Rachael Dallisson
MANAGING DIRECTOR
THE YA-LEET 1999

E Team

The E Team is a structured workplace run by the Australian Quality Council. After a one day training session, five students are placed in a particular host industry or organisation and presented with a real workplace problem which they have to solve within the week.

At the end of the week, they must produce a report outlining their recommendations and do an oral presentation for their employers.

- ◆ During October, the first E Team went to Bundy Tubing, Australia. **Marissa Dunn, Lauren Simpson, Nikki Mathews, Naomi Rundle** and **Jacki Munro** were the team members who worked on the problem of the mislabelling of the VT Commodore harness.
- ◆ During November, the second E Team went to Celsius Tech, Technology Park. **Amanda Robertson, Marie Boyce, Jason Frattini, Katy Buxton** and **Jessica Finlay** were the team members who worked on an evaluation of the Review Process.

All students enjoyed the week and developed their work skills. Some comments were:

"I think the E Team gave me a push in the right direction to be a leader and a team member.

This week taught me how to work as part of a team and most importantly, how to be tolerant."

Naomi Rundle

"Spending the week together, at first, was a bit awkward, because most of us were from different groups at school. No one knew whether to take charge or not at first, but luckily Katy came to the rescue. She took charge to start with, and then chaired each meeting we held.

By doing the E Team, I have learnt how important it is to have a leader in the team, to make sure everyone does enough to get the job done. Personally, I'd prefer to be a team member than a leader, because I'm better at doing things than controlling them."

Jessica Finlay

Both the host organisations and the school were extremely impressed with the efforts of all students. It also allowed our school to be "showcased" in a school-industry partnership experience.

My personal thanks to Mrs Bouzalas for allowing me to coordinate the process. The team will run again next year, so interested Stage 1 students should apply.

Jeff Kennett
WORK EDUCATION TEACHER



The YA-Leet
Novelty
Whiteboards

SALISBURY
HIGH

Novelty

SALISBURY
HIGH
SCHOOL

Whiteboards

SALISBURY
HIGH
SCHOOL

PATHWAYS
TO SUCCESS

PATHWAYS
TO SUCCESS

Placemats or
80-cut
Whiteboards
\$5

Novelty
Whiteboards
\$6

SALISBURY

Health and Personal Development

1999 has been an exciting and very busy year for Health and Personal Development with the arrival of new staff, consolidation of existing staff and the implementation of many new initiatives.

The Health and Personal Development team for 1999 included *Sylvia Groves, Kevin Smith, Jeff Kennett, Nicky Brook, Martin Brook, Peter Pakos, Lee Nethercott, Bronwyn Westcott, Debbie Lang* and *Barbara Hall*.

All the staff have continued to work hard to improve and raise the profile of Health and Personal Development at Salisbury High School. The success in this area is directly related to the extraordinary effort and commitment that this staff has shown. Some of the highlights of our efforts are included below.

Health has seen the inclusion of an exciting new programme called, 'It's Cool to be a Non Smoker'. This programme was highly successful and will continue to remain in our programme for future Year 8 students. It took a more positive approach in supporting and empowering non smokers to be recognised and acknowledged. Students created products which promoted the overall theme. The unit ran for 5 weeks, but community interest has seen some students continue to showcase their efforts in many areas of the community, including the Royal Adelaide Show, a public launch for over 300 people and at the Anti Cancer Foundation. We shall be providing other schools with the opportunity to use this programme and promote its success within our school. Thanks to "Quit" for their considerable financial support in helping us bring this programme to fruition. Further financial funding shall see us take this programme even further in the Year 2000.

Health has also been implemented in Stage 1 by Mr Kennett, who has offered an exciting programme dealing with issues of Personal Development, Sexuality and Lifestyle. We are fortunate to have Mr Kennett's expertise in this area and hope to see Health continue to grow at every year level, as it is a vital support and lifeskills programme relevant to all students.

Home Economics at Year 8 and 9 saw a revised and more current programme offered. Students had the opportunity to be involved in cooking, sewing and health, within a six month programme. The boxer shorts and many tempting dishes created were a testimony to the skills students developed.

In the Senior School we continued to see high standards set with the **Stage 2 Hospitality** students presenting a very special 40th Dinner Dance for sixty people, under the ever watchful eye of Mrs Hall. The enormity of such an event required strong organisational skills and teamwork. This group also created some fantastic cakes which they designed and decorated themselves. They won awards in the Hollywood Plaza Competition and at the Royal Adelaide Show. Well done!

Stage 2 PES Nutrition continued with Ms Lang. The students learnt about nutrition issues; from nutrients to Global issues of famine and the environment.

Ms Lang also initiated a new course for the Stage 1 students called the **CHIPS Programme**. This course was especially offered for students interested in employment in any of the community service industries. This course will continue to be offered in 2000.

The **Stage 1 Hospitality** students completed two TAFE modules over the two semesters. They were 'Follow Workplace Hygiene Procedures' and 'Follow Health and Safety and Security Procedures'. They were also involved in organising three functions, which they had to run at a profit, as well as focussing special attention on cooking with safety, when microwaving, baking and frying. Ms Nethercott led the way, providing an excellent role model to her students.

At Year 10, students involved in the **International Cuisine** unit created many interesting dishes, but were really put to the test when they catered for the Japanese exchange students. Their efforts were highly praised and a real credit to them.

A new course was offered to Year 10 students called **Independent Living** led by Debbie Lang. Some of the areas they addressed included; money management, flatmates, basic cooking skills, furnishing a home, planning a weekly menu, an excursion to Centrelink, You and the Law, dealing with Government agencies, goal setting and decision making; all vital skills for young adults. This programme will continue to be offered at Year 10.

In Physical Education this year we were very fortunate to have two exchange teachers provide us with new skills, enthusiasm and a genuine love of teaching. They are Nicky and Martin Brook. They played prominent roles in the junior school in particular, quickly earning the respect of their students, despite some of their unusual expressions. In Years 8 and 9 we have continued to offer a varied programme, with an emphasis on skill development, teamwork and participation. We also introduced a new focus in the form of the SEPEP programme, which allows students to be more actively involved in the organisation, coaching and umpiring of their sport. The SEPEP programme showed a visible improvement in student participation, skill development and cooperation.

In Year 10, Physical Education students continued to primarily focus on skill development, completing a core of activities, electives and taking a leadership role. Single sex classes were also offered and provided activities specifically targeted at the students involved. We will continue to offer single sex classes where possible, as we endeavour to meet the needs of all our students in the best way possible for them.

Stage 1 Physical Education was led by Kevin Smith and Peter Pakos and contained both practical and theory components. It aimed to develop physical skills, knowledge and positive attitudes towards selected physical activities. It is a vital lead up to Stage 2 which was also taken by Kevin Smith. He is currently working hard to formalise the Sport and Recreation Pathway which will run in the Year 2000.

Facilities continue to improve in HPD with the inclusion of an extra sink in the Home Economics Area, to increase the number of cooking areas, the erection of a wall to improve learning areas, the installation of new stoves, the repainting of the Home Economics Area, a new computer system in the Physical Education area, plus improved and greater amount of equipment for all courses.

The Health and Personal Development staff continue to move forward, working hard to improve existing facilities, improve programmes and meet the needs of our students. Sadly, we will farewell Nicky and Martin Brook as they return to England, but we are grateful for their input throughout this year.

We will continue to work on developing certificate courses in Sport and Recreation, Tourism/Hospitality and the new community based CHIPS programme. Special thanks to a great staff for a fantastic effort throughout the year. We look forward to an exciting year in 2000 and feel a strong sense of achievement when we see the personal and life skills students are developing within our field.

Sylvia Groves

**HEALTH & PERSONAL
DEVELOPMENT COORDINATOR**



Sport

The 1999 school year saw further development of sport at Salisbury, due to support from all areas of the school and its community. We have continued to offer as many quality sporting opportunities as possible and it is great to see the way in which students have responded.

In addition to weekly sport, Lightning Carnivals, Statewide Knockouts and major carnivals, this year we have reintroduced a school Swimming Carnival, entered an extra school Swimming Carnival and conducted our own Athletics Trials Day.

Weekly sport has become a major part of the programme. Teams have been able to compete in seasons of six to seven weeks, which has allowed development of skills and strategies and consolidation of knowledge, which can only come from ongoing involvement. Salisbury is one of the few schools in the Northern Zone to take part in all of the weekly sport offered.

Our teams competed in several Lightning Carnivals and Statewide Knockout Competitions with varying success. Some of the losses we suffered and upheavals we endured, provided valuable learning experiences about teamwork, responsibility and loyalty. The same can be said for the many successes, but of course these lessons were much more enjoyable at the time! In the great majority of cases, where teams have been successful, a little scrutiny reveals the same common elements; talented players with dedicated leadership and a commitment to working together for a positive result.

The opportunity for senior students to contribute in leadership roles, has been

maintained, with many vital tasks being performed. As coaches, managers and umpires, senior students have made our activities greater in number and in quality. The leadership scheme instituted last year has now seen the first student progress to the "Outstanding Service to Sport" level. James Farrer has assisted with enough basketball coaching to amass fifty award points and has qualified for the highest level certificate, as well as a prize of a signed basketball. It is to be hoped that other students, particularly those undertaking studies in the Sport and Recreation Pathway, enter the leadership scheme with a view to helping and achieving as much as James has.

The fantastic contribution of Mr Martin Brook and Ms Nicola Brook can not be overstated. While only able to be with us for one year, both of these excellent PE teachers and coaches, have immersed themselves in sport and have fostered the growth of everyone with whom they have worked. All of the players from their various teams and the school community in general owe them a great deal. We will miss them next year.

In times where maintaining programmes can be challenging enough, it is encouraging to report that sport is alive and well and continuing to evolve at Salisbury High School. How much we continue to develop, will depend on the future commitment and support of all. Thank you to all of the coaches, players and others with less obvious involvement for helping it all to happen.

Kevin Smith
SPORT COORDINATOR









Sport Teams 1999

Weekly Sport

Year 8/9 Boys Super 8s Cricket
Year 8/9/10 Girls Super 8s Cricket
Year 8/9 Boys Basketball Div 1 & 2
Year 8/9 Girls Basketball
Year 8/9 Girls Netball
Year 8/9 Mixed Netball
Year 8/9 Mixed Volleyball
Year 10 Boys Soccer
Year 10 Boys Basketball
Year 10-12 Girls Netball
Year 8/9 Mixed Futsal Div 1 & 2
Year 8/9 Mixed Softball

Statewide Knockouts

Open Boys Soccer
Year 8-10 Boys Soccer
Year 8/9 Boys Soccer
Open Girls Soccer
Open Boys Basketball

Lightning Carnivals

Year 10-12 Boys Netball
Year 10-12 Girls Netball
Open Mixed Ten Pin Bowling
Year 8 Boys 9-a-side Football
Year 9 Boys 9-a-side Football
Year 8/9 Girls 9-a-side Football

Glendi Festival Soccer
Year 8 Boys Basketball
Year 9 Boys Basketball
Year 8 & 9 Ten Pin Bowling
Year 8 Boys Netball
Year 9 Boys Netball
Year 8 Girls Netball 1 & 2
Year 9 Girls Netball 1 & 2
Open Girls Super 8s Cricket
Year 10 Boys Super 8s Cricket
Year 9 Boys Super 8s Cricket
Year 8 Boys Super 8s Cricket A & B
Year 11 Boys Cricket
Year 8-10 'Come'n'Try' Touch
Rock Climbing
Year 8 Boys Indoor Cricket
Year 9 Boys Indoor Cricket
Open Boys Indoor Cricket
Open Girls Indoor Cricket

Other Events

School Swimming Carnival
Combined Northern and Vista Zones Swimming
SASSSA Swimming
School Athletics Trials
Combined Northern and Vista Zones Athletics
Combined Northern and Vista Zones Cross
Country
SASSSA Cross Country





Stage 2 Food and Hospitality

A year of ups and downs is the only way to describe 1999.

Many students have found their way into the work force, after learning some of the techniques necessary to join the work force. Before leaving many were involved in the processes of teamwork, working together to produce and showcase various excellent talents and skills. In Council Dinners, and the 40th Anniversary Dinner, they cooked delicious food, laid beautiful tables and played the part of waiters and waitresses very competently, entertaining the Principal and Japanese guests as well as many teachers, some parents, the Mayor of Salisbury and other dignitaries.

Inside the classroom students have learnt skills directly from Regency Park, which involved all basic cooking skills as taught by Regency Park School of Food and Hospitality. A visit for lunch there, reinforced the cooking and presentation skills and also pointed the way to some the opportunities in the Hospitality industry.

Later in the year, we had a visit from an executive from the Adelaide Casino, teaching and explaining the opportunities for a different pathway through hospitality; ie working in a different atmosphere and learning the gaming laws and public relation skills which are so vital in that area.

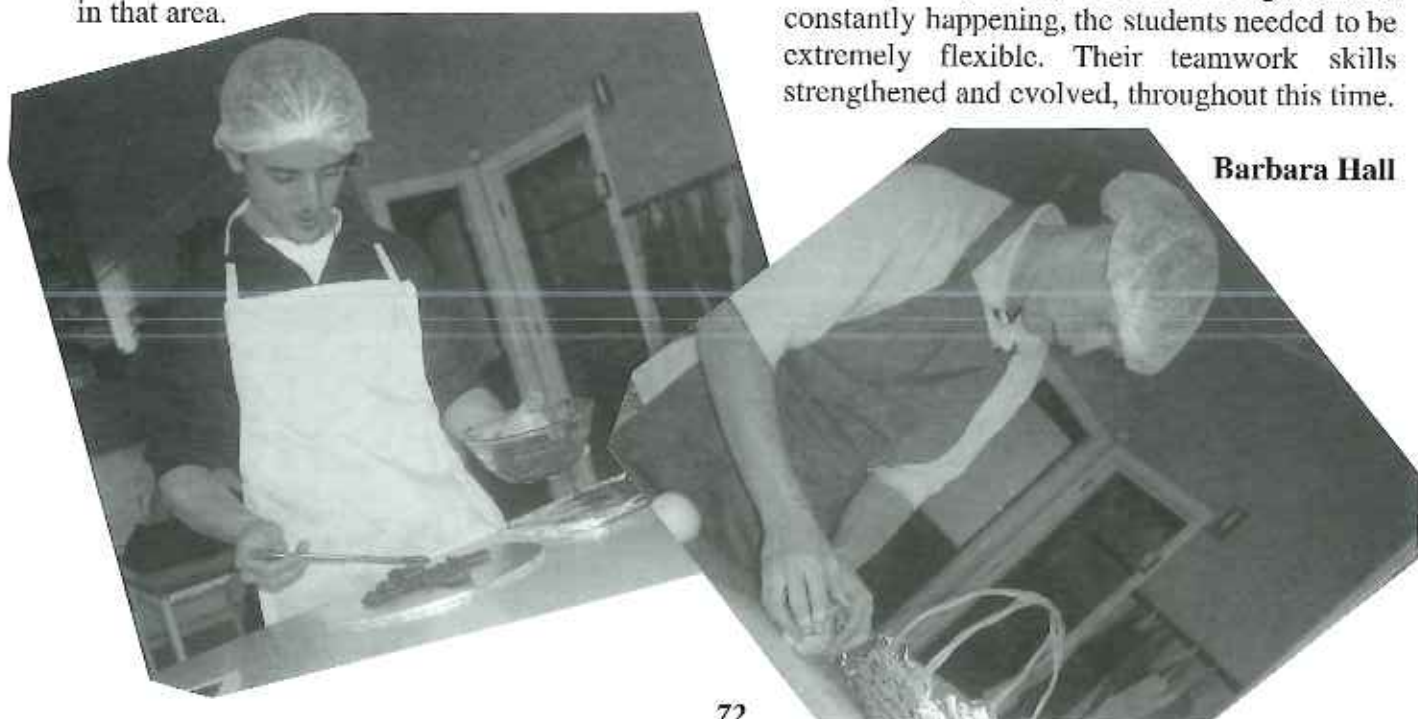
Once again, we say thank you to Mrs Margaret Baughan and her small team of experts, who came to the school on four occasions to demonstrate and teach the students the art of cake decorating. Different skills emerged and we had some excellent results with Renee Carthew, Natasha Inglis, Brooke Baker, and last, but by no means least, Ben Northway, all taking prizes from both the Hollywood Plaza Competition and the Royal Adelaide Show. Going on to the second half of the year, the students went into the gourmet baking business, producing wonderful creations and presenting these creations in a morning/afternoon coffee and cake situations.

The students' last two assignments were very hands on and showcase oriented. One was a Celebration Dinner for ten, which displayed all the skills learnt, including staff management; as the student who was actually producing the dinner had to "hire" staff and be responsible for each step of progression, from choosing menus, to the "coffee and mints" end of the dinner.

And the final event of the year was a celebration of Christmas in an old world setting, using Paralowie House as our venue, in an intimate dinner for twenty.

All in all, a **very** busy year for the Stage 2 Food and Hospitality Team. With dwindling numbers constantly happening, the students needed to be extremely flexible. Their teamwork skills strengthened and evolved, throughout this time.

Barbara Hall



Languages

According to my mate Will,

*All the world's a stage and all the men and women merely players,
They have their exits and their entrances.*

*I think Will is right, so without further ado,
allow me to introduce the CAST of this year's
performance in Languages.*

In order of appearance:

Roger Allen:	Key Teacher of LOTE
Matthew Braid:	Teacher of English/Drama
Sue Carter:	Teacher of English
Mary Chrysostomou:	Teacher of Greek
Nita Combeer:	Teacher of ESL/ Aboriginal Education
Maria Denison:	Teacher of Italian
Karen Fitzpatrick:	Teacher of English
Mick Fleming:	Teacher of ESL – currently on exchange in North Carolina
Sharon Jackson:	Teacher of English
Alice George:	Teacher of English
Barbara James:	Teacher of English/ESL
Sophie Koukoulas:	Teacher of English/Greek
Bev McKay:	Teacher of English
Josie Morelli:	Teacher of Italian
Tom Stavropoulos:	Teacher of Greek
Jim Vincombe:	Teacher of English

with a supporting cast of many more staff, students and parents.

This cast has created many magical and special effects. The **Japanese exchange visit** was managed ably by **Bev McKay, Barbara James** and **Mick Fleming**. The **Year Book** was directed and produced by **Sophie Koukoulas**, ably assisted by her Year 10/Stage 1 elective classes. We have involved many students in activities such as assemblies, Proof magazine (for which we thank **'Printworks'** for their continued sponsorship), Year 10 English electives, Youth Parliament (Well done **Lauren Simpson** and **Reece McLean**), Language and English writing competitions, Multicultural and Aboriginal presentations and activities, theatre visits, a Journalism club, and much, much more.

In English, LOTE and ESL, as teachers, we foster confidence and develop skills in speaking, listening, reading, writing, exchange of ideas, debate, imagination and creativity. As always, I like students and their work to speak for them as individuals.

So following in the extended metaphor of visuals, allow me to introduce **FANTASY LAND** (the happiest kingdom of them all).

Shifters

Ok, ok, you've all heard the stories of mythical beasts, monsters, demons, angels and half-humans. Right?

Well, I'm here to tell you they are all true. Although you probably won't believe me. You'll just laugh and say: "They're just stories to entertain young children. Nothing like that really exists."

Well, in a way you're right. They themselves don't exist, but the people who make them what they are, are very real.

"Story tellers?" you might ask.

Well, not exactly.

What I'm talking about are Shifters. You know, the people who 'morph' into other creatures. Everyone knows about them, right?

No, you all just think it's another story, made up to keep people entertained.

WAKE UP TO REALITY.

They exist and they move among us.

In the 'olden days' of knights, kings and queens, the going was good and they were found all over. All the dragons, faeries, goblins, sea monsters, griffins, etc, etc, were all Shifters.

But as modern technology came in they found life hard. It was becoming more and more difficult to convince people that what they were seeing was real. People came up with the excuses, "it was a trick of the light" or "must've been a hologram." And with no more people believing in them most of the Shifters died out from misery of not being able to fool anyone or, from just plain old boredom.

Now, that's hard to believe that someone could die from boredom, isn't it.

Well, they weren't like anybody else. If they didn't have anything to do they felt useless, unwanted, and basically unnecessary. So they would kill themselves. By the way that's the only way you can kill a Shifter. They're immortal and can only die if they kill themselves.

Now, don't get me wrong. You're probably saying to yourself, "You just said they all killed themselves from boredom, so they don't exist."

Well, I didn't say **all**, did I? I just said **most**.

You see, not all of them are dead.

Nessie.

The Loch Ness Monster is a Shifter, but everyone who gets a picture of him is told, "It's just a camera trick, you didn't really take a picture of the Loch Ness Monster." This just makes it more fun for the Shifter.

You see that particular Shifter likes fooling everyone. He doesn't care if people don't believe him. He enjoys the attention he gets when everyone comes to the Loch Ness to try and find him. He's not there, of course. When they get their high tech scanners out he just Shifts into another creature. It's just a big game.

There are other Shifters around the world, hiding. They come out every now and then to fool people. Play games. But many people just turn their heads and say "It's make believe," or "They don't really exist."

You may be wondering what I'm talking about.

Santa Claus, the Easter Bunny, etc, all things like that are Shifters.

Although most people don't believe there are many that do, and that's what matters most.

Now, you ask, "How do you know all this?"

Well, I'm one.

I am a Shifter.

But don't bother looking for me.

I can disappear.....

Amy Curtin

Amy won first prize in a strongly contested writing competition conducted by the Salisbury Public Library with this story. **Melissa Cloney** won the Mayor's Prize with her essay "I am a Dreamer", which you will find elsewhere in this publication. I would like to thank **Melissa** and **Amy** for their continued effort in producing "Proof".

Scene now changes to **FRONTIER LAND**; and our journey by train (EPIC) to the Festival Centre.

Review – "Puberty Blues"

On Wednesday, June 16th a group of Year 10s and Stage 2 students went to the Space Theatre (a part of the Festival Centre in Adelaide) to see the performance, "Puberty Blues", a true story written by Kathy Lette and Gabrielle Carey about their life in the 70s when they were thirteen.

The story begins with Sue and Deb hanging out in South Cronulla where the uncool surfies can be spotted. They dream of hanging with the members of the Greenhills Gang – which consists of the prettiest girls from their school and the best surfies on the beach.

At first Deb and Sue are delighted at being accepted – they had good looking boy friends, they knew everyone they needed to know – but soon they were swept into the soon-after complicated world of drugs, sex and alcohol. They realised that being part of the Greenhills Gang wasn't as cool as first thought, and it was even becoming a bit scary.

The performance was funny and entertaining, but it also has many serious messages, especially against drugs.

Melissa Cloney - YEAR 10

One of the exciting things for me, as a teacher, is teaching, and what I actually mean by this rather self evident statement is simply the exchange of ideas that takes place in the classroom or wherever we happen to be. This year, in Stage 1 classes, students wrote long short stories as part of their assessment. The results were very exciting, so much so, that next year we plan to publish our own anthology of this work. To whet your appetite, here are some previews of this upcoming production.

The next spot was Dolphin Cove. Surprisingly there were no dolphins to be seen so that was a bummer for the girls at first, who went all soft and gooey over them and us guys, well we didn't give a fig if they were there or not, at first.

You know how it is said that dolphins are friendly to people and chase off sharks? Well us guys were soon with the girls in wishing that Flipper and his mates were there when we came close to the local sharks.

None of us were eaten and dragged under water, no one lost a leg. We did lose half a surfboard, that was George's (he had miraculously recovered from the ankle injury when the snake attacked Jade by the way). Nathan and Pat got a bit grazed from the shark's teeth but thankfully that was about it. Of course, Moose said later that he wasn't scared of the shark and if he didn't feel like he had to stay with Krysta because she was scared then he would have taken it on, no problems.

I was beginning to wonder what was going to happen to me, Jade had been bitten by the snake, Nathan, Pat and George had come closest to the shark (oh yeah and George had unfortunately hurt his poor, poor ankle). Now there was only Tommo, Krysta, Moose and me left who hadn't had anything bad happen (I didn't count the cow thing).

Kelly suggested that maybe we should just all leave and make a start for home, but all he got in return was the following replies, (listed in alphabetical order of the person speaking);

"Don't be stupid, we have only been gone for about a month" George,

"Third time lucky, PUH-LEASE let's stay"
Jade,

"I-DON'T-WANT-TO-GO-HOME!" Krysta,

"It's just bad timing, we'll be alright though,
after all I am invincible" Moose (obviously),

"Don't take me back there, I think that girl
Kym likes me and I want to keep away, if I do
long enough maybe she'll move to Malaysia or
somethin'" Nathan,

"I WANT TO SURF, I WANT TO SURF" Pat,

"I don't care what you guys do, I'm gonna
keep on going" Tommo,

"Come on mate, just a bit more and we'll see
how we go alright" Me - Wingnut.

.....So, what does happen?

From **TOMMO'S POINT**, (A feature of
Australian Surf culture) by Rachel Roberts.

Sarah Moss produced the twisted **EMILY**:

After getting out of the shower I went to put my
clothes on but the number that I counted was
wrong so my clothes were officially
contaminated. I pulled out a pair of white
gloves from the bathroom cupboard and put
them on, then holding my breath, I removed the
contaminated clothes from my sight and put
them in a corner in my room. Now that little
area in my room was contaminated so I was
careful not to go near it.

After finding some clothes that were "clean" it
took me ages to put them on. 123, 123, I kept
counting to myself. Each number I counted was
the number of times that my leg went into my
track pants. When all my clothes were on and
the numbers were even I went to the sink and
washed my hands exactly forty nine times, just
in case I had gone outside and touched the dirt.

I turned around and walked to the towel that was
hanging on the rack but within the two seconds
that it took to walk there I got the sudden thought
that my hands were contaminated again. So I
carefully retraced my steps by walking
backwards, then turned exactly four turns to my
right.

.....What an obsessive piece!

And what collection would be complete
without a **NEW YEAR'S EVE
NIGHTMARE**, by Michael Copeland.

By now I was exhausted and I had been running
for about thirty minutes, than I had a car coming
in the distance. It was like music to my ears. I
turned around and it looked like a van was

coming. I stuck out my right arm and hoped
that they would give me a lift to the nearest
shop or something. I have never hitch hiked
before, but this was a case of life or death. The
van was now a couple of metres away and it
started slowing down. There was one person in
the van who looked pretty normal. It was a
woman who looked to be about twenty four
years old. The car pulled up beside me.

"Do you want a lift?"

"Yes please" I hopped in the car.

"Where are you going?"

"I was going to a party but my car broke down."

She was a pretty attractive lady who had blonde
hair, blue eyes, a nice body, and a nice pair to
match. Just as we took off I noticed a gun in her
jacket. I could feel my heart pounding and my
palms sweating. My heart was in my mouth. I
quickly opened the door and jumped out of the
car.

I landed on the road without too many injuries.
I looked back to see where the car was. She
quickly slammed on her brakes and put the car
in reverse. I ran into the forest to try and escape
from her. I could hear the car screech to a stop
and then a car door open then close. She started
screaming, "Come back here you".

I could hear her chasing me. She sounded pretty
angry. I looked over my shoulder to see how
far behind me she was. She was about thirty
metres behind me and she was holding a gun. I
had to dodge, weave in and out, and jump over
many trees and bushes, when I tripped over a
log and I landed on my stomach and hands.

.....To be continued.

Very exciting!

I hope that you will all rush out and buy this
fabulous production, when it hits a bookseller
near you.

And now, for something completely different:

Scene change; **Tomorrow Land**: The Kingdom
of communication of the future: In Languages
we look forward to the challenges of the future.

As this year fades into obscurity, as this
Century recedes into shadowy oblivion, as the
lights dim and the music swells,

"When you wish upon a star
Makes no difference where you are..."

We wish you the best for the future.

Ros Belle
LANGUAGES COORDINATOR

German

Year 9

This year, the Year 9 German class was overflowing with eager students. Unlike previous Year 9 classes, of fifteen or sixteen, we had a class of thirty two.

Even though the class was so big, we still managed to get a lot of work done. We studied food and drink, holidays, travelling in Germany and weather. During the food and drink topic, Meg Czora came in for our cake and coffee morning, where we had many different types of German cake prepared by her.

During the year, Mr Allen ran a continuous quiz where every time you answered a question you received points. When you had ten you received a can of Coke, or bonus points for your grade. When eight people had ten points the quiz would start again.

Jodie Moss

Year 10

The Year 10 German class (with a grand total of eight students) worked hard this year. Having completed our Year 9 course early in the year, we struggled to get back on track. Throughout the year, we managed to achieve everything we needed to do. We went over many different topics, including:

- ◆ self description
- ◆ clothes
- ◆ where we live
- ◆ comparisons of German and English/Australian schools, etc.

Two students in our class, Rachael Patching and Melissa Cloney, entered the annual Languages Competition. Jodie Moss, Belinda Alm, Matthew Booy and Matthew Kent of the Year 9 class also entered. Everyone received a certificate for their participation.

For a reward for our hard work (and also for Cultural Studies, so Mr Allen says), we made gingerbread and other German goodies with Meg Czora, and went to the German Club in Adelaide for a meal.

Overall, we think the Year 10 class has done pretty well this year, despite the arguing, debating, stubbornness and sleepiness of our group.

Elise Benson, Melissa Cloney, Carmen White

The class has been a pleasure to teach.

**Roger Allen
LOTE KEY TEACHER**

Stage 1

This year, in Stage 1 German we worked with the Stage 2 students. Most of the year, the Stage 2 students went to the library to work, but in the last few weeks the Stage 1 students went to the library because the Stage 2 exam was approaching.

The work we did in German, consisted of comprehensions, writing essays and letters, all in German. The topics we did were health, holidays and travel, shopping, suitable adventure holidays in Australia for German tourists and describing in German, self, family and friends.

Rachael Dallisson

Italian

Ciao a tutti, Hi all!

Italian language students have been busy and have worked well again this year, with the help of Ms J Morelli (a class of Year 8 and 9 students) and Mr R Allen, Year 8 Italian.

The various excursions organised and visits to cafes and ristoranti provided students with an opportunity to taste Italian cuisine and practise the language involved.

Carnevale provided a great start to the year with a performance at school by the **Commedia dell'Arte** Melbourne troupe along with the usual mask-making and tasting of **La Colomba** – panettone, a traditional Easter cake, and the very bitter-sweet **Chinotto**, Italy's version of Coca Cola.

Later in the year, students sampled the classical Italian **Cassata** ice cream cake "all Italiana", Italian style. The year will culminate with traditional cakes, *cannuoli siciliani* and *napoletani* and after much vocabulary learning, role playing and language practice, a trip to McDonalds (Year 8) and Ristorante (Year 9).

More than just language. Non soltanto la lingua. There have been many other opportunities for students to experience Italian language, culture and history, both in and out of the school environment – and be on their best behaviour when viewing "**La vita è bella**", Life is Beautiful, with the "esuberant" Roberto Benigni (Year 10) and "Tea with Mussolini" (Years 9 and 10).

Year 10 students initially also participated in a workshop for **States of Kinship**, by Parallelo/Dappio Teatro well known for exploring cultures through research, debate and performance. They prepared for this by reading various short texts relating to migrant experiences and extracts from **Looking for Alibrandi** by Melina Marchetta, giving them an insight into what it must feel like to be an adolescent, growing up in Australia, with a multicultural background and an opportunity to express their own experiences of this!

Again this year, a pleasing number of Italian language students from Years 9 and 10, who took part in the **National Australia Bank Languages Certificates**, will receive their results for 1999.

Allora And so, until next year,
Buon Natale e Felice Anno Nuovo,
Merry Christmas and Happy New Year.

Maria Denison
LOTE ITALIAN TEACHER

La Vita è Bella

This movie was about an Italian Jewish family, set at the start of World War II. The family is placed in a concentration camp, where the father Roberto, to keep his son Josuè alive, told him that it was a game.

Throughout this internment Josuè believed he was playing the game. Before all the children and old people were gassed and killed they were told they needed a shower, but Josuè didn't want a shower, so he went to his father and this saved him.

Andrew Gardiner
YEAR 10

Tea with Mussolini

On Thursday, 12th August our Italian class (Mrs Denison and Ms Morelli) went to Adelaide to see "Tea with Mussolini" by Franco Zeffereilli. We went to see the movie because it was about Italian history. After the movie, we had McDonalds, which topped up the day.

Darrin Lawry
YEAR 9

La scuola comincia alle nove e meno venti. Ho tre lezioni al giorno. Ogni lezione dura cento minuti. Ho una lezione e poi un intervallo di quindici minuti. E poi ancora una lezione. Il mercoledì è un giorno incredibile, perché ho una lezione di musica, faccio musica dalle nove meno dieci fino alle dieci e mezzo.

Adesso vi parlo di una giornata tipica, cioè giovedì. Alle nove meno venticinque arrivo a scuola e la prima lezione è scienza. Poi all'undici meno dieci ho storia e geografia. Dopo l'intervallo e pranzo ho educazione fisica. La scuola finisce alle tre e dieci.

Andrew Gardiner
YEAR 10

Italian Performance

On the 28th of April, all the Year 8 and 9 Italian classes attended an Italian performance in the Drama Room, performed by Masquerade Productions. It was performed by three actors who were absolutely hilarious and not all that bad looking. It was forty five (quaranta cinque) minutes of laughter and madness.

The performance began with one of the guys coming out to the audience to explain the performance and what it had to do with Carnevale. Carnevale is the Tuesday (Martedi) before Ash Wednesday, which symbolises the start of Lent. Lent is forty (quaranta) days before Easter (Pasqua), when you can no longer eat meat. During Carnevale, people in Italy dress up as famous Commedia Dell'Arte, characters Brighella, Puncinella, Pantalone, Arlecchino, Isabella and il Capitano to celebrate.

The costume worn by Brighella was very colourful and he had a worried expression on his mask. Another was Puncinella's costume; he had a devious look on his mask, a white and green costume and kept picking his bottom. Some others were Arlecchino, who wore white and had a big nose, and Isabella, who had a pink dress, a shawl and was wearing an ugly mask. Each character's acting movements, clothes and expressions were greatly exaggerated to make the performance more humorous. Throughout the play the language used was both Italian and English.

The performance was about a feast (festa) that Pantalone was throwing for Carnevale. He wrote letters (lettera) to the people whom he wanted to invite, but Brighella forgot to send them. Pantalone also sent a letter to il Capitano asking him to marry his daughter Isabella. Everyone talked about il Capitano saying he was the bravest, strongest and most handsome man in all Italy.

Throughout the play, the characters used modern songs to introduce themselves and to make the play again, more humorous. To win Isabella's affection, il Capitano and Brighella fought, but Isabella found out and knew Brighella was an imposter. After they found out he chased them around the Casa Di Pantalone (house of Pantalone). They outsmarted him when he gave them a bomb (a paper maché ball with a sparkler in it), by giving it back to him as a present. Brighella then got him again, with a pie in the face.

I thought that the play was very funny and well constructed. If I could see it again I would.

Rachel Sutcliffe



Modern Greek

Ms Chrysostomou has been our Greek teacher this year.

We have learnt the alphabet, numbers, colours, family names, how to read different sentences, house and furniture words, nouns, fruit and vegetables, classroom words, days and months, seasons and Greek mythology. Also we've had to do different literacy tasks.

We have done more than learn, like when we went on an excursion to Parabanks, so we could try a yiros.

The most important thing we learnt in Greek was the alphabet. Once we learnt the alphabet, we could read and pronounce any word correctly.

In the literacy tasks, we were told what the topic was, like a holiday to Greece, or research a god, and things to include. We were allowed to use encyclopaedias, the Internet, books and pamphlets to get our information.

We had lots of fun doing Greek and I still get to do Greek next year!

Darcy Crout and Adam Stanley
YEAR 8

This year we studied many topics including food, clothing, animals and the human body. Our class has also learnt about verbs, adjectives, nouns; singular and plurals and the three genders.

Since the start of the year we have learnt to read, write, translate and understand Greek a lot better than last year.

During the year, we have done many projects on Ancient and Modern Greece.

The Greek language is not difficult to read because it is phonetic. We hope to continue with Greek next year so we can understand and translate the Greek language. Ms Koukoulas has done a great job with teaching us.

Melanie Simpson/Kiel Hummel
YEAR 9

Asia Week – Japanese Drumming

On Friday, the 27th of August, our Year 9/10 ESL class made its way to the gym to watch a traditional Japanese drumming performance and a Cambodian dance. A group called Ataru Tan Taiko performed the traditional Japanese drumming and a young girl performed the Cambodian dance.

The first item that we watched was the Cambodian dance. The girl's costume consisted of two pieces, a gold top and matching gold pants. She also had a red rose tied around her waist that she used in a part of the dance. Her hair was up in a bun with flowers around the back of it. Her costume was not complete without some Cambodian jewellery. In fact she was wearing a gold necklace and some funny gold bracelets that she wore around her ankles and wrists.

This dance went for about five minutes. In one stage of the dance, the girl just walked around in circles doing a lot of different types of hand movements. The music sounded very weird, compared to the music we hear every day.

The next and final group we watched, was the traditional Japanese drumming performed by a woman and a man. The woman's costume consisted of a Japanese robe, which was white with different coloured flowers on it. She was also wearing a mask. The man's costume also consisted of a Japanese robe, but a black one and a mask.

This performance didn't have any dancing in it. It was made up of drumming. They began the show with the woman coming out and starting to play on one of the drums. Then the man came out trying to push the woman off the drums so he could play them all by himself. The woman wouldn't let the man play the drums, but the man soon defeated the woman. The woman then came back to claim the drums, but this time she was wearing a different mask which was supposed to make her look like a devil. The man of course got scared away and this then enabled the woman to play the drums once again..

This wasn't the last we heard of the man because he soon came back out wearing an even scarier mask than the woman's. He then scared the pants off her and that was the last time we heard from that woman for that certain act. Before they moved on to the next item, the woman came out and explained to us what that show was all about and why they were wearing those certain masks.

The next thing they showed us, was all the different types of musical instruments that the Japanese use to represent different types of sounds, for certain times of the year. They also told us the names of the drums and why they have those particular names. The final act was another drumming piece. This time, as they shouted out a certain word, we had to join in, shouting out another word that they had told us at the beginning.

Overall, I thought that this performance was pretty good. My favourite part was when the man dragged Vinh around the floor. And my other favourite part was when Cuc and Thuy got hit over the head with the drumstick.

Barbara Rentoulis - YEAR 9



Mathematics Report

This has been a busy year in Mathematics.

In early August over one hundred and fifty students participated in the Australian Maths Competition. Results showed that fifty two of these students earned certificates of either High Distinction, Distinction or Credit. Well done to all students who took part.

In Semester 2, several Maths classes were involved in the Middle School Pilot Project. Two Year 8 classes undertook a Maths/Science Programme based on an Astronomy theme (under the competent guidance of Ms Stapleton and Ms Trenwith). A Year 9 General Maths class participated in an Art/Maths programme incorporating topics of Transformational Geometry, Ratio/Proportion, Statistics and developing skills in running a small business.

Once again this year, we have had students placed in extension, standard and general Maths classes, dependent upon their skill level and aspirations for the future.

Thank you to all the students who have worked so hard this year, and to our Maths teachers for their commitment:

Greg Berry, Nicole Bryant, Terry Jarrad, Terry Johnke, George Moreitis, Vasantha Nathan, Ian Robertson, Rebecca Stapleton, Jeff Taylor, Anita Trenwith, Jim Vinecombe.

Adrienne Gregory

ACTING MATHS COORDINATOR

Australian Maths Competition

On August 3rd, approximately one hundred and sixty students from Years 8 to Stage 1 participated in the Australian Mathematics Competition. The competition is held every year and the questions relate to different mathematical topics. The competition consists of thirty questions ranging from less challenging questions to more complex questions.

Comments by Year 9s:

I found the Australian Mathematics Competition very hard and I could only answer a few questions. There were thirty questions and the questions were about different mathematics topics. I thought that the general problem solving questions were the easiest.

Matthew Richardson

I found the Australian Mathematics Competition hard. The competition consisted of thirty questions. The first ten are the easiest of all the questions and the last ten are the hardest.

Matthew Burnett

The Australian Maths Competition was hard but I am happy with the result I achieved. I answered only two questions, but I got both correct. I am glad that I participated in the competition.

Kimberley Smith

Due to not covering all the topics involved with the Australia wide Mathematics Competition we found the questions quite challenging. The variety of questions in the competition ranged from selected general problem solving through to more brain stimulating mathematical equations. Overall, the competition supplied a very thrilling and exciting time which we will enjoy doing again.

Kate Ryan and Leanne Dyson

The students who participated in the Australian Mathematics Competition received some outstanding results. Below is a list of students who achieved a High Distinction, a Distinction or a Credit.

Year 8:

Distinction:
Jason Birch

Joshua Brook
Daniel Burgess

Credit:
Michael Skowronski
Chuong Le
Darcy Crout
Sean Poysden
Luke Capp
Jenna Woolhead
Hugh Hughes
Graham Moss
Christopher Stone

Stephen McKeown
Mathew Dallison
Ashley Newton
Paul Pugliese
Douglas Benson
Michelle Watmore
Jade-Ellen Napier
Andrew Ross
Peter Katsilioris
Aaron Hennig

Year 9:

Distinction:
Kyle Smith

Adrian Gnilka

Credit:
Tricia Cranwell
Jessica Schumann
Simon Peters
Kyle Pavlich
Don Masella
Rachel Sutcliffe
Jodie Moss

Scott Hannam
Matthew Kent
Mathew Reid
Karl Cheesman
Raymond Newchurch
Kelly May
Michelle Williamson

Year 10:

High Distinction:	Luke Partridge
Credit:	Matthew Kelsey
Nathan Hiscock	Linhda Nguyen
Debbie Luctkens	Shannon Graham
Josh Hunter	Rachel Patching
Elise Benson	Keith Mann

Stage 1:

Credit:	Thien Tran
Rick Gower	Michael Perger

Year 8 Maths/Science

I have enjoyed being in Ms Stapleton's and Ms Trenwith's class. I think it's the only class which has two teachers working together with an estimate of forty or more students.

I have enjoyed it and with being with a friend. If you need help the teachers will come over and explain the work and will do a few more sums with you to make sure you know how to do them. I really appreciate that.

Jesse Skidmore

Teachers, parents, friends and students. You will notice that the year has gone by very quickly and during this time the Year 8s have been very busy in their Maths and Science classes. I have been lucky to be part of a class which focusses on combining Maths and Science. We have had two teachers who work with us at the same time, Ms Stapleton and Ms Trenwith. In total we have four lessons a week where we either do Maths, Science, or combine them both, focussing on the topic of "The Solar System". We have covered topics such as:

Mathematics:

- ◆ Ratio
- ◆ Scale
- ◆ Conversions
- ◆ Coordinate Geometry
- ◆ Mensuration – perimeter and area

Science:

- ◆ Gas giants
- ◆ Star signs
- ◆ Terrestrial neighbours (planets)

Our major project included making a scale model of a planet, producing a fact file and organising a talk. This work is then to be presented to a local primary school.

Sarah Harvey

Year 8 Comments on Maths

This year in Maths, we have done a lot of topics from equivalent fractions to graphing lines. I thought that the equivalent fractions topic was one of the best that we have done all year. One of the harder topics we have done would be ratios.

Aaron Osborne

This year I started high school and was put into a standard Maths class where I could easily do the work and understand it.

Diana Orozco

I am getting better at doing my homework now, but still need to put more effort in. Mrs Gregory is nice SOMETIMES. She gives us lots of homework! Maths in year eight is fun.

Michael Easterher

At the start of my High School I thought that year eight Maths would be so hard, but when I was in Ms Bryant's class I found it more and more easier and I went along.

Danielle Lambe

I learned about fractions, and I'd always had difficulty with fractions in primary school.

Tara Jones

I like doing worksheets, because they are much more interesting than boring text book work. We do a mental test nearly every Monday on the section that we are learning about in our lesson.

Kate Bradley

We have learned about fractions; how to add, subtract, divide and multiply them. I have learned how to solve equations using one and two steps, and how to use positive and negative numbers. We are now learning about graphing.

Laura Wilson

In Mr Robertson's class we learnt how to do factor trees, which I thought were hard. We also learnt how to do square roots and more.

Shannon Hughes

I am proud of my marks and achievements for the past term, because they are a big improvement from when I first started. I have learnt so much.

Michelle Watmore

During the year, all Year 8 and 9 Maths Extension students were required to participate in the 1999 Westpac Maths Competition. I think I did fairly well, except I missed out a couple of questions which I didn't understand. It was all on problem solving.

Scott Wagenfeller

We did ratios which is like comparing things to other things. It was fun. We are now doing graphs and coordinates. It has been fun this year. I can't wait until next year. I really hope that I get Mrs Gregory and my friends in my class next year.

Adam Stanley

Now that I have been in this class for most of the year I feel a lot more confident, and enjoy being in this class.

Emma Davies

I am doing well with most of my tests. I have got over half every time and in mental I have got no less than five. This term we have covered everything from adding to decimals, fractions, algebra and percentages. What I found most interesting was percentages and algebra.

Aaron Hennig

In this class we also talk more about our work as a group and it helps me to understand.

Paula Broadstock

We covered fractions, ratios, percentages, graphing, BODMAS, equations, angles, integers, ancient number systems, multiplication and algebra (which was easy) and more.

Hugh Hughes

Currently we are doing graphs which is fun. We have written down colours of cars and marked them on a piece of paper. We are doing a poster on it now. I hope we get to do a big survey with lots of people involved. That would be fun.

David Northway

Most of the problem solving sheets and other handouts we had throughout the year I have liked.

Amanda Palmer

I like most classes. We get homework. Most of our homework is sheets and sometimes assignments from the textbook.

Paul Farrer

My goals for next year are to do better in all my grades, for every subject, and give 100% to my work, especially maths. I don't want to have to use a calculator the rest of my life. Most jobs involve maths skills, so if I want a decent job I will have to try hard in maths.

Rick Morley

Stage 2 Business Maths

I am a Stage 2 Business Maths student in Miss Stapleton's Business Mathematics class. The year has been a challenge with subjects like Business Applications, Statistics, Stocks and Shares and Savings and Loans.

I have done Business Maths for the last two years and I find it really challenging. I believe Business Maths has a business approach to practical work within a business.

I never used to be good at Maths, but Business Maths over the last two years has been my best subject because of my grades. I put that towards all the hard work I put into it.

Anyone could achieve the same as me in Stage 2 Business Maths.

Chris Rogers

Science Report

The Science curriculum area is developing Pathways in Horticulture and Electronics, as well as University. The Pathways are integrated into the Middle School curriculum and become specialised in Semester 2 of Year 10. The Horticulture Pathway provides a Certificate I course for students and the Electronics Pathway provides VET accreditation.

Bunnings is a highly valued partner of Salisbury High School and the Horticulture Pathway. Bunnings provides the school with expert advice, donations and discounts on goods purchased. We wish to extend our sincere thanks to Carl Joemets (Manager) and the staff of Bunnings Parafield Warehouse.

Enterprise activities occurred throughout the year and are incorporated in the curriculum. These include a Team Teaching Project of the Solar System in Year 8; Tridiums on Trial with Years 9 and Stage 1 Biology; Science Week activities on Time with Years 8 and 9;

Arthropod models with Year 8 and various Horticulture activities.

Six Year 9 students will be participating in the Siemens Science Experience during January 2000. These students have been generously sponsored by the Rotary Club of Salisbury. Sincere thanks to them. Belinda Alm, Jodie Moss, Colin Murphy, Kate Ryan and Kimberley Smith will be attending The University of South Australia at The Levels. Wajdy Jamal will be attending the University of Adelaide.

Students undergoing Science throughout Years 8-Stage 2 have achieved some excellent results. We look forward to rewarding the highest achieving students at Speech Day.

Debra Turley
SCIENCE COORDINATOR

Food Science, Microbiology and Technology Excursion *“Tridium on Trial”*

At the beginning of September, the Stage 1 Biology class and a group of Year 9 Science Extension students took part in two excursions to the CSIRO Science Education Centre at Wayville.

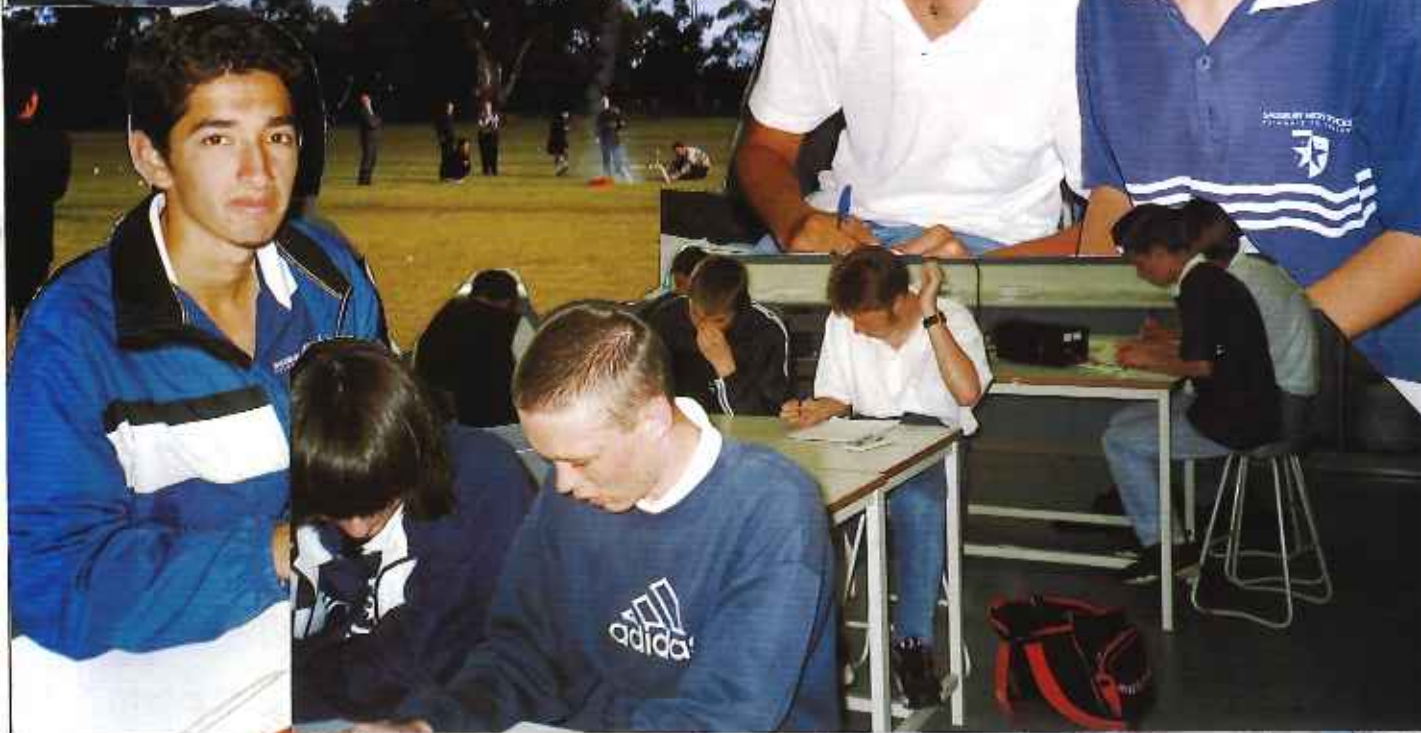
The students participated in a hands-on programme in Food Science, Microbiology and Technology. The session began with a video news clip, which provided some background information about a serious case of food poisoning, which resulted in two deaths, as well as a number of other people becoming seriously ill.

Twenty work stations were set up for students to test and analyse evidence from the case. Students

were able to use the latest technology to extend their practical skills by analysing food samples and examining industrial procedures directly related to current CSIRO research. They also utilised their problem solving skills to analyse the data and clues that had been collected.

At the end of the practical session, the students were asked to deliver their verdict as to what was responsible, what food was the source of the infection and which particular bacterium was involved. Both groups of students participated well and reached the correct conclusions.

Jenny Stewart
SCIENCE TEACHER



Future Scientists Leading the Way

Top students from Salisbury High School have shown they have the answers and a bright future, following their success in the world's largest Science Competition.

Colin Murphy – Year 9 received a High Distinction Award in the Australian Schools Science Competition organised by the Educational Testing Centre at the University of New South Wales. He is awarded the Salisbury High School prize of \$20 cash for receiving the highest score in the school. Colin was placed in the top 1% in the State.

Science is ultimately about real life. The competition presents students with the challenge of solving real life problems thus enhancing their understanding of the science they have learned in the classroom said Associate Professor Jim Tognolini, Director Educational Testing Centre, UNSW.

Results of the competition are listed. Year level winners will be presented with certificates at the week 9 assembly. Overall we had twenty seven participants and received 1 High Distinction, 1 Distinction, 4 Credits, 5 Achievements and 16 Participation.

	Year 8
Chuong Le	Credit/ Year level winner
Daniel Readings	Credit
Russell Daniels	Participation

Year 9	
Colin Murphy	High Distinction/Year level winner/Highest score in the school/\$20 cash prize
Matthew Kent	Distinction
Belinda Alm	Credit
Jodie Moss	Participation
Michelle Williamson	Participation
Mathew Booy	Participation
Paige Drummond	Participation
Raymond Newchurch	Participation
Scott McIntyre	Participation

Year 10	
Matthew Kelsey	Credit/Year level winner
Melissa Cloney	Achievement
Phillip Hodson	Participation
Rachael Patching	Participation
Nathan Hiscock	Participation

Stage 1	
Aron Gooch	Achievement/Year level winner
Michael Howells	Achievement
Thien Tran	Participation
Reece McLean	Participation
Donna Myers	Participation

Stage 2	
Ryan Coad	Achievement/Year level winner
Lucy Britos	Achievement
Adele Filippakis	Participation
Kylie Osmond	Participation
Brooke Baker	Participation
<i>Deb Turley</i>	

Science Coordinator



Science Zoo Excursion

During Term 2, my two Year 8 Science classes and I participated in an excursion to the Adelaide Zoo. The students had been studying "Living Things" at school and a trip to the Zoo was a perfect ending to their school-based studies.

We caught a train to the city and a free city bus over to the zoo. After a small setback at the gate, the students separated into groups to study the animals and complete their booklet. The booklet related what we had learnt in the classroom, (about the features and appearance of the animals), to what the students could see in 'real life'.

Halfway through the day, we stopped and enjoyed lunch at the Zoo kiosk, and a quick look through the souvenir shop.

At the end of the day, despite running to the train station, we missed the train (!) and spent the next half an hour ringing waiting parents and eating food.

Other than the slight mishap with the train, the day was enjoyed by all.

Thanks must go to Mrs Trenwith for her help and support on the day, and a big 'thank you' to all students for showing the public how well-behaved the students from Salisbury High School can be!

Ms Groves



Horticulture – The Power of Growth

This year we have had a productive time in Year 10, Stage 1 and 2 Horticulture.

Around the school, there has been a start made on landscaping the grounds and improving the student environment.

Hundreds of trees and shrubs from Bunnings and the Salisbury Council have been planted to add to the red gums along Farley Grove.

The Stage 2 students have investigated the plant pests and diseases in the area, along with weeds, and have understood control methods. Also Ryan Coad did a great study on Rosewrap, the Salisbury company, which is doing the Olympic Gold Rose, along with a project on plant and fertilizer requirements.

The Stage 1 students have learnt to propagate and care for plants and set up micro-irrigation.

Some did workplace training in industry and really benefited from hands on work in the nursery and horticulture sectors.

The Year 10s succeeded in establishing home gardens providing vegetables and flowers for their families. The following extract comes from Jaquie Broadstock's report.

*"In my backyard I will prepare **two** sections. One will be for flowers and tomatoes in the other side. The first step in preparing the ground is to dig over damp soil and add natural compost. This will condition the soil. After leaving it for a week I will plant out the seedlings. The tomato seedlings will need to be staked up and cared for as they grow. I will need to water, weed, control insects and disease as needed and fertilize every few weeks.*

When the tomatoes grow and fruit I will pick them and make tomato soup."

You, too, can have fun caring for the environment and possibly learn to provide an income for yourself from the fruits of the ground.

Mr Waugh/Ms Groves



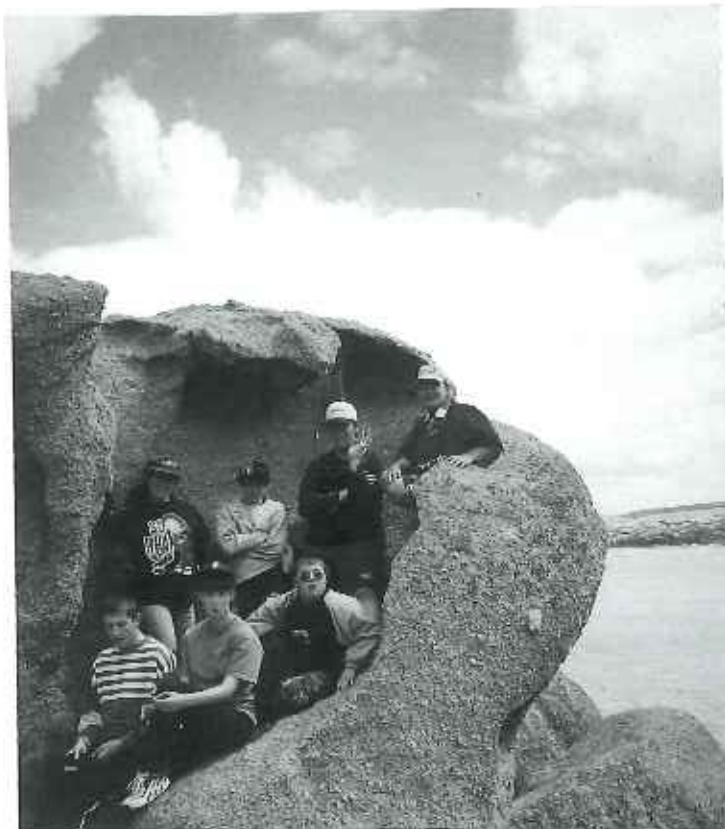
Behind the Open Door

1999 was the year when the door to the special education centre was finally taken from its hinges and sold for salvage. We have come a long way in only a few years and the inclusion of students with disabilities in the school, has become much more of a reality. However, we still have a long way to go. To a great extent they are still confined and locked away by an open door. The removal of the door was purely symbolic, as it always had a handle and was seldom locked.

The real barrier was not the door, but the attitude to disabilities and the young people who suffer from them. We tend to feel sorry for them, we feel uncomfortable around them and tend to avoid them. Without even realising it we exclude them. We pat the guide dog and ignore the owner, we look away when we meet the disfigured and we cross the street to avoid the crippled.

2000 will be the year when students with disabilities move out from behind the open door and into new rooms around the school. Let's hope that this move will be more than symbolic and we will all recognise them for what they can do, rather than what they can't.

Bob Muir
COORDINATOR







Technology Report

For the third consecutive year our curriculum area has been involved in the delivery of the Certificate 4 in Information Technology programme to twenty one of our young and old up and coming hopeful IT Professionals. The programme has been funded by The Northern Area Development Board from a government purse and has been so successful that the programme is now running state wide.



The Three RTOs (Registered Training Organisations) accredited to deliver the Certificate 4 in Information Technology award; namely TAFE, NASTEC, and Salisbury High School Council Inc. once again worked cooperatively to deliver the course with the highest outcomes.

Salisbury High School's Certificate 4 in Information Technology delivery was an *application intensive* (ie. computer programme intensive) course.

The delivery included all core modules in Networking, Systems Analysis, Programming, User Support, Applications and a further two hundred and twenty hours of complementary studies using the latest applications and including data communication components.

Late in the course, students were exposed to the introduction of Microsoft Windows 2000 and Microsoft Office 2000, and were given the opportunity to gain skills using these packages to the highest levels. This combined with the introduction of new Pentium II computer hardware, which was built by the students during the course, provided a stimulating environment.

Students were exposed to applications including word processing, spreadsheets, databases, desktop publishing, Internet, e-mail, communication packages and CAD.

The success of the programme and the need to provide school leavers with the latest in IT skills has led me to look at new inclusions in the Stage 1 and 2 Curriculum for the Year 2000. The Principal, Salisbury High School Technology Curriculum Area, and NASTEC have embarked a joint project in the incorporation of Cisco Systems networking training into the curriculum.



Cisco Systems is a producer of networking hardware, which allows computers to communicate with each other. This hardware is also used in order to provide access to the Internet. Access to the Internet, now a vital business requirement, has developed a market for training institutions to sell Cisco Systems training for up to \$5,000 for a five day training course. Salisbury High School should, however, be able to include the set up costs incurred for this course into the Technology Curriculum Area's standard delivery budget.



It may also be possible to include MCP (Microsoft Certified Professional) training into the delivery, which is another industry recognised training programme to assist students in the market place. This training is a software training course in one operating system as opposed to the Cisco Systems training which is hardware based. Together they should provide the best available credentials for young Information Technology Professionals beyond 2000.

These developments can only assist our students in accessing new and exciting pathways and careers.

Rob McPherson
TECHNOLOGY COORDINATOR

Construction Technology

Our team started the year with one new teacher, Peter Raymond, along with Richard Megaw, Wayne Battams and Bryan Paice.

Enthusiasm for Construction Technology as a subject choice has increased this year with more Middle School and in particular, Senior School subjects being offered.

Preparation to undertake senior subjects more successfully has been improved with design and literacy tasks being offered in Middle School subjects.

Our team has also diversified its activities throughout the school. Wayne organised the set production for the Rock Eisteddfod; Richard coordinated the Holden's Work Placement Programme, and Brian is teaching Information Technology with CAD.

Peter has made a major import this year, working with his Stage 2 group on Outdoor Construction projects, in particular, the paving outside the Gymnasium. He has also started negotiations on the teaching of the Building and Construction industry Certificate Programme based at our school. This will be an exciting programme giving students their first step into the Building industry and improve their employment prospects.

Overall the team has had a successful year keeping students enthused designing projects, making them to a high standard, and accepting the need for literacy tasks as an integral part of the curriculum.

Richard Megaw
TEACHER

School Fete



STAR Programme

During Term 3, we made a few things. We made a table and chair set out of red gum wood.

Then we painted them so that they didn't turn into yucky old table and chairs. All up, it took us about four, one hundred minute lessons.

Now we are making more of them for the school and possibly selling them to the public.



At the moment, we are going to order some more materials to make some more tables and chairs, but as usual, we have been having trouble getting the money so it has been delayed for a little while.

This is what the final product looks like.



**Ben Brown
YEAR 8**



QUESTS
WHO?



The Year 2000

The Year 2000 is nearly upon us, and as we know there are huge celebrations already planned to mark the turn of the century. So we, the reporters of the Year Book, caught up with some teachers to ask how they plan to celebrate "New Year's Eve 1999".

Mrs Paphitis: Greek Orthodox – Prophet Elias New Year's Eve Dance.

Mr Taylor: I plan to spend New Year's Eve in Sydney on Sydney Harbour Bridge. I'll be where it's all going on! So when you see the fireworks going off, I could be holding one. (We only hope!)

Ms Westcott: On the road, driving back from Tasmania with my husband with a couple of bottles of champagne. (Shouldn't drink'n'drive.)

Ms Belle: I'm going to bed really early the day before, because I plan to spend New Year's Eve up my hill in my backyard with some good friends, good food and good grog. We will see the sun rise right from the East for the first time in 2000.

Ms James: At home! I'm too scared to go out!

Ms Bouzalas: I'm going to the Messinian New Year's Eve Dance to party with my family and friends.

Ms Collins: At home in bed. I can't stay awake after 9.00-10.00 o'clock.

Ms Stapleton: Out partying!

Ms Turley: I have no idea! Go to a party! Somewhere! (Ms Turley went on to say she'd have to sort through her numerous invitations.)

Ms George: Really, really quietly! Usually we go to Glenelg and watch the fireworks, but this year so far, nothing has been planned.

Ms McKay: Probably a boring night at home.

Ms Groves (Science): Going interstate.

Mr Oakey: I'll be in bed by 10.30 (might stay up late).

Ms Nethercott: I'll be having a party by the pool!

Ms Fitzpatrick: Having a party at my house!

Ms Williams: Hiring a houseboat/beach house and partying with friends!

Ms Morelli: Might be going to Sydney.

Ms Groves: I'm going to be on the Sydney Harbour Bridge watching the fireworks.

Mrs Fetchik: I'm having a quiet night, might rent a video for the night.

Mrs Denison: I'm spending quality time with all my family, grandma, grandpa, etc.

Mr Allen: I'm going to celebrate New Year's Eve with friends and family at my local church.

Mrs Robinson: I'm going to be enjoying my time with my grandchildren which will be great because I only see them once a year.

Mr Thomas (Science): I won't be doing much. I might settle down in bed with a bottle of rum.

Mr Reece: I'm gonna be jamm'n with my band at Victor Harbor.

Mr Thomas: I'm going to be camping in the outback.

Mrs Trenwith: I'm going to be drinking the night away and sleeping in the next day.

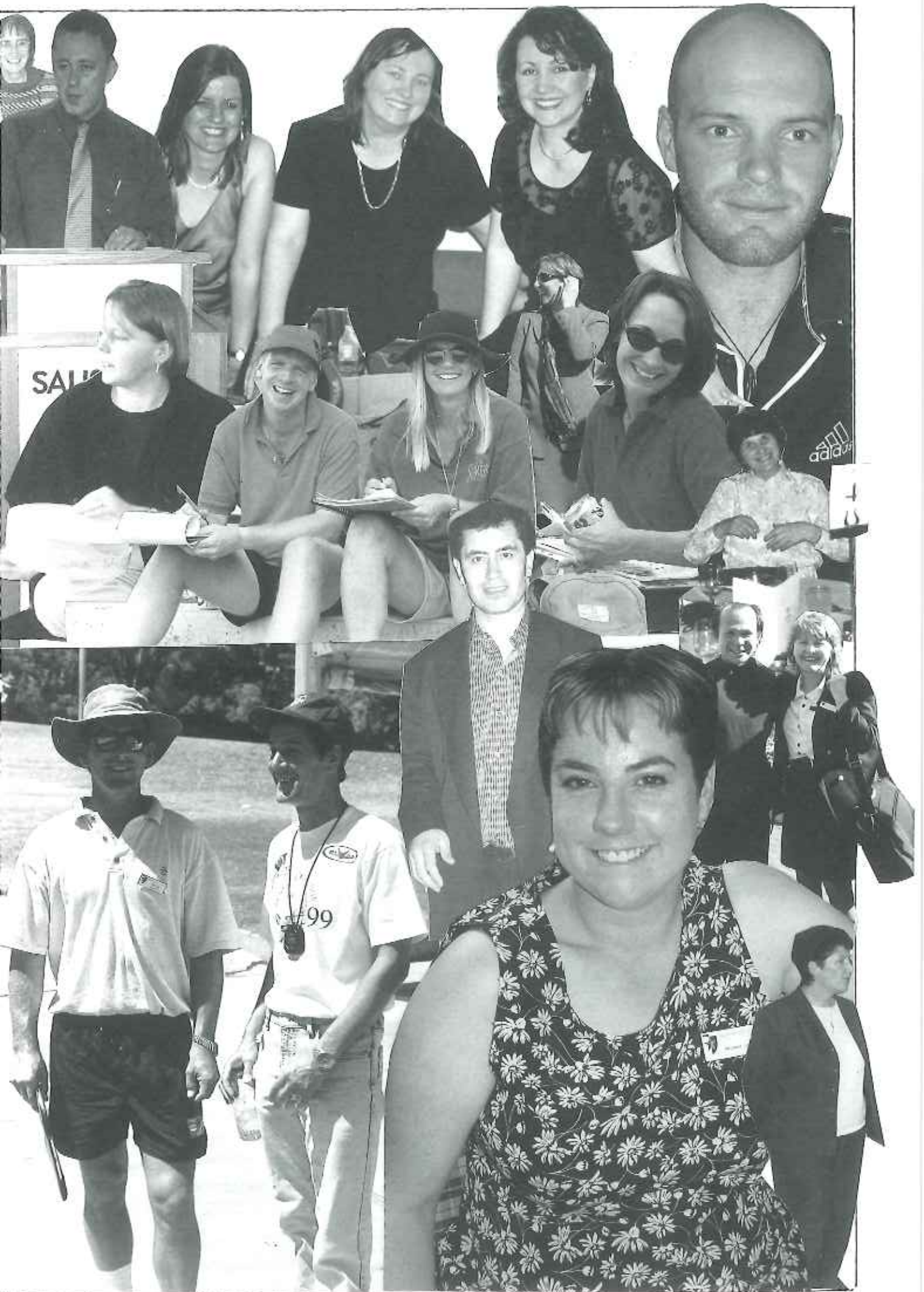
Mrs Bleechmore: I'm going to a dinner dance in Adelaide.

Mrs Westell: Drinking myself into the next millennium.

Ms Tomkins: Going out! The start of a new life.

HAPPY NEW YEAR!

Stage 1 Year Book Elective Team



Staff List 1999

ALLEN, Roger - Key Teacher, LOTE
 ALM, Jane – Canteen Staff
 ASHMEADE, Caroline - Teacher,
 BSE/English/Resource Centre
 ATKINSON, Dornice - Teacher, Computing -
 Adult Classes
 BAKER, David = Teacher, Science
 BATTAMS, Wayne - Teacher, Tech Studies
 BEAUFORT, Andrew - Chaplain
 BELLE, Ros - Languages Coordinator
 BERRY, Greg - Assistant Principal/Personnel;
 Teacher, Maths
 BLEECHMORE, Val – School Services
 Officer
 BOUZALAS, Pepe - BSE Coordinator
 BRAID, Matthew - Teacher, BSE/Arts/English
 BRIGHT, Jo – Access Worker
 BROOK, Martin - Exchange Teacher,
 PE/Special Education
 BROOK (Waine), Nicola, PE/Special
 Education
 BRYANT, Nicole - Teacher, Computing/Maths
 BURLOCK, Michelle – School Services
 Officer
 BUSH, Pam – School Services Officer
 CARTER, Susan - Teacher, Computing/Maths
 CHAMBERS, Ashton – Access Worker
 CHAPPLE, Theo - Teacher, BSE/English
 CHRYSOSTOMOU, Mary - Student
 Counsellor; Teacher, Greek
 COLLINS, Mary - Teacher, Resource Centre/
 Computing
 COMBEER, Nita - Teacher, Aboriginal
 Education/ESL
 COPPERWHEAT, Deborah – School Services
 Officer
 CZORA, Dieter – Handyperson
 DAWSON, Kathryn – Canteen Administrator
 DENISON, Maria - Teacher, Italian
 DI PIETRO, Joe – Computer Technician
 DITTY, Peter - Teacher, BSE/English
 FETCHIK, Phil - Assistant Principal; Teacher,
 Computing
 FILLMORE, Anna – Laboratory Manager
 FIORITA, Raylene - Teacher, BSE
 FITZPATRICK, Karen - Assistant Principal
 Middle School; Literacy Coordinator
 FLEMING, Michael - Teacher, ESL/English
 GACHNANG, Charles - Teacher, Special
 Education
 GAD, Sarah - Teacher, Special Education
 GENOVESE, Cheryl - Teacher, BSE/English
 GEORGE, Alice - VET Coordinator; Teacher,
 BSE/English
 GORRIE, Mark - Teacher, Music
 GRAY, Chris - Treasurer
 GREGORY, Adrienne - Maths Coordinator;
 Teacher, Maths
 GROOT, Sandy – School Services Officer
 GROVES, Melanie - Teacher, Science
 GUNTHER, Heidi – School Services Officer
 HAESE, Raymond - Teacher, Tech Studies
 HAGGIE, Chris – School Admin Officer
 HAGGIE, Graham - Caretaker
 HALL, Barbara - Teacher, Home Economics
 HALL, Ken - Trainee
 HAMSANATHAN, Vasantha - Teacher, Maths
 HEIDENREICH, Caroline - Teacher, Maths
 HILL, Trevor - Teacher, Art
 HODGKINSON, Julie – Aboriginal Education
 Worker
 HORGAN, Pam – School Services Officer
 HUSSEY, Elaine - HPI
 JACKSON (Jones), Sharon - Teacher, Special
 Education
 JAMES (Hourigan), Barbara - Teacher -
 English/ESL
 JARRAD, Terry - Student Counsellor; Teacher,
 Maths
 JEDRYS, Anna – Access Worker
 JOHINKE, Terry - Teacher, Special Education
 JOVANOVIC, Vesna – Access Worker
 KELLER, Peter - Trainee
 KENNETT, Jeff - Teacher PE/BSE
 KOUKOULAS, Sopha - Teacher,
 English/Greek
 LANG, Debra - Teacher, Home Economics
 LEONARD, Joan – School Services Officer
 MAGNANI, Ricky – Laboratory Technician
 McCUISH, Chris – School Services Officer
 McKAY, Beverly - Teacher, English/BSE
 McPHERSON, Arlaine - HPI
 McPHERSON, Robert - Technology
 Coordinator
 MEGAW, Richard - Teacher, Tech Studies
 MITTON, Rebecca - Trainee
 MOREITIS, George - Teacher, Maths
 MORELLI, Josie - Teacher, Drama/Italian
 MOSS, Jenny – Canteen Staff
 MUIR, Bob - Special Education Coordinator

MUNRO, Glenys - Assistant Principal/Senior School; Teacher, Art

NETHERCOTT, Lee - Teacher, Home Economics

NGUYEN, Hieu – Trainee, Paralowie House

OAKEY, Jim - Arts Coordinator; Teacher, Art

OBORN, Maureen - Teacher, Special Education

O'BRIEN, Paula – School Services Officer

PAICE, Bryan – Teacher, Technology

PAKOS, Peter – Teacher, PE

PAPHITIS, Helen – Principal

PENNINGTON, Jane – School Services Officer

PERCIVAL, Julie – Access Worker

PERKIN, Raelene – Teacher, BSE

PLUMMER, Tassja – HPI

PREISS, Jill – School Services Officer

PRICE, Ceri-Jane – Teacher, PE

RAYMOND, Peter – Teacher, Tech Studies

REECE, Stephen – Teacher, Music/Design

ROBERTSON, Ian – Teacher, Maths

ROBERTSON, Jude – Teacher, Special Education

ROBINSON, Pat – Teacher, BSE

RUSANOFF, Barry – Teacher, Special Education

SCHULTZ, Michelle – Canteen Staff

SHANNON, Adele – Teacher, Dance/Drama

SIDFORD, Bronwyn – School Services Officer

SMALL, Louise – Teacher, Maths

SMITH, Kevin – Sports Coordinator

SMITH, Mike – HPI

SMITH, Pat – School Services Officer

SMITH, Tracey – School Services Officer

STAPLETON, Rebecca – Teacher, Maths/Science; Literacy Coordinator

STAVROPOULOS, Tom – Teacher, Greek/Technology

STEWART, Jenny – Teacher, Science

STEWART, Julia – School Services Officer

SWAN, Jackie – Paralowie House Coordinator

TAYLOR, Jeff – Deputy Principal

THOMAS, Ron – Teacher, Music

THOMAS, Julian – Exchange Teacher, Science

TOFT, Brian – Groundsperson

TOMKINS, Cheryl – Principal's Secretary

TRENWITH, Anita – Teacher, Science/Maths; Literacy Coordinator

TSIOUNAS, Sophia – Teacher, Science

TURLEY, Debra – Science Coordinator

TURNBULL, Ian - Trainee

TURNER, Peter – Principal; Enterprise Education

TURNER, Sue – School Services Officer

UPHILL, Colin – Assistant Principal; Maths Coordinator

VINECOMBE, James – Teacher, Maths/Science/BSE

WARD, Andrew – Teacher, Special Education

WAUGH, Malcolm – Teacher, Science

WESTCOTT, Bronwyn – Teacher, Art/Design/Home Economics

WESTELL, Dorothy – School Services Officer

WARNER, Elaine – School Services Officer

WILLIAMS, Mary-Louise – Teacher, Special Education

ZISSOPOULOS, Maria – School Services Officer



Terry Johnke



Greg Berry



Glenys Munro



Anna Jedrys



Colin Uphill



Josie Morelli



Rebecca Stapleton



Elaine Warner



Joe Di Pietro



Nicola Waine



Terry Jarrad



Kevin Smith



Debbie Lang



Peter Pakos



Chris Haggie



Mary-Louis Williams



Barbara Hourigan



Bryan Paice



Andrew Ward



Jim Oakey



Robert McPherson



Martin Brook



Mary Chrysostomou



Phil Fetchik



Matthew Braid



Ros Belle



Graham Haggie



Peter Raymond



Nicole Bryant



Lee Nethercott



Jeff Taylor



Mary Collins



Roger Allen



Bronwyn Westcott



Adele Shannon



George Morelits



Steve Reece



Julian Thomas



Wayne Battams



Anna Fillmore



Salisbury High School Staff 1999

Principal: Peter Turner

Absent: Peter Turner, Mirlam Allford, Derrica Atkinson,

Andrew Cole, Maria Denison, Cheryl Genovese,

Keith Jasper, Sharon Jones, Helen Paphitis,

Michelle Schulze, Jennifer Stewart, Malcolm Waugh



Karen Fitzpatrick



Sylvia Groves



Barb Hall



Ron Thomas



Paula O'Brien



Bob Muir



Pat Robinson



Ian Robertson



David Baker



Anita Trenwith



Sue Mann



Jude Robertson



Jeff Kennett



Cheryl Tomkins



Dieter Czora



Barry Rusanoff



Pepa Bouzalas



Raelene Perkin



Sophie Koukoulas



Debra Turley



Trevor Hill



Jo Bright



Adrienne Gregory



Alice George



Caroline Ashmeade



Dorothy Westell



Bev McKay



Jill Preiss



Raylene Fiorita



Michael Fleming



Maureen Oborn



Tom Stavropoulos



Julie Persival



Nita Combar



Val Mylchreest



Richard Megaw

Staff

Year 8



Laura Wilton



Shannon Hedges



David Northway



Tara Jones



Tamara Mischin



Tessa Fleming



Danielle Lambe



Stuart Reid



Salisbury High School Braid 1999

Principal: Peter Turner



Teacher:
Matthew Braid



Diana Orozco



Terrance McKenna



Michelle Watmore



Brad Sheehy



Luke Capp



Ashley Clark



Rebeka Lang



Todd Robins



Cory Calbert



Salisbury High School Brook 1999

Principal: Peter Turner



Teacher:
Martin Brook



Adam Diaz



Chantal Russo



Matthew Lord



Vanessa Schubert



Jessica Weigl



Barry Martin



Marcelina Sygut



Bach Thach



Ben Goldsmith



Dwayne Rumsey



Jade Napler



Emma Davies



Aaron Osborne



Daniel Euing



Salisbury High School George 1999

Principal: Peter Turner

Absent : Kylie Sorbert



Teacher:
Alice George



Amanda Palmer



Jessica Skidmore



Stephen Dinon



Anthony Grzyb



Ryan Gardner



Bradley Kent



Alana Gallardo



Bianca Walker



Cara Schoneweiss



Lisa Allen



Stephanie King



Steven Mitchell



Joshua McKenna



Belinda Wall



Salisbury High School Gregory 1999

Principal: Peter Turner



Teacher:
Adrienne Gregory



Nicole Mahoney



Tyson Hoey



Cara Laven



Todd Lynnford



Rachel Mackay



Christopher
Griffin



Michael
Trevorrow



Jared
Bilston



Alison
Turoczi



**Salisbury High School
Hill
1999**

Principal: Peter Turner

Absent : Kelly Hickey



Teacher:
Trevor Hill



Martin
Tyrrell



Sean
Smith



Candice
Janoska



Russell
Daniels



Chuong
Le



Aaron
Hennig



Carlee
Uern



Robby
Gower



Damian
Aird



Luke
Cuell



Renee
Newchurch



Darcy
Crout



Adam
Stanley



**Salisbury High School
Hourigan
1999**

Principal: Peter Turner

Absent : Rikki-Dee Campbell, Daniel Elliott, Steven Hall



Teacher:
Barbara Hourigan



Darren
Cawte



Rebecca
Joseph



Paris
Doolan



Alan Plant



Tracy Thompson



Steven Sawyer



Melissa Hughes



Frank French



Daminee Cummings



**Salisbury High School
Jones
1999**

Principal: Peter Turner
Teacher: Sharon Jones
Absent: Nick Marks



Paul Aspinall



Meghan McKeown



Scott Jenkins



Hollie Thompson



Nicholas Scholes



Daniel Burgess



Tamara Hollis



Adam Miller



Nikita den Engelse



Stephen McKeown



**Salisbury High School
McKay
1999**

Principal: Peter Turner
Absent: Olivia McConnell, Kirsty Maynard



Teacher:
Bev McKay



Kylie James



Danielle Spackman



Charmane Kirlew



Kate Bradley



Damian Crampton



Michael Easther



Paula Broadstock



Chris Stone



Adam Hamilton



Allison Luetkens



Jenna Woolhead



Nelsha Iles



Sophie Christopoulos



Salisbury High School Megaw 1999

Principal: Peter Turner



Teacher:
Richard Megaw



Krystie Best



Beni Iile



Ben Fleet



Cory Thompson



Scott Lee-Archer



Melanie Scholes



Nathan Mann



Nathan Hampton



Scott Wagenfeller



Rick Morley



Leoni Nicholas



Lisa-Marie Thompson



Simone Haggerty



Salisbury High School Moreitis 1999

Principal: Peter Turner

Absent : Adam Puxley



Teacher:
George Moreitis



Josh Kelly



Jasper Lancaster



Graham Moss



Kyla
Ross



Dominic
Elliott



Nigel
Dixon



Toni
May



Sara
Umlauf



Jamie
Martin



Michele
Gartner



Tristan
Lambert



Matty
Dallsson



Salisbury High School Oakey 1999

Principal: Peter Turner
Absent : Melanie Edwards



Teacher:
Jim Oakey



Matty
Hosking



Eve
Jewett



Ashley
Newton



Samantha
Bates



Kylie
Greenwood



Jason
Birch



Robert
Gardiner



Mel
Thomson



Rebecca
Weston



Doug
Benson



Alicia
Pearson



Nicki
Langelaar



Debbie
Thorp



Paul
Pugliese



Salisbury High School Perkin 1999

Principal: Peter Turner



Teacher:
Raelene Perkin



Bradley
Richardson



Michelle
Cotterell



Joshua
Brook



Michael
Skowronski



Renae
Patman



Phil Robinson



Matthew Bain



Luigi Pangaro



Lorelle Kite



Chris Halswell



Terri Evans



Sean Poysden



Melissa Dinon



Salisbury High School Raymond 1999

Principal: Peter Turner



Teacher:
Peter Raymond



Luke Smytho



Matthew Johnston



Krystle Chivers



Shannon Webber



Aaron Macnamara



Shaun Davie



Antonia Aristomenopoulos



Jenny Hart



Peter Katsilioris



Kelly Trimboli



Stacy Coombes



Nycoma Smith



Salisbury High School Reece 1999

Principal: Peter Turner



Teacher:
Steve Reece



Rhia Lesurt



Jake Baker



James Fitzpatrick



Brandon Pratt



Joel Slaker



Paul Norris



Mathew Punshon



Stephen Richards



Vanetta Powell



Tara Bell



Kylie Thompson



Tegan Jamieson



Stacey Neale



Peter Moran



Salisbury High School J Robertson 1999

Principal: Peter Turner

Absent : Ashley Story



Teacher:
Jude Robertson



Clinton Barker



Nicole Lovatt



Andrew Ross



Jason Clampa



Ben Brown



Nicolle Saliba



Daniel Wilson



Paula Farrer



Hugh Hughes



Brent Breytenbach



Angela Ayris



Salisbury High School Waine 1999

Principal: Peter Turner



Teacher:
Nicola Waine



Daniel Readings



Kelly Gibbs



Trista Dennie



Jason Burchell



Mandy Holliday



Amy Kennedy

Year 9



Jessica
Smitham



Matthew
Bellamy



Amanda
Bain-Kerkman



Lisa
Nason



Tracey
Tibbrook



Jamie
Benbow



Lisa
Robinson



David
Robertson



Kyla
Pavich



Salisbury High School Ashmeade 1999

Principal: Peter Turner



Teacher:
Caroline Ashmeade



Robbie
Hall



Emma
Thompson



Robert
Hubbard



Danny
Errigo



Andrew
Whittingham



Kelly
May



Don
Masella



Chris
Doyle



Michelle
Williamson



Josh
McLean



Melissa
Dehncke



Salisbury High School Baker 1999

Principal: Peter Turner
Absent : Raymond Newchurch



Teacher:
David Baker



Lynette
Gillard



Scott
McIntyre



Marie
Snow



Kelly
Finlay



Wayne Roberts



Andrew Roberson



Leigh Daniels



Natalie Robinson



Melissa Gates



Jessica Britton



**Salisbury High School
Battams
1999**

Principal: Peter Turner

Absent : Iain Hall



Teacher:
Wayne Battams



Celeste Anderson



Mikayla Birchmore



Luke Stephens



Christina Kalranis



Rebecca Reid



Ian Nell



Matthew Reid



Kyle Smith



Mathew Booy



Kayla Cain



Magda Tomaszewski



**Salisbury High School
Bryant
1999**

Principal: Peter Turner



Teacher:
Nicole Bryant



Nathan Dermody



Lance Coleborne



Kylie Briggs



Ben Crampton



Teresa Baeker



Megan Goddard-Koler



Steven Powell



Brendan Osmond



Scott Godfrey



Pamela Weigl



Daniel Kinnane



Tom Phan



David Gosnold



Amanda Maxwell



Salisbury High School Fiorita 1999

Principal: Peter Turner



Teacher:
Raylene Fiorita



Lisa Hutchins



Dennis Clark



Steven Walters



Jane Taylor



Shane Ware



Sally Sheldon



Briony Gale



Dion Hutson



Vanessa Spykers



Kellie Golding



David Nguyen



Salisbury High School Fleming 1999

Principal: Peter Turner



Teacher:
Michael Fleming



Wayne Spinks



Matthew Carroll



Matthew Robertson



Steven Nemes



Jazz Glancey



Adam Perkins



Sarah Gillard



Candy Mays



Shane Nason



Alexis Nicholson



Sam Paine



Glenn Hayward



Simon Peters



Matthew Peters



Rachael Parslow



Salisbury High School Groves 1999

Principal: Peter Turner



Teacher:
Sylvia Groves



Sarah Lifshack



Michael Pepe



Monique Gentle



Natasha Little



Laura Sedler



Thomas Manhire



Darrin Lowery



Janis Birchenough



Kelly Stennett



Paige Dunn



Jessica Schumann



Salisbury High School Kennett 1999

Principal: Peter Turner

Absent: Gavin Mind



Teacher:
Jeff Kennett



Tracey Smith



Lisa Dellow



Jeremy Coe



Shaun Adams



Melissa McInnes



Nathan May



Barbara
Rentoulis



Dean
Nisbet



Michael
Mazzone



Tina
Rentoulis



Micah
Leinonen



Ben
Simmons



Salisbury High School Lang 1999

Principal: Peter Turner
Absent : Stuart McConnell



Teacher:
Debbie Lang



Anna
Masmanidis



Sarah
Arthur



Kellie
Brooks



Leeanno
Dyson



Jenita
Leinonen



Shaun
Maney



Marc
McInerney



Belinda
Alm



Karl
Cheesman



Jodie
Moss



Ricki-Lee
Chamings



Katherine
Wanders



Krystal
Osborne



Michael
Heinjus



Salisbury High School I Robertson 1999

Principal: Peter Turner
Absent : Ashley Barrett



Teacher:
Ian Robertson



Daniel
Lock



Tara Kay
Taylor



Matthew
Richardson



Colin
Murphy



Larissa
Waters



Kyle Quagliarella



Paul Demaria



Richardo McKeown



Dannielle Bodmer



Elise Clarke



**Salisbury High School
Rusanoff
1999**

Principal: Peter Turner
Absent : Aaron Fleming, Tammy Williams



Teacher:
Barry Rusanoff



Rachel Sutcliffe



Michael Campbell



Stefan Lovatt



Crystal Walker-Smith



Skye Williams



Jessica Geue



Jade Diorio



Amanda Campbell



Matthew Clark



Tricia Cranwell



**Salisbury High School
Shannon
1999**

Principal: Peter Turner
Absent : Jason Hall, Kylie Barratt, Gemma Lockyer



Teacher:
Adele Shannon



Nona Pagano



Melanie Simpson



Kiel Hummel



Stacey Darby



Peter Kelp



Amanda
Arthur



Khe'Sanh
Lo



Thuy
Le



Paul
Rentoullis



Alicia
Marshall



Lisa
Saliba



Amanda
Malden



Susan
Leleu



David
Ward



**Salisbury High School
Smith
1999**

Principal: Peter Turner



Teacher:
Kevin Smith



Kayla
Moyle



Shane
Lunnay



Lee
Lythgoe



Micheal
Lucia



Stewart
Herring



Adrian
Gnilka



David
Chalmers



Wajdy
Jamal



Adam
Ryan



Steven
Dowell



Megan
Curry



**Salisbury High School
Taylor
1999**

Principal: Peter Turner

Absent : Duane Mibus



Teacher:
Jeff Taylor



Chris
Maddorn



Karla
Farrer



Chelsea
Legierski



Steven
Lewis



Matthew
Kent



Travis
White



Bronwyn
Coulson



Susan
Herbig



Simon
Sargent



Kimberley
Smith



Steven
Kirkpatrick



Dwayne
Lang



Salisbury High School Turley 1999

Principal: Peter Turner



Teacher:
Debra Turley



Ashley
Daniels



Crystal
Smith



Doug
East



Kate
Ryan



Amy
Crannaford



Paige
Drummond



Erin
Holden



Erin
Williams



Jason
Effingham



Stacey
Houston



Sarah
Veale



Michael
Sellars



Stephen
Coad



Tabitha
Gooley



Salisbury High School Ward 1999

Principal: Peter Turner



Teacher:
Andrew Ward



Adrian
Marshall



Kirby
Nugent



William
Moyle



Linda
Sellick



Scott
Hannam

Year 10



Karla Waters



Michelle Thorp



Elise Benson



Carmen White



Chrisie Haywood



Blanca Pont



Salisbury High School Belle 1999

Principal: Peter Turner



Teacher:
Ros Belle



Karen Soper



Deborah Luetkens



Hayley King



Julie Mitton



Amy Curtin



Melissa Cloney



Michal Nedza



Scott Langelaar



Russell Lockyer



Adam Drew



Daniel Iles



Andrew Beech



J Bradshaw



Adam Claxton



Salisbury High School Berry 1999

Principal: Peter Turner
Absent : Graham Chapman



Teacher:
Greg Berry



Bradley Jamieson



Phillip Wood



Michael Schoneweiss



James Kay



Marko Milenkovic



Samuel
Jeffery



Steve
Bradley



Shy
Nash



Kirsty
Dannellan



Jay
Mansfield



Johnathon
McIntyre



Joanne
Johnston



Michael
Ellis



Salisbury High School Chrysostomou 1999

Principal: Peter Turner



Teacher:
Mary Chrysostomou



Matthew
Kelsey



Leah
Hooper



Rachael
Patching



Makisha
Norris



Jamlo
Quinn



Clinton
Medcraft



Scott
White



Crystal
Trace



Melanie
Coad



Cain
Harris



Isaac
Dixon



Salisbury High School Fitzpatrick 1999

Principal: Peter Turner



Teacher:
Karen Fitzpatrick



Christy
Shannon



Luci
Cook



Dwayne
Burgess



Harry
Stavropoulos



Bradley
Davies



Adam
Edwards



Christina Ferreira



Elvira Catanzariti



Megan Cottrell



George Bouhails



Adam Kennedy



Vinh Tran



Joshua Hunter



Rebecca Schumann



Salisbury High School Hall 1999

Principal: Peter Turner



Teacher:
Barb Hall



Adam Spinks



Sarah Kalne



Keith Mann



Peter Bennett



Chris Moyle



Phong Dong



Marc Henson



Ashley Hochwimmer



Michael Diestel-Peddersen



Ben Laven



Simon Birch



Salisbury High School Jarrad 1999

Principal: Peter Turner

Absent : Robert Turocz



Teacher:
Terry Jarrad



Phuc Nguyen



Hamish Lancaster



Aaron Keogh



Sal Thach



Adam Andersen



Dane Filander



Jenny Macrae



Kim James



Andrew Gardner



Ashley Haskell



Jessica Saliba



Tuyet Tran



Ryan Bigg



Aaron Nielsen



Joel Derez



Eric Vlahodimos



David Michie



Bradley Vidal



Teacher:
Anna Jedry



Teacher:
Jill Preece



Salisbury High School Muir 1999

Principal: Peter Turner
Absent : Candace Thompson, Dwayne Mattin,
Sharna Sandelance, Kane Hockley, Marc Gower



Teacher:
Bob Muir



Ashley
Bushe Smith



Phillip
Hodson



Paul
Burgess



Nick
Diaz



Adam
Tranter



Tim
Berlett



Jessica
Brophy



Samantha
Turner



Dylan
Turner



Sarah
Parker



Samantha
Dinon



Jessika
Smith



Kris
Arnott



Matthew
Neilson



Jodie
Perger



Salisbury High School Pakos 1999

Principal: Peter Turner
Absent : Belinda Schuster



Teacher:
Peter Pakos



Jade
Cosgrove



Daniel
Pix



Jaquelyn
Broadstock



Jamie Goldsmith



Christopher Wickham



Alex East



Robyn Hayes



Katrina Smith



Salisbury High School Stapleton 1999

Principal: Peter Turner
Absent : Amy Phelan, Natasha Harris



Teacher:
Rebecca Stapleton



Nada Adamovic



Thi Le



Linhda Nguyen



Susan Spackman



Kara Penna



Ashley Sargent



Brad Halls



Travis Porter



Anthony Filippakis



Luke Partridge



Rory Martin



Salisbury High School J Thomas 1999

Principal: Peter Turner
Absent : Kym Poole, Damlen Manners



Teacher:
Julian Thomas



Benjamin Johnson



David Stewart



Shannon Graham



Nathan Hiscock



Shane Hayes



Kristen Davies



Carena
Lambe



Amanda
Nettles



Cherie
Thompson



Kylie
Bland



**Salisbury High School
Westcott
1999**

Principal: Peter Turner

Absent : Sally Tillbrook, Rakiah Smith, Kerryn von Alpen



Teacher:
Bronwyn Westcott



Carly
Joseph



Lisa
Gage



Scrina
Dear



Cathy
Waples



Benjamin
Gibbs



Beall
Lancaster



Brendon
Kemp



Shane
Warrus



**Salisbury High School
Williams
1999**

Principal: Peter Turner

Absent : Michael Kerley, Elisha Kite,
Jan Macfarlane, Craig Taylor



Teacher:
Mary Louise Williams



Belinda
Page



Peter
Sargent



Naomi
Atkins



James
Walker



Chad
Herbert



Sean
Mulvaney

Middle / Senior School



**Robert
McPharlin**



**Brendon
Sachse**



**Iman
El Youssef**



**Steward
Pfltzner**



**Peter
Wallers**



**Ben
Petry**



**Salisbury High School
Oborn
1999**

Principal: Peter Turner
Teacher: Pam Horgan (absent)
Absent : Terry Lehmann



Teacher:
Maureen Oborn



**Luke
Robertson**



**Cassie
Martin**



**Ben
Waters**



**Jessica
Hamshere**



**David
Williams**



**Damien
Robinson**

Stage 1



Martin
Lucia



Trang
Nguyen



Rachael
Dallison



Daniel
Zienko



Quyen
Duong



Kylie
Bennett



Salisbury High School Allen 1999

Principal: Peter Turner

Absent : Tristain Cole, Jamie Turner



Teacher:
Roger Allen



Matthew
May



Nathan
Birch



Shannon
Zienko



Kylie
Diestel-Feddersen



Brian
Kent



Salisbury High School Johinke 1999

Principal: Peter Turner

Absent : Nathan Kite



Teacher:
Terry Johinke



Kristy
Mitchell



Gavin
Maxwell



Chad
Tassone



Bradley
Mitchell



Lella
Smith



Steven
Katsloris



Natasha
Tiller



Adrian
Story



Glenn
Pearson



Lauren
Holliday



Aron
Gooch



Kevin
Paull



Craig
Laubsch



Kylie Schuettenberg



Karris Whittingham



Alison Swanson



Heather Dib



Lyn Corbett



Carmen Broadstock



Sherea Ellis



Lauren Simpson



Marissa Dunn



Salisbury High School Koukoulas 1999

Principal: Peter Turner
Absent: Sophia Masmanidis



Teacher:
Sophia Koukoulas



Emma Malsey



Chrystal Colirell



Monika Tomaszewski



Toni Freeman



Linda Bilston



Karen Northway



Nerissa Sellers



David Johnson



Sharon Desnison



Shannon White



Ben Williamson



Rick Gower



Tony Snow



Robert Seegers



Jose Arevalo



Salisbury High School McPherson 1999

Principal: Peter Turner



Teacher:
Robert McPherson



Mark Campbell



Mathew Brooks



Trish Warwick



Amy Mitchell



Rhiannon Draper



Luke Parker



Luke Howett



Dallis Hill



Daniel Glancey



Tien Nguyen



Sam Paradiso



Scott Candida



Tuan Thach



**Salisbury High School
Munro
1999**

Principal: Peter Turner
Absent : Sam-Luke Williams



Teacher:
Glenys Munro



Jamie Robinson



Phillip Stephens



Lucas Inglis



Daniel Schell



Jessie Atkinson



Jaqui Munro



Alan Whichello



Nathan Marsh



Greg Paterson



Jessica Robinson



Renee Burgess



**Salisbury High School
Nethercott
1999**

Principal: Peter Turner
Absent : Sarah Carter, Astra Mulvaney



Teacher:
Lee Nethercott



Ashley Loxton



Rohan Sachse



Matthew Lunnay



Simon Rice



Crystal Carthew



Cassie Leunig



Shane
Gromball



Gavin
Ellis



Wayne
Hayes



Mandy
Thompson



Candace
Masella



Donha
Stocker



Salisbury High School Paice

1999

Principal: Peter Turner

Absent : Liam Miller, Stephanie Ball



Teacher:
Bryan Paice



Vi
Nguyen



Marie
Boyce



Michael
Perger



Ross
Gilligan



Steven
Haywood



Elisha
Richards



Katy
Buxton



Fiona
Curry



Samantha
Waters



Daniello
Bennett



Sarah
Moss



Nikki
Matthews



Salisbury High School R Thomas

1999

Principal: Peter Turner

Absent : Angela Tran, Carlos Astudillo



Teacher:
Ron Thomas



Rachel
Roberts



Melissa
Stanley



John
Powell



Amanda
Robertson



Jessica
Finlay



Robbie
Marshall



Adam Snow



Krystal James



Gavin Hooper



Chadd Ferdinands



Michael Howells



Pk Keomanivong



Dwayne Hickman



Mark Button



Jason Fratini



Michael Copeland



Salisbury High School Trenwith 1999

Principal: Peter Turner



Teacher:
Anita Trenwith



Adrian Mibus



Andrew Williams



Recco McLean



Nicki Carpenter



Donna Myers



Mai Ly



Toni Marshall



Melissa Slapp



Kenny Nguyen



Thien Tran



Chris Sim



Danielle Breytenbach



Lia Harrison



Naomi Rundle



Salisbury High School Uphill 1999

Principal: Peter Turner



Teacher:
Colin Uphill



Scott Houston



Cassie Ely



Justin Newell



Allan Roberts



Hue Le

Stage 2



Lucy Britos



Donna Olasz



Adele Filippakis



Nicole Rogers



Kylie Osmond



Huong Duong



Yumiko Kawai



Emily Waugh



Rebecca Mitton



Salisbury High School Bouzas

1999

Principal: Peter Turner



Teacher:
Pepe Bouzas



Kelly Sayer



Tammy Czora



Anna Cirillo



Natasha Hall



Marika Czora



Shannon Munro



Tara-Jane Curnow



Jesse Norris



Renee Carthew



Justyna Rosa



Mary Jarrett



Michael Brandon



Brett Hansford



Shane Lowery



Graham White



Salisbury High School Collins

1999

Principal: Peter Turner



Teacher:
Mary Collins



Sheree Woodfull



Kelle Szczurko



Sean Bint



Tanh Kien Tran



Mellissa
Brandon



Rachel
Chamings



Adele
Nugent



Garry
Skewes



David
Pearce



Christy
Cox



Amanda
Hector



Tamra
Maziarz



Ryan
Coad



Salisbury High School Fetchik 1999

Principal: Peter Turner



Teacher:
Phil Fetchik



Jessica
Wood



Kevin
Chaplin



Megan
Clarson



Kimberley
Mortimer



Aaron
Kemp



Chantal
Young



Russell
Smith



Jeremy
Kalembe



Craig
Bates



Robert
Marchetto



Salisbury High School Morelli 1999

Principal: Peter Turner

Absent : Sean Gourlay, Truong Nguyen



Teacher:
Josie Morelli



Amanda
Myers



Samantha
Reid



Casey
Sadler



Kathy
Butcher



Jasmine
Wyatt



Michael
Rentoulis



Jimmy
Richani



David
Allen



Ramsey
Jamal



George
Masmanidis



**Salisbury High School
Paphitis
1999**

Principal: Peter Turner

Teacher: Helen Paphitis



Paul
Tidman



Shaun
Busuttl



Michelle
Sutcliffe



Sarah
Hooper



Victor
Canales



Carly
McIntyre



Len
Cirillo



Christopher
Salter



Brooke
Baker



Sandra
Arevalo



**Salisbury High School
Robinson
1999**

Principal: Peter Turner

Absent : Mathew Brooks, Gavin Lane,
Wayne Readings, David Mann, Evelyn Astudillo



Teacher:
Pat Robinson



Emma
Waples



Cherrie
Weston



Natasha
Inglis



Clint
Ferdinands



Luke Pavich



James Farrer



Chris Rogers



Scott Maney



Benjamin Northway



Ryan Mitchell



Salisbury High School Stravropoulos 1999

Principal: Peter Turner

Absent : Joss den Engelse, Dung Dong



Teacher:
Tom Stravropoulos



Tung Ly



Matthew Tilbrook



Selwyn Hughes



Matthew Veale



Daniel Staporski

Paralowie House



Kane Hockley



Travis Knight



Sherie Garlick



BJ Walloscheck



Salisbury High School Paralowie House 1999

Principal: Peter Turner

Teacher: Jackelyn Swan

Absent : Blake Taylor, Craig Taylor, Karman Karpany,
Amanda Knight, Any Tyndall, Melissa Proom, Karmen Williams,
Kristy Williams, Alex Rayner, Benjamin Quist



Adam Geros



Russell Ruf



Naomi Harvey



Vanessa Cooke



Mathew Thompson



Brad Godden

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Editing
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And her Stage 1/Year 10 Year Book Elective Classes

Joan Leonard: Word Processing
Format

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Editing

Trevor Hill/Jim Oakey: Front/Back Cover
Layout

Bronwyn Westcott: Layout

Josie Morelli: Layout

Maria Denison: Layout

Rob McPherson: Technology

The 1999 Year Book is dedicated to the memory of our beloved friend and colleague, Anna Fillmore.

Autographs

