

SALISBURY HIGH

2000

MILLENNIUM EDITION

ALWAYS

ASPIRE

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MESSAGE FROM THE PRINCIPAL



Greetings to all our students, friends, families and supporters of Salisbury High School.

As I reflected on the year 2000, I found myself pondering on our achievements this year, which are depicted in this

Year Book, and are seen in the Annual Report. It is with a sense of pride that I have led Salisbury High School – pride in the students, staff and our parents as we worked together to achieve common goals and success for our students.

The success and impact of the Olympic Games, as Australians everywhere felt a strong sense of pride and community spirit during the torch relay, highlighted the importance of celebrating our “roots”, our humanity and our interconnectedness. Each of us needs to feel we belong and have a base; at the same time we need to test our “wings” and see how far we can “fly”. I believe education is at the heart of both personal and community development, with a clear mission to enable each of us to develop our talents to the fullest, to reach our creative potential and to find meaning and purpose in our lives. This can only truly be achieved in partnership with our families and friends, within our economic and social communities, including our churches, local, state and federal governments, sporting clubs, the business and industry sector. This calls for increasing our connectedness, working together to build sustaining relationships as we collectively determine our future and revitalise our community spirit.

In becoming a Partnerships 21 school, Salisbury High School was declaring that we want to empower our community to join us in our task of preparing our young people for a new and better future. We know that individuals learn throughout life from the social milieu formed by the community to which they belong. By continuing to work together with our parents and different sectors of our community we can provide the best learning environment for our students and staff.

I have been very fortunate this year to have been selected to be part of the inaugural year of the

Governor's Leadership Foundation (GLF) and had the pleasure of meeting a diverse group of people as well as hosting a seminar here at SHS on August 22nd on the theme “*Making a Difference through Education*”. Among other guest speakers, including Geoff Spring, our students and staff had the opportunity to showcase their knowledge, skills and abilities and the feedback received was both heartwarming and encouraging:

“What SHS has proven is the commitment, hard work and an optimistic attitude will achieve a level of success no amount of money will buy.” You are making a difference... The students did themselves proud.

I want to thank Sir Eric Neale as patron of the GLF and for being guest speaker at our Speech Day on December 8th 2000, as well as his continued support of Salisbury High School. Many thanks also go to the many contributors at our Speech Day for their generous financial and in kind support. These include: Hon Mark Brindal, Bunnings, Printworks, Steves' Bakehouse, Bank SA, Millenium Systems, Premier Art Supplies, Woolworths, Prime Commercial Placements, GII Michell, McDonalds Salisbury, Adelaide Hilton, Bellis, John Mitchell, Northern Adelaide Development Board, Barossa Liquor Store and Old Scholars; Marcia Evans, Dorothy Griggs, Jennifer White, Heather Wehr, Dr Guiseppe Caretti, Richard Maurovic, Jeffery Baden Delwyn Ayling plus many more

I want to thank many people for their outstanding commitment to Salisbury High School, in particular the staff, Governing Council, Friends of SHS, our old Scholars, and members of our education, social and economic community. A special thank you goes to our parents who have supported us in our role as care teachers and subject teachers. I am pleased to inform you that I will be the Principal at SHS for the next five years. I am looking forward to ensuring that SHS continues to lead the Nation in Enterprise Education and to ensure that we achieve our aim which is to successfully place every student into higher education, training and employment.

Finally, thanks to the Year Book team who spent hours putting together another quality Year Book.

Warmest wishes for the Christmas season.

Helen Paphitis
Principal.

SCHOOL COUNCIL REPORT

Salisbury High School has a very high profile throughout Australia and overseas, with its policies and the implementation of them; "Enterprise" being the key word. As a result, visitors from interstate and overseas go out of their way to visit. Students have received well-deserved accolades for themselves and their school.

The success is not an accident. It has been due to many factors, all of which can be fully attributed to the hard work put in by all staff, over the last six to seven years, which has been fully endorsed, recognised and supported by the parents.

Our business partners have been the other key element of success. They have the faith and business acumen to support the school, but congratulations must go to the students who have accepted and succeeded with the opportunities that Enterprise has opened the doors to.

Most people find it difficult to accept change or try new ideas, but the Salisbury High community accepted the challenge and have run with it very successfully. As a result, the benefits for the students have been many and varied.

Success always comes at a price and any new concept attracts its critics. Criticism can be good because it keeps us on our toes. Criticism can also be very destructive. We become the targets of the "Tall Poppy syndrome", and critics actively work against success. To do this they must have the ammunition and we have aimed to provide none. Ideas are not always immediately successful, but we can turn them into positives, learning from experience and being open to improvement.

A criticism I heard a while ago was; "It's all very well having a high profile and attracting students, but where is the academic

improvement schools are supposed to be about?". In answer I say "any change takes time to have effect". To that critic I answer "In 1999 Salisbury High School had more students than ever before go on to higher education and particularly University, more than other High Schools in the Northern suburbs". That would never had happened without "Enterprise" and people not being afraid to take the risk to be different and try new ideas.

During 1999 we joined Partnerships 21. We are already reaping the benefits with money being granted to improve facilities. We have more classrooms, bringing us to a more appropriate level, for the number of students in the school. New buildings will become the centre for year 12 students and thanks to the pressure and innovative skills of Principal Helen Paphitis, will have more space and working area than would normally be provided by classrooms.

There are so many other positives going on, in and around the school, providing benefits to many students. I can assure you that everything is being done to provide a school that meets the needs of this community, as we go into the new era. If you have any concerns or ideas you may wish to share with the Governing Council, please do not hesitate to contact the school accordingly.

In closing I wish to thank the staff for their dedication, the students, the volunteers and past students for their hard work and support, but most of all, the students for making our school a great place to work, learn and play in. I am very optimistic for the future of the school. I look forward with pride, to the success of all students as they continue on next year in learning or the workforce.

Alun Hughes
Chairperson Governing Council

ANCILLARY REPORT

Salisbury High School seeks to provide a service-orientated environment, and to this end the focus for the ancillary staff this year has been customer service. The front office has been remodelled in an order to make it more user friendly.

This year, once again, has been one of immense challenge and change for many of the ancillary staff. We changed our finance computer package and are now on EDSAS finance; we were in the first round of P21 schools, and of course, along with the rest of Australia, we are now working with the new tax system.

We continue to be involved in programs that better prepare students for the workforce, not only through the Student Employment Service, but also by taking individual students on work experience, and working side by side to teach them work skills.

Some of the areas covered by the ancillary staff include:

- reception and secretarial duties
- word processing
- financial management
- preparation of science practicals and assistance with laboratory experiments
- assisting students to gain the maximum benefit from our resource centre facilities
- support in the Students with Disabilities area
- repair and maintenance of computers
- assistance with preparation of resumes and job applications
- 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 are fortunate to have staff not only skilled in their own fields, but prepared to learn new skills and willing to try to impart some of these to our students. Students gain valuable experience by seeing practical applications for some of the knowledge they gain in the classroom.

The Student Employment Service has helped many of our school leavers find employment, and this service is available to assist students with resume and job application preparation.

The SSO's who work in the Special Education unit are to be highly commended for the sensitive, caring way in which they provide practical assistance in a whole range of activities.

I would like to take this opportunity to thank each and every member of the ancillary staff for the excellent work they have put in this year.



Chris Haggie
School Administration Officer

THE RESOURCE CENTRE

During the year 2000, the Resource Centre has continued to strive to provide resources to support all students' learning and achievements, in wide ranging forms: books, internet access, word processing facilities, information on disk, useful websites, use of the phone to contact outside institutions, newspapers, access to video players and cameras, displays of students' successes, and of course, help with utilising all these resources. I would like to acknowledge, and show heartfelt gratitude, to all those who enabled the above to occur.

I want to thank Sue Turner who has again worked tirelessly and supportively to provide students with resources and skills. To quote a year 12 student, "Sue is fantastic". She has also been responsible for mounting the eye-catching displays celebrating students' work, not only in the Resource Centre but also around the school. Trish Houlihan, Eddy Ogonowski and Ron Hillinger need to be thanked for their contributions of student artwork, which have brightened up the R.C.

There are many other staff without whose contributions the R.C. could not function as well as it does. I thank Joe DiPietro and Ken Hall who have continued to maintain the computers upon which students rely for class work. I thank all the staff who bring up their classes to access the variety of learning materials. Jean Spackmann has continued in her position of "honorary" staff member, coming in to cover books in her inimitable way.

The Business, Society and Environment and English and Literacy faculties need separate mention for their generous spending in building up research and reading resources for students. The vast range of student contributions also need acknowledgement.

Thank-you to all of you whose work has been displayed – and a special thanks to my Care Group whose artistic efforts have enhanced our displays. I also thoroughly appreciate all of you who are reliable in returning resources on time! Curtis May and Adam Robertson have provided invaluable aid in their own time during lunch, in the lending and returning of books and their help is deeply appreciated. Nathan Grocko has not only done this, but further given us intelligent assistance with the day-to-day running of the R.C. and has shown excellent problem solving skills. Thanks Nathan!

I am deeply grateful for parent support during this year. There have been concrete contributions from The Encyclopedia Britannica to a set of war magazines, all of which enhance students' learning opportunities. Thank-you also to all parents who help make our job so much easier by reminding their children to return books. This year there has been a noticeable drop in the number of overdue texts and we look forward to a smooth start to the 2001 textbook issue.



Without all the above contributions, and those I have inadvertently omitted, the Resource Centre could not have run as successfully as it has throughout this year.

Caroline Ashmeade
Librarian

FROM THE CHAPLAIN

Wouldn't it be great to be as rich as Bill Gates? He's in Australia for the Olympics and recently donated \$40 million towards another of the many charities that he belongs to. Over the years he has donated hundreds of millions of dollars towards ridding the world of some of its problems. In fact whole diseases may be able to be wiped out, thanks to the efforts of Mr Gates.

It's easy to think about how many of the world's problems would be eliminated if there was more money available.

And yet the problems of the world are not caused by a lack of money. The forty richest people in the world are worth more than the two hundred poorest countries. There is enough food available to feed every person in the world three times over. And so on.



People's hearts, not a lack of money, cause the problems. Jesus told a story about two people who gave money to the poor. One rich man gave a donation of thousands of dollars, while an old lady gave twenty cents. And yet Jesus said that the old lady gave more than the rich man did. Why? Because giving is worth nothing if it doesn't cost us anything. If we only give out of what we can spare, then it will have no effect on our lives and more importantly our hearts.

Leo Tolstoy said: "Everybody thinks of changing humanity but nobody thinks of changing themselves".

With that in mind, we all have the opportunity to be just as generous and have just as much effect on society as Bill Gates himself.

Since we are talking about money, a large company in America recently published humorous stories regarding people who had applied for jobs with them, including the young man who had to fill out an application form for an advertised position. In response to the question "Salary Expectation?" he simply wrote, "Yes".

My job through the year has seen me involved in a variety of activities. I have run lunchtime activities for students, helped run a boy's club for some of the year eight students, assisted the school counsellors and been involved with the whole school drug strategy. Several teachers have also asked me to spend some time one-on-one with those students who they feel may benefit from some extra attention.

Parents should also feel free to make use of my time at the school. I started working with young people ten years ago and it's my opinion that parenting these days is a lot harder than it used to be. Parents are more than welcome to contact me at the school if they feel they need some extra assistance.

Overall I think that Salisbury High School provides a fantastic environment for their students by trying to provide a balanced curriculum. All young people have enormous potential to impact on the world and make it a better place.

Andrew Beaufort
School Chaplain

FRIENDS OF SALISBURY HIGH

Another successful year for the Friends of Salisbury High, a group of parents who meet every Tuesday and contribute to the school in many ways. This group provides help and support when needed as well as helping with such things as fund-raising. They are an asset to the school and their input is much appreciated.

Any parent, grandparent or friend can join "The Friends". Meetings are very informal, and anyone who wishes to come along would be most welcome.

Again, this group has played a part in the success of the Fete, and are grateful to other parents outside the group who have supported them in this regard.

The school acknowledges the part that parents play in belonging to the Governing School Council, and would welcome nominations at the Annual General Meeting

to be held early next year. Why not nominate and become part of a very important decision-making body.

Other areas where parents play such a vital part are in the Canteen, with the Rock Eisteddfod, with learning programs and general school support.

Salisbury High School values parent participation and we would like to encourage more of you to become involved in whichever way you would like. You will find that involvement brings with it personal satisfaction.

Wishing you a safe and happy holiday, and may 2001 bring continued success for you all, students, parents and friends. Thank you for your support.

Dorothy Westell
Parent Liaison Officer

OCCUPATIONAL HEALTH SAFETY & WELFARE

Our whole school has undergone a sharp learning curve this year as we have undertaken WorkCover levels 1 and 2. We closely scrutinised practices, procedures and facilities in our desire to improve our safety competency.

We were pleasantly surprised to find that we were further down the track than we first thought. However, we did find areas where we needed to improve our knowledge and our techniques. This has meant improved recording and storage of dangerous and hazardous materials, following acceptable practice for electrical equipment and improved safety awareness for staff and students at S.I.L.S.

The overall effect of this achievement is a school that has a heightened awareness of dangerous practice and its elimination while being more conscious of good practice and its continuation. Many of our recording practices have been improved to come into line with WorkCover requirements.

We still have a way to go and in one sense we will never "be there" because we are now to review much of the work on an annual basis. It is the desire of staff, students and parents that our school will be a safe teaching, learning and visiting environment for all.

Bryan Paice
OHS&W representative

STUDENT SERVICES TEAM

The year 2000 has been a very busy one, as is usual, for Student Services. We have achieved our overall aim to support students in all aspects, helping with problems and issues of concern, to enable students to achieve their potential at school and beyond.

From personal and classroom issues to career and employment, there is a member of our team who has assisted.

Multicultural and Aboriginal Education Nita Combeer
Aboriginal Education and support
Rosalind Coleman
Bilingual Student Service
Malina Leng (Khmer language),
Isabel Vega (Spanish language)
Hoang Luu (Vietnamese language)
Vocational Education and Training
Alice George
Student Employment Service
Michele Baker
School Chaplain
Andrew Beaufort
Student Counsellors
Mary Chrysostomou & Terry Jarrad

Our young people have the right to counselling in privacy and with confidentiality when this is required and many students have sought help, advice or information knowing that they will be supported in a respectful way.

This year has seen even more emphasis on establishing and maintaining a harassment free school. A special effort has been made with all year 8 and 9 students so that they are well aware of what they can do and the help available to them. Special thanks go to the Peer Support students, organized by Mary Chrysostomou, for providing another option to resolve conflict between students.

Peer Mediators:

Jodie Moss, Belinda Alm, Adam Garraway, Andrew Bellamy, Ernesto Covino, Reannan Burns, Lauren McGregor, Kylie Laphorne, Natasha Quist, Pearl Tassell, Kelly Smith, Lisa Hutchins, & Tyson Hoey.

The school also much appreciates the invaluable work of Andrew Beaufort. Andrew formed many friendships with students seeking his help and has been involved in a wide range of activities and programs. Together with Terry Jarrad he formed the Boys' Groups this last semester, with participating students gaining extra interpersonal skills and increased opportunities to understand themselves and others.

Nita Combeer and Rosalind Coleman have been tireless in supporting both students and parents. Promoting good relationships with the wider community has been very successful, with events such as the Aboriginal Students Career Aspirations Day creating valuable links for our students. Nita has been very busy organizing interpreters, making home visits to support families, and supporting non-english speaking background students generally.

Alice George and Michele Baker have raised the focus on vocational pathways, employment links and career counselling this year. Through Vocational Education and Training and the Student Employment service, our students have excellent opportunities to gain relevant and practical qualifications and they have excellent support in resume preparation, job applications and work-place learning.

We are all looking forward to working as a team to help our students in 2001.

OCCUPATIONAL HEALTH SAFETY & WELFARE

Pathways to Employment

Salisbury High School students are assured continued support in gaining employment or gaining training when leaving school. Student Employment liaises and works closely with industry related programs, TAFE, University and employers.

Student Employment staff are available to give all school leavers the opportunity to gain the competitive edge in the workforce during the year.

Career Planning

Student Employment endeavours to give all students at Salisbury High a planned career direction. A well-researched career guidance program with individual assessment enables each student to get the best possible advice. We take an integrated approach, encouraging the involvement of the whole school, from care teachers, to parents and students.

Resumes

A resume is a concise summary of personal information, including such things as skills, work experience, and qualifications. Resumes are essential when applying for a position or for a course of some sort. It is important that students have resumes presented in a way that contains all the information that is important.

This is usually the first contact with a future employer; it is also an employer's first glance at a student's capabilities. Past and present students have the opportunity to have their resumes professional typed. Individual attention is given and appointments must be made as they can take up to one hour.

Positions Vacant

Thoroughly researched daily, Student Employment has information on positions that are suited to juniors – these are placed in our daily bulletin.

Michele Baker
Student Services

**I'm getting
experience in the
'workforce' and
staying at school.**



The "Doorways 2 Construction" programme allows students to get practical, hands-on experience in the building and construction industry and still complete their SACF

To find out more contact your School VET Co-ordinator, the C.I.T.B. (Kate Smyth) or visit the website www.citb.org.au



**Construction Industry
Training Board**

81 Greenhill Road Wayville SA 5034
Telephone (08) 8373 4744

October 19, 2000

STUDENT REPRESENTATIVE COUNCIL

Senior School

The S.R.C. comprises Year 10, 11 & 12 Students. We try to meet on a weekly basis. The day has varied over the year, depending upon the workload of the Year 12 members.

The Office Holders are: -

- **President:** - Kerrie Whittingham
- **Vice-president:** - Lauren Simpson
- **Treasurer/secretary:** - Chris Laws (who has now moved school)

The other members are Jenita Leinonen, Lecanne Dyson, Sarah Gillard, Erin Holden, Tara Jane Taylor, Shaun Maney, Linhda Nguyen, Phuc Nguyen and Aaron Neilson. The staff coordinator is Mrs. Nethercott.

This year the S.R.C. decided that when we held a Non-Uniform Day, the money collected would go to the S.R.C. fund so that we could help pay for improvements around the school. We are hoping to spend some of that money soon on improved seating. We have also collected for Charity and helped to promote Special Days: -

- World Environment Day
- Bow Tie Day
- Wheel chair Sports
- Amnesty International

- Red Nose Day
- Clean up Australia Day
- Bee Bee Bear
- Cystic Fibrosis
- Salvation Army

During Term 2, Mrs. Nethercott went on leave and Mr. Kennett took over the reins in her absence. The S.R.C. would like to thank Mr. Kennett for the help and assistance he gave during this time. Mr. Kennett held a Seminar at Paralowie House for the S.R.C. It was a Communication Training Day. This was designed to give the students better communication skills so that they could hopefully work better as a Team.

The S.R.C. has also given several students donations in order for them to take part in sporting activities interstate. We had two students picked to play for the State in Lacrosse.

In November we will take some of our S.R.C. to the "High Life" Conference, being held in the Festival Theatre. At this point of time we do not know who the Guest Speakers will be but I am sure they will be very motivational, as it was last year.

Lee Nethercott

STUDENT FORUM

ON Wednesday 23rd of August, seven of our students attended the Northern Area Youth Forum which was held at the St. Johns Anglican Church, in Church Street, Salisbury.

The students who attended were: Stefan Wosniak, Levi Newbury, Tyson Hoey,

Matthew Farrelly, Tammy Williams, Chantal Wanganeen and Kelly Stennet.

Students who took part were from both primary and secondary schools, ranging from grade 4 to year 11 students.

The main focus for the day was to work out ways that students could improve their voice in four main areas.

These were:

- Local Council
- Education Department
- The District
- The School



Young people should be encouraged to become part of their Student Representative Council in order to be heard. The keynote speakers were Mia Handshin (a journalist with the Advertiser) and Tony Zappia, who is the Mayor of Salisbury Council.



Ms. Handshin told us about her experiences as both a primary and a high school student and her participation in the S.R.C. She felt that those experiences had helped her to attain her current position.

Mr. Zappia encouraged students to be involved with the council and told everyone about the Youth Advisory Council, which is available for all high school students to have their voices heard.

Tammy Williams

YOUTH ADVISORY COUNCIL

During the year 2000, seven Salisbury High School students were nominated to be members of the Youth Advisory Council (YAC), to represent their school and the city of Salisbury. Their names are Gemma Lockyer, Tracey Tilbrook, Jasmine Glancey, Sal Thach, Mac Lee and Bradshaw.

The main focus of the YAC is to help the youth by improving the way they live in the Salisbury area. The team participated in 10 training sessions, which gives them a better understanding about how an official committee works.

Attending monthly meetings and being involved with various school and council/community projects and meeting

different people has given us more confidence. Learning about the YAC we believe will also help us with our future studies and opportunities.

We strongly believe that others should be encouraged to join the Y.A.C. team, as it is a very worthwhile experience. We wouldn't have the experiences or knowledge to do what we can now. We would like to thank Nita Combeer and Mandy Smith for helping us and showing us different pathways and opportunities throughout the year.

Gemma Lockyer & Tracey Tilbrook
Year 10

MIDDLE SCHOOL REPORT

Our year 8 and 9 students have been very fortunate this year to be led by a very energetic and caring group of teachers. We believe in keeping middle school students busy, involved and challenged and Pastoral Care and Curriculum programs have reflected this in the year 2000.

Year 8 students and their parents were welcomed into the school in February with a series of barbeques and activity evenings. We were delighted with the response. Nearly 100% of parents and students attended and this positive involvement has certainly helped our new families to get the best from our school.

Year 8 students and care teachers also enjoyed the SPLASH DOWN held at the Salisbury Swimming Pool in March. Year 11 Leadership students did an excellent job organising and umpiring a variety of in and out of the water activities. It was a great way for students and teachers to get to know their Care Groups. It was also the launch of colour into our Sub group teams. It was exciting to see the Green Team (my own team) win the Splash Down and receive the Challenge trophy.

Friday Pastoral Care programs have also been about building positive relationships, developing organisational skills, team competitions in sport, quiz and debating, work readiness, culminating in a work observation day and developing the key competency folders.

The key competencies:

- Communicating Ideas
- Using Technology
- Working in teams
- Collecting and analysing information
- Problem solving
- Planning and organising
- Using mathematical concepts

play an increasing role in our Pastoral care and Curriculum areas. Students who are competent and confident in these areas are very well prepared for the demands of the Senior School and the workplace.

Enterprise projects have also provided some dynamic opportunities for our Middle School students to increase their confidence and skills. A number of Curriculum areas have worked together to design programs that involve students working in teams, beyond the classroom. For example year 8's worked in English, Society and Environment and Science on exploring the local area of Salisbury, developing a "Salisbury Secrets" presentation. This also led to Year 8 Society and Environment students working with Trans Adelaide and Neighbourhood Watch on the "Adopt a Station" program.

A Year 9 Extension Science class led by Melanie Groves also used technology to escape and explore space as part of the Jason Project. Their presentations showed amazing grasp of complex content and the New Age Technologies.

Our Middle School Special Education class led by Emma Medhurst have formed their very own Daff-o-dil business. They have exciting plans for expansion next year.

Already established programs such as the Quit Smoking HPD "It's cool not to be a smoker" activities and the Society and Environment school/industry links involving Year 9 students mentored by Year 11's in shadowing local small business, continue to help our students learn about topical issues and develop team work and communicate skills.

I would like to thank the many Year 8 and 9 care and subject teachers who work so effectively with our students and in particular the Year Level Managers;
Rebecca Stapleton, Josie Morelli, Arther

Nankivell, Mary Chrysostomou, Alice George, Jim Oakey, Richard Megaw and Adrienne Gregory. I would also like to thank our two Counsellors; Terry Jarrad and Mary Chrysostomou who work tirelessly and

positively to support our students in a multitude of ways.

Karen Fitzpatrick
Assistant Principal - Middle School

SENIOR SCHOOL REPORT

Youth Opportunities Communication Magic and Goal Setting Course

Over the last year some of our students have been fortunate enough to be chosen for a Life Long Learning Program run by Adelaide entrepreneur Peter Marshman.

The program offered our students a 60-hour course run over 10 weeks, which incorporated training in areas such as communication, motivation, confidence and goal setting.

What parents have said

“Dear Andrew and Sean, I would like to express my gratitude to Youth Opportunities for the change I have seen in my son Stewart. Since doing your course he has grown in self-confidence and has learnt to handle difficult people.

I was very proud to hear my son talk at his graduation.

We highly recommend the course to any young person who needs to have more direction in their life.”

What students have said

Tammy: “I liked how we learnt how to communicate with others without getting angry.”

Amy: “I learnt to handle difficult situations.”

Celeste: “I did more work here than at school because what I learnt made sense.”

Chris: “It made me believe in myself.”

What some teachers said

I was moved when I listened to the inspirational graduation talks of some of our students who had completed the Youth Opportunities training.

They were bold, honest with themselves and showed a lot of self-esteem and positiveness. Congratulations to all our students who worked through the training session.

Joshua McLean
Alicia Marshall
Ian Hall
Stewart Herring
Celeste Anderson
Simon Peters
Amy Mundy
Tammy Williams
Matty Peters

We believe students benefit from this program by being able to:

- Set clear goals
- Plan to achieve success
- Communicate well with others
- Develop increased confidence and leadership.

On The Job Commitments

Year 10 and 11 Workplace Learning

The majority of Year 10 and 11 students completed work placement over Week 8 and 9 of Term 2. The school received very positive comments from employers about student behaviour and participation.

Information from Michele Baker, our Youth Employment Counsellor and Stuart Philp, an Employment Consultant from Nasteo Solutions provided an invaluable resource for our students in relation to their work placement. They soon realised that:

Being on time
Working as part of a team
Doing what you are asked, and
Good grooming

were all important aspects of meeting success.

Holdens Program

We have the following Senior School students who have expressed an interest in the VET Holdens program at the Holdens Automotive Centre, Elizabeth.

Shay Nash
Sam Jeffery
Andrew Gardiner
Ross Gilligan

Students completed an initial interview and participated in this unique Northern Area Regional workplace learning site. Congratulations to our selected students.

The course is equivalent to:

SACE Unit / 2 x 2 week blocks of structured workplace learning.

Students Prepare for Work

On Friday 27th October, Year 11 students were involved in a practice interview to help prepare them for future employment opportunities.

The students had been involved with various workshops to help prepare them for this day.

Self Made Girls

Our Senior School girls participated in this exciting program, which is designed to teach young women the skills to gain their own financial independence.

The workshop enhances what is taught in schools by providing an agenda of stimulating activities, including how to run a business, how to design and create a product, and how to dress for business. For the whole day, the girls worked through the activities side by side with adult women mentors who had achieved success in business.

Some of our girls responded that the one day training taught them that they too could become successful businesswomen in the future.

The following girls may one day achieve this business success.

Robyn Hayes
Kate Ryan
Rachael Parslow
Lecanne Dyson
Linda Sellick
Kate Ryan
Kimberley Smith

Finally, we have the highest praise for our Senior School students, who under pressure have learnt that with the support and guidance of their teachers they will never give up. Each day is not a dress rehearsal but the real thing.

Ann Prime
Assistant Principal - Senior School

Students were required to prepare for the interview by:

- Having a typed resume
- Preparing answers to standard interview questions
- Dressing as if they were attending a real interview



The interviews lasted approximately twenty minutes in which students were given both verbal and written feedback on their performance.

Students who participated on the day were excellent and well prepared. Staff were very pleased with their interview skills.

Special thanks to Salisbury High School staff who gave up their time and expertise to help students improve their skills.

Terry Jarrad and Pepe Bouzalas
Year Level Managers

BUILDING LINKS WITH UNI SA STUDENTS

Students from the University of South Australia's Magill campus became mentors, dispelling myths and demystifying university for our Salisbury High students on October the 20th.

Thirty-six year 11, 12, and Certificate IV students participated in Project 2000 – Unibound; an initiative between the Divisions of Education, Arts and Social Sciences at Uni SA and Salisbury High, promoting university study to students.



The program involved students discussing university life and touring campus facilities, including the Internet broadcasting "Magnet" suite, with a university "mentor", participating in tutorials and fun lunchtime activities.

Mentors included students studying degrees in education, psychology, journalism, communications, social work and social science, who were matched to students in similar fields.

Project Officer, Julie Fyfe organised the day as she did last year when she did a work placement at our school.

This program is a win win situation where the mentors too gain from their participation in the program, by contributing to the student's lives. Our students had a very positive experience, which will allow them to easily make their transition to university life. The project cultivated a sense of pride within the mentors and built self-esteem in our students.



Phil Fetchik

THE ARTS

Art

Dance

Design

Drama

Music

Practical Technology



THE ARTISTIC TALENTS OF OUR STUDENTS



Jason Thompson Yr 8



Yr 9 Work



Darrin Lowery Yr 10



Jenita Lienonen Yr 10



Kyle Pavich Yr 10



Rachel Sutcliffe Yr 10



Daniel Lock Yr 10



Megan Goddard Yr 10



Duane Mibus Yr 10

THE ARTS Y2K

It has been an exciting and innovative year, seeing the Arts Team moving into the new millennium, with the amalgamation of the Arts Faculty with Practical Technology to form the **Arts Technology (AT)** Faculty for the year 2001.

This change will bring with it new and enterprising developments in the **AT** curriculum with each area linked by themes in the Middle School program, leading to Pathways to Employment in the Senior School.

Dance, Drama and Music have linked with Visual Arts and Design to create a variety of performances during the year 2000. These have formed part of the "**Travelling Road Show**", which has gone out to perform to a variety of Primary Schools and Community venues. Activities have also included: -

- "**SHIMMER**" a cabaret performance at the Shedley Theatre, involving Dance, Drama and Music students from all year levels in a two hours performance. A Visual Arts Power point slideshow formed part of the entertainment.
- The Salisbury North Arts & Crafts Fair at Hissar Avenue where again our students provided a variety of excellent entertainment in the form of a cabaret performance.
- The Gawler show "**Sounds Great**" **Youth Arts Expo**, where our Art students performed the cabaret yet again all day Sunday of the weekend event.
- The year 12 Drama Production at the Golden Way Theatre.
- The Adelaide Show where our Music students performed before a huge audience.
- The Visual Arts and Design Exhibition at the John Harvey Gallery, in Salisbury, titled "a priori" was held throughout September, which then moved to Paralowie House for a celebration of its

resounding success. Both exhibitions were organised by the Year 12 Visual Arts students.

The Arts have been successful in attracting a grant of **\$2,500** from the Northern Area High Performance Enterprise Community (**HPEC**) initiative, which will help fund the 2001 "Sounds Great" Gawler Show event.

Multimedia Vocational Education and Training (**VET**) is up and running in the Arts, with the making of a digitally mastered video film made in partnership with the Salisbury Community with students from Paralowie House.

Ask your favourite Arts Technology teacher what's on for 2001 in the Arts and be pleasantly surprised.

Jim Oakey
Arts & Technology Coordinator



Natalie Robinson Year 10

MUSIC REPORT

This year Music students have again enjoyed many opportunities to perform publicly in and outside the School.

On many Fridays, antlike trails of Year 9 students could be seen making their way from the Music room to the Gym, clutching guitars and microphone stands in preparation for Assembly performances. Mr. Thomas and Mr. Cozens were impressed with the co-operative involvement of the students before, during and after performances.

The major performances for the School bands took place in three busy months - June, July and August. On June 7, Year 11 and 12 students took part in the combined Arts performance at the Shedley Theatre. This was an exciting day, with a matinee performance to primary school students as well as an evening performance to the wider public. Both the year level bands feature strong individual playing, confident singing and a great overall ensemble sound. It was gratifying from a teacher's point of view to see some of the 'blokes' not only singing, but singing well!

The big event for the Year 12 band was a live performance at the Rock 'n' Roll Eisteddfod on July 25th under the direction of Mr. Thomas. SHS was the only school to feature live music, the band performed three chosen pieces to fit the theme of 'making it' as a rock 'n' roll legend. Playing on top of a 3m high scaffold, the band looked and sounded spectacular, and the performance won recognition for live sound.

The Year 11 band played at a community concert on August 20, titled 'Let's Wake Up The Neighbours', this consisted of performances from local primary schools, dance schools and, of course, us! The band was in great form, and the venue (Salisbury North Community Centre) was ideal acoustically. Mr. Cozens was impressed with the cooperative and purposeful attitude of the students, making this event easy and enjoyable to run.

The Gawler Show on August 27 provided another opportunity for both groups to get out and strut their funky stuff, along with dance and drama students and bands from

other area secondary schools. On this occasion the sound was a little harder to manage, but the experience of playing in a variety of venues is invaluable for the students. Some members of the Vocal Group also performed early in the day, and did well to sing confidently with only a few members present.

The Vocal Group formed in Term 2 in response to a request for music for the Reconciliation Assembly. It consisted mainly of Year 8 students who can sing up a storm and are gaining in confidence all the time. The group has performed at two local primary schools, and the lively personalities in the group engage their audiences. Towards the end of term 4, the group will go into the recording studio, and these tracks will form the beginnings of the School's CD proceeding next year.

Music students are really taking to the music computing equipment, which has been purchased during the year. Eight new Yamaha MIDI keyboards and advanced music software enhance classroom teaching as students write their own arrangements and listen to the results straight away.

The purchase of eight acoustic guitars means that a wider range of musical styles can be explored, and will probably extend the teachers' upper frequency hearing for many years as well!

To conclude, it has been a great year for music at the school, and we as teachers believe that the students have gained invaluable experience through public performances. We have been impressed with the good humour, cooperation and ability of the students, and wish the large numbers who are continuing all the best for 2001.

**Ron Thomas
Matthew Cozens
Music Teachers**

Footnote:

Unfortunately, Mr. Thomas will leave the staff at the end of the year after a 15-year involvement. His enthusiasm, tact, and resourcefulness, (and ...soldering iron!) will be missed by students and staff alike.

All the best, Ron!

YEAR 12 DRAMA

During week 8 of term 2, the year 12 Drama class performed their group production at Golden Grove Recreation & Arts Centre.

After approximately 10 weeks of rehearsals (including weekends and holidays), the class, consisting of both PES and SAS students performed a naturalistic Australian play called 'The Garden of Granddaughters', by Stephen Sewell.

The performance on the 19th and 20th of June received praise from the audience as they were able to identify and relate to the themes and issues in the play. The characters provided plenty of conflict and humour in a realistic story about family and relationships.

The positive feedback from both nights was exceptional.

After a difficult start to the year due to lack of facilities, the students managed to pull together and create a solid performance, which allowed others to see what the Drama students from SHS are capable of. Performing outside the school setting allowed the entire cast to experience acting in a professional venue and this added to the increased motivation and skill level of the cast.

Matthew Braid
Drama Teacher

YEAR 9 DRAMA PROJECT

The Drama Department this year was lucky enough to inherit a new Drama room. The old Weights room became our new Drama Room 2. With our creative talent we decided to renovate our new room. Of course, there were teams of expert artistic students in my class that were at work for months, to achieve our new home.

With brightly coloured walls that evoke sea-life and plenty of creative talent, the

experience was challenging. Every student in the class incorporated their expertise, their creativity and imagination.

Many new skills were also learnt along the way. This course was designed to give students a 'hands on' experience in 'behind the scenes', 'set designs' and construction, which are all incorporated in Drama productions.

Josie Morelli
Drama Teacher



YOU SHOULD BE DANCING

This year, dance students have kept very busy in preparation for the following Multi-Art performances.

- Paralowie Fete
- Salisbury High Fete
- Shedley Theatre Performance – Shimmer
- Salisbury North – Lets Wake Up The Neighbourhood
- Gawler Show – Arts performance
- McDonalds Rock A Thon
- Rock Eisteddfod – Adelaide Festival Theatre
- School assemblies

Shedley Theatre!

The atmosphere on the day was cool. It wasn't about who could dance or who couldn't, it was about everyone coming together and making a great crowd pleased. When the show started and we saw how many people were there, it made our nerves jump, but after we finished our dance there was a big sigh of relief when the audience clapped. Everyone should feel proud of themselves.

Kerrie Staehr
Year 11

Gawler Show!

I felt that the performance was important because there were a lot of people watching. People from all around Adelaide were there so it seemed more special.

Rachel Sutcliff
Year 10

A lot of time and energy goes into each performance to make it a success, and I am pleased to report that our students have discovered why it's all worthwhile.

This term I chose to do dance because I did dance last year and it was fun and I like performing in front of people. This term we are doing a dance to the "Thong Song". It took us a while to learn the dance but we learnt it in time for the 'Wake Up the Neighbourhood' performance at the Salisbury North Community Centre. We did all right, but we all knew the dance required more effort in our actions. We made a few changes that made the dance better, for the Gawler Show performance. It was a great experience for me because lots of people liked it. I liked it because everyone put the effort into it. I hope we can do it again!

Tessa Fleming
Year 9

The students have gained a lot of self-confidence by performing to various audiences. They have also learnt how to perform better by viewing professional dances, theatre companies, and films. Most of the shows included workshops as well.

- Fame – the musical Adelaide Festival Theatre
- Cir kids – Fringe Festival
- Newmet Dance Theatre
- Junction Theatre Co – Risky
- Centre Stage
- Jumbuck Theatre Company
- Hip Hop and Breakdance

2000 ROCK EISTEDDFOD CHALLENGE

Salisbury High: "Media Overkill"

As you may already know, this year's Rock Eisteddfod entry was unique from any other in the past. This was because our school entered the 'Stage' Challenge for the first time. It meant that we were the only school in the state to have a live band with singers who accompanied our dancers and actors on stage.

Four aspiring singers audition and win a music contract. They create a video – clip to "Deeper Water" and become famous around the world. New York, London, Paris, Munich... Everybody is talking about pop music. Adoring fans, hyped up by the media, chase our singers through a web of glitz and glamour, until our singers are totally overcome by the media.

Soundtrack: Deeper Water (Deadstar) Pop Muzik (3rd Party)

The Team

Chantal Russo, Kim Smith, Samantha Owens, Antonia Aristomenopoulos, Amy Kennedy, Chris Moyle, Angela Ayris, Samantha Jeffries, Melissa Hughes, Dwayne Gower, Eve Jewett, Allison Leutkens, Amanda Maxwell, Janelle Wood, Nikita Den Engelse, Vanetta Powell, Kate Bradley, Nicole Lovatt, Jessica Geue, Tara Bell, Samantha Daniels, Nycoma Smith, Rebecca Wilson, Rhiannon Wallis, Amelia Dear, Rachael Bettens, Huong Duong, Alicia Cooper, Kylie Osmond, Rebecca Weston, Sophie Christopoulos, Tim Fitzpatrick, Amanda Cambell, Alex Kelly, Dale Hann, Jade Diorio, Kimberley James, Lee Warnest, Michelle Thorp, Michael Saridakas, Amanda Nemes, Kerrie Shattell, Kerrie Stachir, Rebecca Joseph, Sheree Ellis, Tegan Jamieson, Amy Mitchell, Melissa Cloney, Kirsty Perkins, Robyn Hayes, Crystal Trace, Nick Diaz, Jessika Smith, Stacey Houston, Jenna O'Donnell, Scott Godfrey, Kayla Mykyschyn, Pothiti Kalyvas, Melissa Stanley, Chris Salter, Phillip Hodson, Brendon Kemp, Stefan Wozniak, Carlos Astudillo, Adam Diaz, Rachel Roberts, Levi Newbury, Kevin Chaplin, Chris Lawes, Jessica Finlay, Adam Robertson, Sarah Moss, Steven Sawyer, Rhiannon Draper, Luke Thirlway, Amanda Roberts, Philip Robertson, Ian Hodshon, Bradley Enthoven, Ricardo Filippakis, Ben Robertson, Tracy Thompson, Sally Sheldon and Megan Goddard.

Thank you

Adele Shannon (liaison Teacher), Helen Paphitis (Principal), Ron Thomas, Matthew Cozens, Jim Oakey, Eddie Ogonowski, Ron Hillinga, Josie Morelli, Trish Houlihan, Matthew Braid, Peter Raymond, Maria Hodson, Mark Henzel, Nerissa Sellars, Kylie Schuttenberg, Chrystal Cottrell, Megan Cottrell, Friends Of Salisbury High School, Dorothy Westell, Kylie Thompson, Nikki Langelar, Simone Bourke, Tegan Dewett, Felicity Schiller, Sarah Arthur, Serena Near, Caitlin Kiely, Carena Lambe, Krystal Osbourne, Dawn Robertson, Kellie Gibbs, Bubbie O'Rourke, Front Office Support Staff and Chris Gray.

Company Sponsors

Salisbury McDonalds, Bunnings Parafield, Price Attack TTP/Salisbury, Kennards Scaffold Salisbury, Best Direction Adelaide, Northern Districts 99 Inter Team and Salisbury Town Centre Association.

All the students did a fantastic job, collecting awards in the following three areas.

- Award of Excellence for Stage Use
- Award of Excellence for Stage Crew
- Award of Excellence for Sound Track/Live Band

The judges were quite impressed by all the effort that went into this kind of a production. This is what they had to say about our performance,

Judges' Feedback

Concept enabled vibrant, creative, lovely movement. Nice use of video clip. Theme clearly conveyed the whole way through. Sound track very appropriate. Especially pop music, harmonics were great.

Steps were well chosen for the music used and fitted well with the theme, loved the skating section. Nice use of stage. Band on elevated stand effectively.

Roller bladers, skaters nice idea fun to watch – Well Done.

Good Gymnastic skills and good use of contemporary technique. Interesting use of 3D and 2D props and set. Colour concept great.

The four singers had a great look and this was carried through with the designs for other costumes.

Well done - a vibrant and fun performance.

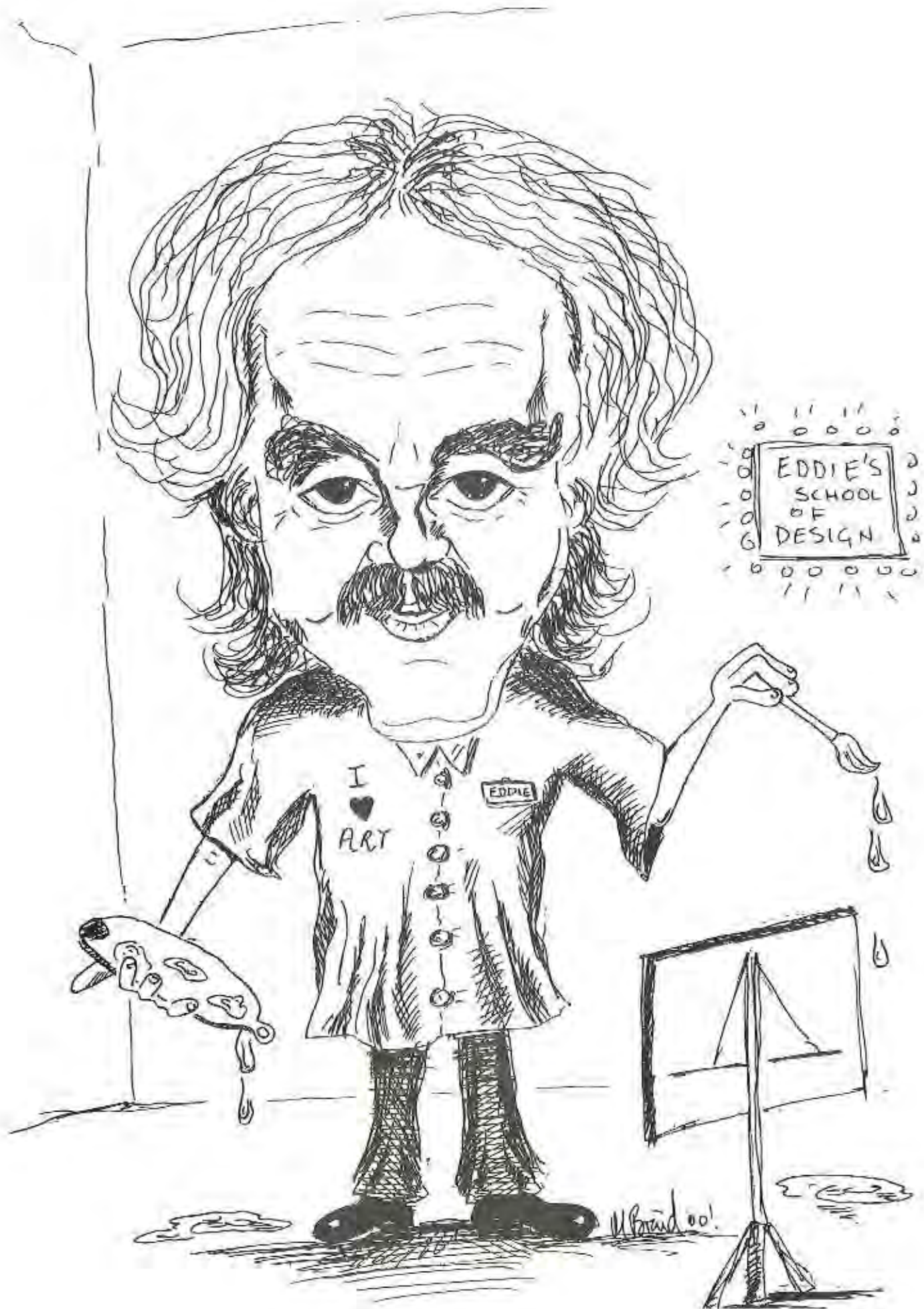
Danni Vadoulis
Caroline Lawson

**CONGRATULATIONS TO ALL
INVOLVED!**

**Adele Shannon
Rock Fisteddfod and Dance Teacher**







BUSINESS SOCIETY & ENVIRONMENT

Australian Studies

Business Studies

Society & Environment

Tourism

Vet

Work Education

Accounting

Small Business Management

Legal Studies



BUSINESS SOCIETY & ENVIRONMENT

2000, has been a fantastic and eventful year for the Business, Society and Environment curriculum team.

The BSF Team consists of the following staff:

Pepc Bouzalas
Raylene Fiorita
Pat Robinson
Peter Ditty
Caroline Ashmeade
Annette van Elk

Karen Fitzpatrick
Josie Morelli
Sylvia Groves
Alice George
Bev McKay
Matthew Braid
Andrew Ward
Peter Raymond
Jim Vinecombe
Alan Roberts

MIDDLE SCHOOL

Excursions

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

- Adelaide Bicentennial Rainforest Conservatory
- Coca Cola Amatil, Adelaide
- Local Area Walk
- Local businesses, John Street, Salisbury
- Parabanks, Salisbury
- Wetlands
- Nature Education Centre

Polis Day

Annette van Elk's and Peter Ditty's Year 8 Society and Environment classes hosted an Ancient Greek Polis Day in the resource Centre. Students produced displays relating to various aspects of Ancient Greek culture. These included Humanism, Education, Religion, daily life, Democracy, Architecture and Olympics. Students also gave oral presentations on the knowledge they have gained in class relating to ancient

Greek culture. These talks were well received by the audience.

The Fringe

Josie Morelli, Jim Vinecombe, Peter Ditty and Annette van Elk's Year 10 Society and Environment classes had the opportunity of watching a performance about World War II called 'The Garden'. Set against the backdrop of the harsh reality of the holocaust, 'The Garden' is essentially a story of hope told by children who lived in the Terazin ghetto during the World War II. Through a collage of poetry, images, song and storytelling the play explores the lives of the children who, against all odds, created their own 'garden in the ghetto' through the gift of pen and paper.

Olympic Games

BSE students had the opportunity to be involved in the Cross Curriculum Olympic Games 2000 project. Annette van Elks' and Sylvia Groves' Year 8 Society and Environment classes created some Ancient Olympic artifacts for display.

World Environment Day

Australia was the international host for World Environment Day – 5th June. While the event was celebrated throughout Australia, the official United Nations Environment Program events were held in Adelaide.

The theme for World Environment Day 2000 was “Time to Act”. Activities that happened during the week included:

- Students were able to design a poster about Salisbury’s waterways or a topic of their own choice which related to the environment
- Planting of trees by Brian Toft (gardener) and Year 10 society and Environment students. The Salisbury Council donated the trees
- Senior School SRC sold \$2.00 friendship bands and badges
- Displays were held in the Resource Centre and front foyer
- Discussions during BSE classes on relevant world environment issues

SENIOR SCHOOL

Stage 1 Business Studies

This year Pepe Bouzalas’ Stage 1 Business Studies students set up their small business Yummies Snack Shack. The business idea was to make and sell a range of sweet and savoury foods. Students had the opportunity to learn about the main factors that are important in planning and starting a small business.

Stage 1 Work Education

This year Work Education was compulsory for all Stage 1 students. This program is designed to improve students’ work knowledge, involvement, experience and skills. Students in Alice George’s, Jeff Kennett’s, Peter Raymond’s, Raylene Fiorita’s and Pepe Bouzalas’ classes were provided with opportunities to be involved in

- Year 10 Society and Environment students studied Salisbury’s wetlands’ role in the environment

Aboriginal Reconciliation Week

Middle School Society and Environment students and staff were involved in a range of activities during Aboriginal Reconciliation Week (29th May to 2nd June).

Students achieved successful outcomes 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
- Designing posters
- Silent reading – students were very interested in reading information with an Aboriginal emphasis
- Participating in Reconciliation Workshops
- Attending Reconciliation 2000 assembly

work placements, portfolio and resume preparation and mock interviews.

Stage 1 Australian Studies

Josie Morelli’s Stage 1 Australian Studies class attended the “Anne Frank – a history for Today”, exhibition when it visited Adelaide. Students studied the film “The Diary of Anne Frank”, during their World War II unit during term 2 this year.

In term 4, students explored the issue of Human Rights. Once again they made reference to Anne Frank’s life, looking at the violation of human rights. The exhibition told Anne Frank’s life story from the perspective of the Frank family and by relating this to the history of the holocaust as told by other survivors. The exhibition challenged our students to think about basic social values, including

tolerance, respect, human rights and democracy in today's world.

Stage 1 Young Achievement Australia

Students in Andrew Ward's YAA course, combined with Mount Carmel Our Lady of Sacred Heart School and Saint Aloysius College. Their company Phunky Angelz, produced, marketed and sold document holders and cushions.

YAA is a structured and nationally accredited enterprise-training program which offers students an opportunity to learn and produce many skills for starting and operating a business enterprise. This year BHP sponsored Phunky Angelz. Meetings were held at their Wingfield business premises.

Stage 2 Small Business Management

Stage 2 Small Business Management course involves the setting up and running of a small

business. This year 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.

- Eggarama (egg sales from own chooks)
- Redco (car detailing)
- King Snacks (hot food)
- Celtic Roses (magic boxes)
- Bath Bliss (bath products)

Literacy

This year we have seen

- Improvements in WBLA results
- Higher participation of students involved in silent reading
- Increase in resource base units
- Higher percentage of students involved in oral presentations.

Tourism

Sylvia Groves' SAS Tourism has provided students with many exciting opportunities. This year has seen students:



- Investigate holiday habits of the older generation.
- Analyse tourism promotional materials
- Prepare an international travel package. Take part in tour guiding and organising a tour for our Japanese exchange students

- Take part in a mock interview for a career in Tourism
- Present a Power Point Presentation on a local destination
- Investigate the cultural Tourism possibilities of Hahndorf
- Investigate the Virtual Tours available online.

Tourism is a course which requires hard work and commitment and this has been evidenced by some of the excellent results our students have achieved. It provides practical and authentic opportunities for our students and sets them on to a career pathway in this field

Congratulations to Kerrie Whittingham, Lauren Simpson and Ramsey Jamal on achieving outstanding grades in this course.

Vet

VET modules are embedded into BSF courses in Senior School, allowing for accreditation for SACE as well as VET.

➤ Business Pathway

The Business Centre's Business Pathway program continues to allow students to receive advance standing in the DETAFE Award Certificate In Business (Office Skills) and Certificate II in Business (Office Administration). Competency standards are embedded into SACE Stage 1 subjects, allowing students to complete SACE as well as gaining VET accreditation.

In Term 2, the following Business Pathway students were involved in structured work placements organised by the Northern Adelaide Regional Workplace Learning Centre:

Kirsty Gowland, Jacquie Broadstock, Georgie Bouhalis, Caitlin Kiely, Carena Lambe and Serina Dear.

Log Books were provided and students completed competency standards and key competencies assessed by employers and staff during work placements.

During Term 2 SSO's at our school were involved in mentoring Business Pathway students and students in Raylene Fiorita's and Pepe Bouzalas' Year 10 Practical Information Processing course. Student worked in the front office answering telephones, filing, photocopying and word processing.

➤ Tourism Pathway

Alice George's and Jeff Kennett's Stage 1 Tourism and Sylvia Groves' Stage 2 Tourism continued to provide students with many opportunities to gain insights into the tourism industry. IIR modules are embedded into the Stage 2 Tourism course.

Students are able to complete these modules in addition to fulfilling SACE requirements. This pathway leads on to further TAFE courses.

Enterprise School Industry Links Program



Now in its third year, the School Industry Links Program continues to achieve successful outcomes for students, staff and local businesses. This year's program involved students from Pat Robinson's 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. Local businesses who participated in this project included:

- PN Bakery
- Spaceland newsagent
- The Reject shop
- Skin, Ski & Surf
- Joe's Parabanks Fruit Market
- Figaro's Ladies and Mens Hairdresser

Chris McDonald (Executive Officer, Salisbury Town Centre Association) was invited to speak to students involved in this project and presented certificates to the local businesses that participated in this project.

SALISBURY SECRETS

Salisbury Secrets

Pepe Bouzalas, Ann Prime and Karen Fitzpatrick worked with year 8 students on a Salisbury Secrets project. Students have been working on promoting the local area in their Science, Society & Environment and English lessons. Students worked in teams to make a web site, newsletters, interviewed local people and contacted radio stations.



Every student was involved in speaking publicly about the process. During Term 3, the year 8 students did a formal presentation

on their project in front of parents and Chris McDonald.

Adopt a Station

Year 8 Society & Environment students from Karen Fitzpatrick's, Peter Ditty's, Annette Van Elk's and Pepe Bouzalas' classes were involved in helping with the Adopt a Station project at the Salisbury Interchange. Staff and students worked with Chris McDonald (Salisbury Town Council Association), and members of Trans Adelaide and Neighbourhood Watch to beautify our local Salisbury Interchange.

Students gained some practical skills as well as learning much more about working in teams. The future year 8 students will have an opportunity to become involved in the Adopt a Station project as it is now embedded into the Society & Environment curriculum.

Letter To Parents

BSE staff supported students by encouraging successful habits. Information about topics covered and assignment required in subjects were sent home so that parents were better informed about their son's/daughter's work.

Curriculum – Teaching And Learning

The focus for BSE staff training and development was on curriculum – teaching and learning.

Staff participated in workshops to learn about the requirements of the South Australian Standards and Accountability Framework (SACSA). Also, several BSE staff participated in 4MAT. This year BSE

staff achieved successful outcomes in

- Further developing BSE programs to include the 5 essential learnings and ensure numeracy and key competencies are explicit as required by the South Australian Standards and Accountability Framework (SACSA)
- Embedding 4MAT activities into their BSE programs.

Student Teacher

Janine Campbell, a student from the University of Adelaide, undertook her first teaching practice at our school. She successfully completed a five-week block of teaching practice during 15th May to



NEWSLETTER



Scenic Bike Trails



16th June and was supervised by Bev McKay and Pat Robinson.

Facilities/Resources

The fire during the year caused damage to four BSE classrooms and office areas. As a result BSE staff and students were relocated into the main building.

This year Pat Robinson's Room 2 was upgraded to include 20 computers allowing Practical Information Processing students timetabled classes to complete their courses in this location. The future direction for this room is to also integrate learning technologies involving other BSF subjects.

Many new resources were purchased including books, videos, furniture and stationery throughout the year. Many thanks to Caroline Ashmeade (BSE/Resource Teacher) who has worked very hard in updating our resources and providing research opportunities for our students.

Presentations

Staff and students had many opportunities to be involved in presentations and promoting the BSF curriculum area, including:

- Local media article in the Messenger on the successful small business 'Eggarama'
- Regular reports throughout the year in the school newsletters
- Whole school BSE assembly
- School enterprise days
- Year 7 open night
- Year 10 SACE/VET Expo

Overall, an excellent and exciting year! Many thanks to the BSF staff and students for making it such a memorable year for our curriculum area.

Pepe Bouzalas
Business Society & Environment
Coordinator

PS I am happy to report that from 2001 I will be the Coordinator of Enterprise and Vocational Education at LeFevre High School. I look forward to the challenge and would like to thank the staff, students, parents and wider community who have supported BSE over the last 4 years



AUSTRALIAN BUSINESS WEEK

Salisbury High School Year 11 students participated in Australian Business Week held at The Levels Campus of the University South Australia from the 14th to 18th February.

Our students had the opportunity to learn about business perspective by working with businessmen and women within our community and from all over Adelaide, and SHS teachers.

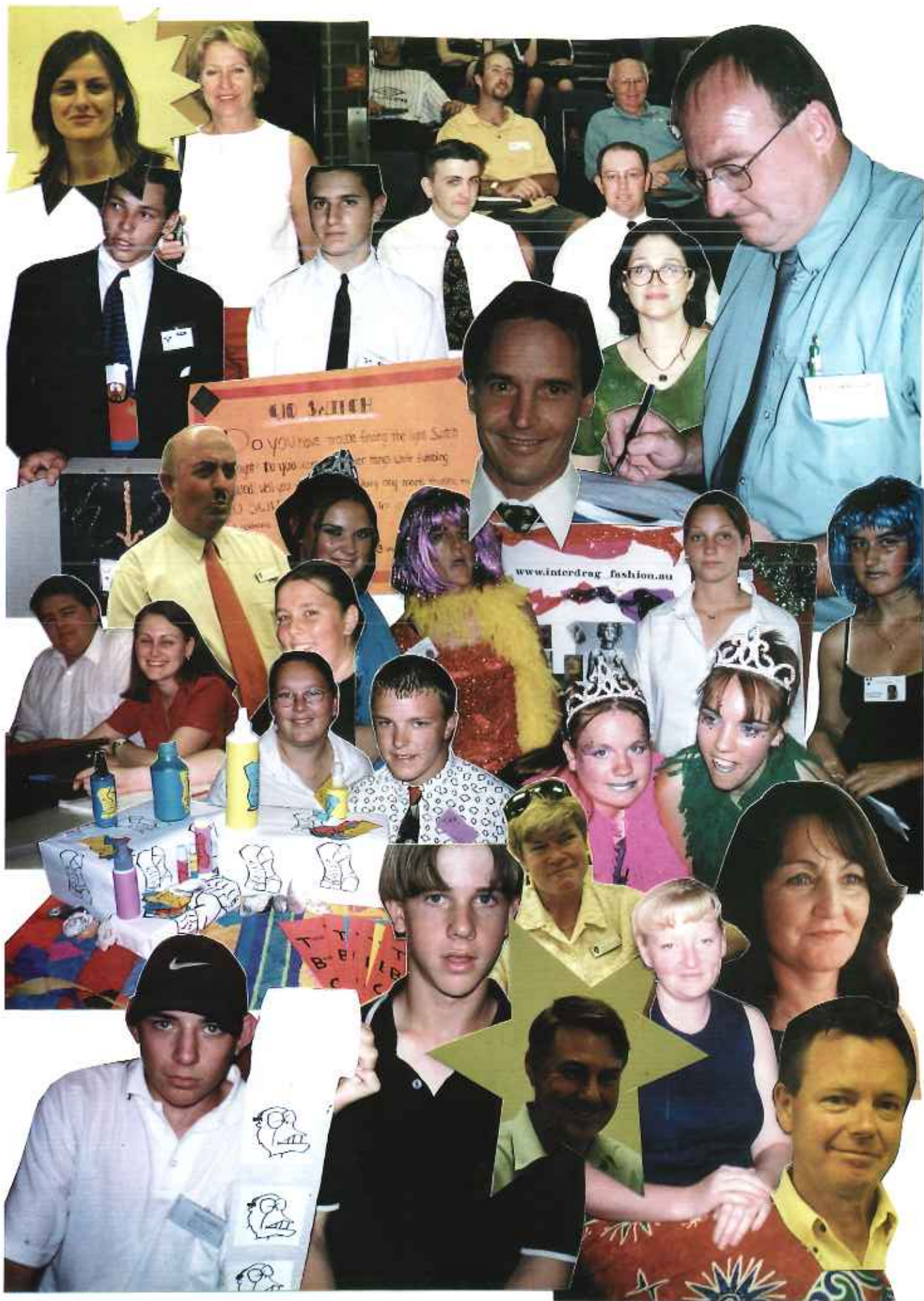
The students were placed randomly into groups of 13 and became the managers and

team members of a computer simulated company. Students were faced with real business situations on which they had to make informed decisions.

Not only did the students learn valuable insight into the business world from their mentors, as teachers we also learnt from the business mentors as well. It was a very interesting week with new situations arising everyday.

On a Wednesday afternoon, students in their various groups participated in an





industry visit to one of the following places:

HIH Insurance
Halam Goat Dairy
Bunnings
Tea Tree Plaza
Foot Locker
Guava Fashions
Muffin Break
Fauldings
NASTEC

At the awards ceremony, students were presented with certificates and prizes for their involvement in the program.

Our heartfelt thanks to the following:

Sponsors:

Bank SA
Bellis Fruit Bars
D Griggs

Guest Speakers:

Premier Art Supplies
Woolworths
Northern Adelaide
Printworks
McDonald
Kelly's Farm

Business Mentors:

Andrew Beaufort, School Chaplain, SHS
Dick Cabban, Paralowie Lions
Meg Czora, Small Business
Ashley Hill, HIH Insurance
Adrienne Houlihan, Small Business
Jo McGrath, HIH Insurance
Peter Michell, G H Michell
Brian Robinson, DSTO
Liz Scaffidi, Salisbury Lions
Peter Southern, Millennium 2000
Sean Turner, HIH Insurance

Teacher Mentors:

Grant Banfield
Terry Jarrad
Ros Belle
Glenys Munro
Pepe Bouzalas
Ann Prime
Nita Combeer
Jim Vinicombe
Barb Hall
Lou Williams
Trish Houlihan

Warwick Brezzo, Owner/Manager, McDonalds: Elizabeth, Salisbury and Hollywood Plaza
Sgt Ross Cottrell, Training and Environment Officer, RAAF
Max Davids, Manager, Northern Adelaide Development Board
Mike Guerin, Senior Consultant, Aspect Computing
Gosia Hill, Manager, Northern Adelaide Business Enterprise Centre
Helen Paphitis, Principal, SHS.

Judges:

Chris McDonald, Manager, Salisbury Town Centre Association
Shirley Smith, Regional Manager, Australian Business Week
Cheryl Bermingham, Principal's secretary
Anita Trenwith, SHS Literacy Coordinator

Special Acknowledgements to: **David Czora**, for his support with Computer Simulation; **Ron Thomas**, for producing Business Videos, **Richard Megaw**, for taking photographs during our presentation; **Joan Leonard** and **Jane Pike**, for word processing information required for ABW and **Karen Fitzpatrick**, for her support with oral presentations.

Student Comments from Australian Business Week:

Georgie Bouhalis

I learnt how to work in big groups and with a lot of people as part of a team.

Joanne Johnston:

I learnt how important it is to meet deadlines.

Adam Kennedy:

I learnt what happens when making a commercial.

Ashley Haskell:

Fantastic – well worth doing!

Kerrie Staehr:

It was fun, the Uni was great, and another week would have been cool.

Jessika Smith:

I had lots of fun and thought it was great that we learnt how to run our own business.

Pepe Bouzalas
Terry Jarrad

Australian Business Week Coordinators

EGGARAMA

For our Small Business Management course we had to divide ourselves into groups and create our own businesses. After much discussion amongst our group, we decided that we were going to buy "point of lay chickens" and sell the eggs they laid. We then calculated the expenditures that were necessary in setting up our business and went for a loan from the school's bursar.

During the meeting for the loan, we had to provide a Feasibility Report showing cost of supplies, market research, advertising, details of entrepreneurs, manufacturing information, and details of how the proposed business would run. We also had to explain how, and when we were going to be able to repay the loan. The meeting was a success; so we were able to start our business.



Before we could get the chickens we had to make a shelter for them and decided to build a coop at Gavin Maxwell's house. We already had some old material lying around at no cost. We then went to a place behind Globe Derby racecourse and bought 10 "Point of Lay Chickens" at 10 dollars each.

Almost two weeks after we settled the chickens into their new home, our group got a phone call saying the wind had blown the fence down and 10 chickens were running around the back yard. We immediately went to fix the fence but it was hard to salvage anything as the wind had damaged the lot so we decided that we were going to build the

pen properly. We went to Paramount Browns and bought 5 metal stakes and 10 metres of chicken mesh. The group remade the pen, but it was no longer known as a chicken pen but rather a 'chicken palace'.

About 8 or 9 weeks after the chickens had been bought we were starting to doubt that we were ever going to see an egg. Then one sad weekend one of our chickens went to chicken heaven. Things were not looking good for Eggarama. It took 12 weeks before we would get an egg and 17 or so weeks before all 9 of the chickens, got their act together.



During the time we had many interviews and articles written about us. We were involved in two of the school's Enterprise days and an assembly. Even the local newspaper, "*The Messenger*" had an article about us. We sure were getting the advertisement for our eggs, but even with all the chickens laying 1 egg on a daily basis, we could not meet the demand. So we put the price up 50 cents and later made a special 2 dozen for \$5.00.

We had a lot of disappointing moments but I'm sure that it has paid off and I'm also sure that the Eggarama team will never forget the experiences involved in running our own business.

Gavin Maxwell, Glenn Pearson, Aaron Gooch and Tuan Thach

Gavin Maxwell
Year 12 Student

HEALTH & PERSONAL DEVELOPMENT

Food & Community

Food & Culture

Food & Hospitality

Home Economics

Independent Living

Work Education

Sport



HEALTH & PERSONAL DEVELOPMENT

The dawning of the new millennium brought some positive changes to the HPD area and also saw the consolidation of programs and continued improvement of facilities.

The HPD team for 2000 included Barb Hall, Lee Nethercott, Carmela Culshaw, Deb Lang, Trish Houlihan, Katrina Clarke, Kevin Smith, Chris Moen, Bill Tonkin, Jeff Kennett, Anne Prime, Theo Chapple and Sylvia Groves. This team brings a combination of youth, energy, experience and talent; we have ably provided a comprehensive and relevant curriculum for the students of SHS.

Some of this year's highlights have included:

Physical Education

We have welcomed three new teachers; Chris Moen, Katrina Clarke, and Bill Tonkin (replacing Theo Chapple), to join Kevin Smith and Jeff Kennett. The commitment and rapport they have achieved saw very positive outcomes for our students.

We introduced a theory booklet for all year 8 and 9 classes. This proved very successful and will be reviewed and reprinted in preparation for 2001. It provided students and parents with access to expectations, assessment procedures and course information.

We have continued to provide choices of single sex classes where possible and have maintained an emphasis on skill development, teamwork and participation. The SEPEP program provided an opportunity for our students to become involved not only in skill development but also in the organisation; such as coaching, umpiring and publicity, of a selected sport. Some of the results were inspiring and it

was fantastic to see the skills and positive attitudes.

We continue to conduct Sport Search fitness tests at the beginning of each semester to provide feedback for students about their level of fitness and to identify any students with particular promise. The results are sent to the SA Institute of Sport which may request further contact with any promising athletes.

As we are in the year of the Sydney Olympics, the HPD faculty spearheaded a cross curricula project to encourage other areas to promote and include Olympic activities in their programs. SHS certainly achieved a gold medal for their widespread efforts in this area.

The year 10 PE program has been documented and is working towards preparing our students for Stage 1 and 2. Stage 1 continues to be vital to the preparation of Stage 2 and has aimed to develop skills, positive attitudes and knowledge of related issues. We are looking to provide a certificate course in Sport and Recreation, with modules being offered in year 10, 11 and 12, providing our students with certification in this field.

Home Economics

We saw a few staff changes with Carmela Culshaw joining us for a semester and Trish Houlihan, first replacing Lee Nethercott while she was wandering around Africa (thank goodness she returned), and then Ms. Culshaw.

This year we have worked hard to fine-tune our Junior school program and broaden our senior students' opportunities. At year 10, courses such as Independent Living, International Food & Cuisine, Garment Construction and Leadership, have allowed students to begin creating a future pathway in their area of interest.

A new course called Community Action will be offered and will operate with the assistance of a funding grant. The course will focus on community projects, volunteering, leadership and self-development. Trans Adelaide, The Red Cross and The YMCA will help provide expertise in these areas.

The International Food & Cuisine courses have provided an international flavour. The aromas and gourmet foods created in these sessions have tempted us all and have provided our students with an insight into many different cultures and their unique dishes.

Our senior school students have made their mark in the Hospitality sector with functions and small business opportunities and once again proving to be the cake experts of the state. Ms. Hall has continued to set very high standards and it is great to see students meeting them.

The Home Economics staff work incredibly hard but the results are in more than the pudding. Our students are sought after to host functions and the opportunities are diverse. They also include the Child & Family Studies course led by Ms. Lang; and who could forget the invasion of the simulated babies?

Health

We have broadened the program and will be offering Stage 1 Health in 2001; we aim to have a Stage 2 Health class operating by 2002. Currently we incorporate Health as part of our HE program. We have continued to run the "Quit" program (it's cool to be a non-smoker), in year 8 with great success. In year 9 we focus on self-esteem, sex, relationships, puberty and drug awareness.

Many of our other courses incorporate different health components to support students in that field. With the expertise of Ms. Clarke and Mr. Kennett, this field should provide diverse opportunities for our students in the future.

Our facilities continue to improve. The Sewing/Textiles room has been completely refurbished under Miss Houlihan's direction. Its vibrant colours make it a pleasant and more functional place to work. The gym foyer has been greatly improved, providing a welcoming and informative entrance to the gym. The new PE room provides us with a much-needed base for our students for theory lessons.

We are looking forward to accessing a new kitchen early next year, providing a café environment for the ever increasing future hospitality functions prepared by our students. The year 2001 looks promising for HPD with continued growth expected, and new courses and the continuing improvement of our facilities and programs.

We will always strive to provide relevant programs for our students' ever-changing needs. Health and Personal Development provides essential life skills and gives every student the opportunity to succeed in many areas and levels.



I am proud to be the Coordinator of this learning area and know we are looking forward to 2001 with enthusiasm.

Sylvia Groves
Health & Personal Development
Coordinator

YEAR 10 FOOD & CULTURE

This is a very popular subject within the curriculum, highly suitable for students interested in learning about other cultures and their cuisine. Each week students learn about a different country and the foods typical to that culture. They then go on to cook a number of that culture's traditional dishes for the class to share from a buffet they have all set up.



Another part of the course is a major project, which involves an in depth study of a country, their food and culture of their choice. Some of the countries chosen were Japan, America, Greece, Thailand, Holland, Scotland, Italy, Mexico, France and Germany.



The students then plan and prepare a three-course meal for two, which their guests pay for. As you can see from the photos the students went to great lengths to set their tables and present the dishes for their guests' enjoyment. Their efforts are to be well commended. The guests, which included teachers, parents and other students were very impressed with what was prepared and the presentation. This is a great course to do and I really enjoy teaching it, as there is always something new to learn and try.



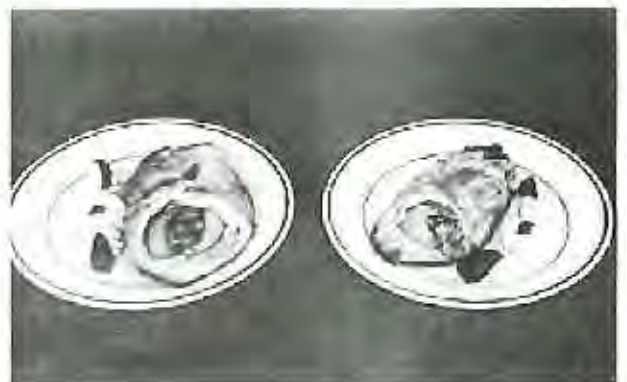
Trish Houlihan
Home Economics Teacher

YEAR 11 FOOD & COMMUNITY

The Food and Community course was trialled in the second half of this year for students who wanted to have hands on experience in the Food and Hospitality industry, and needed to be able to do this in a small group. This worked very well for most of the group and they learnt and gained valuable skills. These were showcased several times inside and outside the school when they helped to prepare the food for the visiting Japanese students and organised food for several other required functions.

In 4th term students attended, prepared, and waited at a function in the Jack Young Centre, which is a popular entertainment centre and gathering place for the older people in Salisbury. This function was for approximately 60 people, which gave our team plenty of opportunity for showcasing learned skills. The following week they returned to the Jack Young Centre and gave their services willingly to another and larger function.

The group finished the course by choosing an activity in the form of a Major Assignment, and completing it very successfully. I feel the course was a success and the participating students really gained skills, confidence and became much more work ready than they had ever been before. Should they wish to continue with this pathway, the doors have been opened thanks to this course.



Barb Hall
Home Economics Teacher

YEAR 12 FOOD & HOSPITALITY

The year 2000 has been a very busy time for the year 12 Food and Hospitality group. Not only do we have an excellent teamspirit among the group; they have done some fantastic projects of which they are justly proud.

They spent the first semester collecting, analysing and using food and hospitality skills, highlighted by an interesting visit to The Regency School of Catering, and a visit to a local hotel for some behind the scenes information about how a 'pub' is run, from the manager's point of view. Thank you again John and thank you to the Elizabeth Rose and Crown for their hospitality and their free drinks.

We also paid a visit to the Urrbrae school of catering to see how Franjie Garland produced a Nouvelle cuisine meal, which the students were encouraged to participate in, as well as organising and preparing such a meal in beautiful surroundings, (even if it was one the heaviest storms Ms Groves has ever driven in).

We finished the semester off by showcasing learned skills to parents, peers and teachers at a very successful and enjoyable evening, consisting of a three-course meal with fun, games and prizes. The feedback was excellent and well deserved.

We started off the second semester in fine style with Margaret Baughm and her great band of helpers giving their valuable time willingly and freely to help our group. (Margaret is the current President of the S.A. Cake Decorating Society.) After she spent only four lessons with us, our group gained skills and enthusiastically designed and completed fourteen very attractive cakes, so attractive that they gained the 1st, 2nd and 3rd prize and a highly commended certificate from the Royal Adelaide Show. Cassie Lily was our first winner with her delicately designed cake, Trang Nyugen was the second

with her beautiful interpretation of lovebirds, and a very timely reminder was our third winner with an intricate design called 'lest we forget', a very powerful message from Natasha Inglis. Last but certainly not the least, another timely message from Lauren Simpson 'Let's reconcile'. Even though the other 9 students didn't actually win anything, they worked very hard and came up with some fantastic cakes. The school is very proud of their efforts. On top of an excellent effort, every student received a millenium medal from the Royal Show.

From then on it was work, work, work towards the end of the year and activities included a tasty take-away, where the group ventured into their first small business. Some were very successful, and for others it was a great learning experience.

A gourmet bakery was the next venture, resulting in some extremely yummy coffee mornings. The last two activities really plunged our team into management skills and activities. Each person in the group became the manager of their own function and really found out what management was all about. The results were fantastic, and many people enjoyed several interesting and extensive meals.

Our Christmas function was a great success. The students even voted to come back after the official end of year to show just how much they had learnt and to showcase their commitment to the course they started as a rather disorganised bunch. They showed that they had become a talented cohesive team who could fit into a team of hospitality workers anywhere. I wish all of them very best, and may all their dreams and goals come to fruition because they have certainly worked towards that.

Barb Hall
Home Economics Teacher



INDEPENDENT LIVING SKILLS

We have had three Independent Living Skills classes this year. Students who have enrolled in these classes were keen to develop some survival skills ready for the outside world after leaving school.

At first the students had to set some goals and make some plans for themselves for their futures. An important part of this is to develop good communication skills, particularly appropriate assertiveness training.

We considered four basic survival skills for independent living:

- Money management
- Shopping skills
- Basic cooking skills
- Home maintenance, eg. Changing light globes, cleaning, car maintenance.

We had some interesting guest speakers and excursions. A Housing Trust spokesperson told us about issues related to renting. A policeman, from Salisbury Police Station,

talked about keeping safe at home. We had a very interesting excursion to the Law Courts and learnt about court procedures.



Jeff Kennett

Health & Personal Development Teacher



SPORTS REPORT

We have fielded teams in a range of events once again, with the strengths of the annual program reflecting both the interests of our students and the coaching expertise that we have available. We can expect each year to be different, as coaches come and go and as groups of talented students move through the year levels, but something which has not changed is the support that sport has received from all quarters. The school recognises the contribution that sport makes to the lives and education of so many people in the community and at no time have any constraints been placed on our participation. As most sport happens within school hours, this is a major commitment.

The sport budget does, of course, have its limits, and contributions from students for all of their activities play a vital role in the viability of the program. They enable new equipment and uniforms to be purchased and for the costs of similar events to be averaged out, so that no single event ever has a prohibitive cost. This year we have been able to increase the amount and quality of cricket gear and will be able to buy some additional basketball and soccer tops in alternate colours.

Two of the most pleasing aspects of our year in sport have been the dedication and sporting behaviour of our teams. It is great to hear coaches, venue managers and officials from other teams offering reports on the high standard of conduct of Salisbury competitors. There is no better way of encouraging volunteers to repeat their efforts year after year, than by playing hard, playing well and being gracious in victory or defeat.

Junior sport often requires the services of senior students as umpires, coaches and managers and these tasks have been willingly taken up. The standard of the work done by the senior students has been very good and as seasons go by, our officials are setting better precedents for those who follow.

Members of staff who have continued to look after teams include Terry Johnke in swimming, Jeff Kennett in ten pin bowling, cricket and tennis, Mary Chrysostomou in soccer, Rebecca Stapleton in netball and 8-ball, Jim Vincombe in soccer and Theo Chapple in athletics and rugby league.

Several new teachers have made great contributions. Not all will be with us in 2001 and we are very grateful for the work they have done.

Katrina Clarke put masses of energy into swimming, athletics, netball and softball. Chris Moen helped with athletics, took on most of the basketball and coached junior indoor soccer. Shelley Hand looked after girls' football and cricket, Emma Medhurst coached netball and Bill Tonkin coached girls' football and super 8's cricket, while putting together a program of staff versus student matches in nine different sports!

Well done to all of the staff and students who helped make 2000 a very successful year in sport and while we know that next year will be different I am confident that we can continue to run a worthwhile and comprehensive set of activities.

Go Salisbury!

**Kevin Smith
Sports Coordinator**

YEAR 8 & 9

As part of physical education students in year 8 and 9 participated again in SEPEP (Sport Education in Physical Education Program), programs. SEPEP relies on users (teachers and students) to create a particular form of social system within physical education lessons, known as student-centred learning. Students are responsible for creating their own teams, as with community sporting competitions, and to running matches each lesson.

Essentially each student has 3 roles;

- a player
- a duty role and
- a team role.

This year we were very lucky to have members from the Port Power football club come out and assist the year 8's in running a SEPEP basketball unit. The students loved having the boys join our classes, (especially

the girls.) Year 9's conducted a SEPEP touch season.



SEPEP gives students the opportunity for leadership, to practice skills within a competitive environment, for problem solving, teamwork and sportsmanship. Students enjoyed the unit and to celebrate we had a presentation lesson and party with lots of very yummy food.

YEAR 10

Aquatics

As part of the year 10 physical education program, students participated in a variety of Aquatic activities at the Salisbury Pool.



Students were involved in under water hockey, water netball, water polo, raft construction, rafting and lifesaving skills. Students enjoyed the chance to participate in a wide variety of water activities; especially being able to try some they would not usually have the opportunity to try.

Katrina Clarke
Health & Personal Development Teacher

CRICKET

As you can see the girls have been training very hard and it has paid off. After being beaten by Paralowie High by only 1 run in their first game, the girls turned around and gave Craigmore High a hiding.



Everyone played a starring role at Elizabeth Freemont High, with Sarah Veale having to retire because she scored too many runs. They couldn't touch her. Who can forget Neishas' batting? Erin took a ripper catch and then dropped a sitter.

We must thank our wonderful umpire Steven, for his hard work and also the scorers, both Jenna and Linda.

When you see the girls out training, wish them luck, as we are playing in the finals in December.

The team



Back row: Sarah Lifshack, Laura Sadler, Erin Williams, Sarah Veale, Jessica Schumman, Lynette Gillard.
Front row: Alexis Nicholson, Linda Sellick, Kelly Stennet, Sara Gillard. Absent: Neisha Iles and Jenna Woolhead.

Bill Tonkin
Shelly Hand
Coaches

FOOTBALL

On Friday, 8th of September we journeyed out to Freemont Elizabeth High to participate in a football carnival, looking forward to a fun filled day. We were not disappointed.

Everyone performed brilliantly; receiving their fair share of bumps and bruises (we used a lot of ice that day). Highlights of the day were Paula's ferocious tackling and

fantastic marks, Neisha's 25 possessions in 10 minutes, Alicia's constant drive and run, and Sarah's 5 goals.

The girls finished third out of eight teams, a great effort. A special thanks to Stephen Nemes and Shaun Adams for umpiring and support throughout the day.



The Team

Back row: Mr. Tonkin (coach), Alexis Nicholson, Sarah Gillard, Laura Sadler, Erin Williams, Sarah Veale, Jessica Schumman, Ms. Hand (coach).

Front row: Paula Broadstock, Alicia Pearson, Alicia Marshall, Tracey Smith, Kelly Stennet. Absent: Neisha Ilea, Jenna Woolhead.

**Bill Tonkin
Shelly Hand
Coaches**

ATHLETICS DAY

Congratulations to all participants involved in both the school Trials Day and the Athletics Day. While our team is small we are very proud of all athletes' performances and thrilled that SHS is able to provide them with the opportunity to compete at this level.

Many of our students produced excellent results. These include:

Paula Broadstock

First: B Grade Yr 9 Girls 400m
 First: B Grade Yr 9 Girls High Jump
 Second: B Grade Yr 9 Girls Shot Put
 Third: B Grade Yr 9 Girls Javelin
 Third: B Grade Yr 9 Girls Long Jump

Nathan Brophy

First: B Grade Yr 8 Boys 1500m
 Second: B Grade Yr 8 Boys 800m

Jason Burchell

Third: B Grade Yr 9 Boys 4 x 100m

Luke Capp

Third: B Grade Yr 9 Boys 800m

Darren Cawte

Second: B Grade Yr 9 Boys 200m
 Third: B Grade Yr 9 Boys 4 x 100m

Steven Coad

Second: B Grade Yr 10 Boys 100m

Michael Diestel-Fedderson

Third: B Grade Boys Javelin

Tessa Fleming

Second: B Grade Year 8 Girls Discus

Cheryl Kirkpatrick

Third: B Grade Yr 8 Girls 200m
 Third: B Grade Yr 8 Girls High Jump

Amanda Maiden

Third: B Grade Yr 10 Girls 4x100m

Alicia Marshall

First: B Grade Yr 10 Girls Discus
 First: B Grade Yr 10 Girls High Jump
 First: B Grade Year 10 Girls Javelin
 First: B Grade Yr 10 Girls Shot Put
 Third: B Grade Yr 10 Girls 4x100m

Jamie Martin

Third: B Grade Yr 9 Boys 4x100m Relay
 Third: B Grade Yr 9 Boys 400m

Andrew Ross

Third: B Grade Yr 9 Boys 4x100m

Candice Rumbold

Second: B Grade Yr 8 Girls High Jump

Kyle Smith

First: B Grade Yr 10 Boys 200m
 Second: B Grade Yr 10 Boys 100m
 Third: B Grade Yr 10 Boys Discus

Tara Kay Taylor

Third: B Grade Yr 10 Girls 4 x 100m

Sarah Veale

Third: B Grade Yr 10 Girls 4 x 100m

Jamie Ware

First: B Grade Yr 8 Boys Long Jump
 Second: B Grade Yr 8 Boys Triple Jump

A very big thank you needs to go to Mr. Smith our Sports Coordinator, who

worked tirelessly to ensure our team was ready.

Thanks also to Mr. Chapple, Mr. Moen and Ms Clarke for acting as Team Managers and their support on the day.

Sylvia Groves
Health & Personal Development
Coordinator

SWIMMING CARNIVAL

The Salisbury High School Swimming Carnival was held on Monday, 7th February 2000. Students enjoyed a great afternoon of swimming, while competing for individual age championship titles.

Age Champions for 2000:

Year 8

Chris Parslow Eleni Bouhalis

Year 9

Scott Jenkins Mandy Holiday

Year 10

Nathan May Tricia Cranwell

Senior

Kevin Paull Lauren Holiday

Our school competed in 3 interschool swimming carnivals:

- Combined Vista & Northern Zones – February 24th
- SASSSA – March 1st
- Swim SA – March 3rd

Students who represented the school included:

Year 8

Daniel Barry, Chris Parslow, Shane Dale, Brendan Evans, Alex Kelly

Year 9

Scott Jenkins, Eve Jewett, Shaun Davies, Andrew Ross

Year 10

Michael Sellars, Nathan May, Tricia Cranwell,

Senior

Lauren Holiday, Kevin Paull, Scott Langelaar, Adam Kennedy

At the Northern Vista Carnival the Year 8 boys took out the shield for their division. Well done! All students competed at a high standard, earning many places throughout the 3 carnivals.

Congratulations to every student who represented our school. You were a pleasure to accompany.

Katrina Clarke
HPD Teacher

LEADERSHIP IN SPORTS AWARDS

Thank you and well done to the following students who officiated at interschool swimming carnivals and have received a leadership certificate and three award points.

Erin Williams
Kirby Nugent
Laura Sadler
Erin Holden
Sam Paine
Sarah Gillard

Stephen Coad, Matty Robertson and Steven Nemes are helping with the coaching, umpiring and scoring of Year 8 and 9 Super 8s Cricket in the Northern Zone weekly competition.

Senior students have been invited to help run competitions for themselves and some interest has been shown for Super 8s Cricket.

Kevin Smith
Sports Coordinator

8-BALL CARNIVAL

On two occasions this year students from Salisbury High School have had the opportunity to compete in 8-ball carnivals at "Legends", Brahma Lodge Indoor Sports Centre (BLISC) against students from other local High Schools.

On Thursday, 29th June, 29 students from Salisbury from years 8-12 competed against students from Paralowie and Craigmore. On Friday, 13th October, 30 students from Salisbury High from years 10 -12 competed against students from Paralowie and Salisbury East High School. On both occasions Salisbury High had the most students participate.

Students were divided into teams of 6 where they played singles against each other member of the group. 10 points were awarded to the winner of each game and the loser received a point for each of their balls potted. Points were then collated and groups of 6 made from these statistics. The top 6 students then played off in the finals. We were always well represented in the finals;

Thursday 29th June RESULTS

Junior Division

2 nd	Andrew Ross
3 rd	Matthew Lifshack

Senior Division

1 st	Ben Northway
2 nd	Michael Copeland
4 th	Scott Jenkinson

Friday 13th October RESULTS

Senior Division

2 nd	Michael Copeland
3 rd	Long Nguyen
4 th	Glenn Pearson
5 th	Scott Jenkinson
6 th	Matthew Reid

I would like to say a big thank you to the BLISC owners and staff (in particular Maria), who were nice enough to hire their facilities to students for just \$3 each. This included the 8-ball tables and cues, as well as use of the indoor soccer/cricket nets between games. Everyone involved appreciated their support and involvement.

Also, a big thank you to Kevin Gruhl from Fremont Elizabeth High School who organised the days. I must also mention Ms Groves who helped supervise and provide moral support to our students at the first carnival, and lastly, thank you to the volunteers from the Central Districts 8-Ball Association (Doris and Wayne) who gave up their free time to help umpire and coach students.

Last, but not least, I must acknowledge the fact that although the competitions went for just over 5 hours, during this time the Salisbury High School students' behaviour, sportsmanship and enthusiasm were impeccable.

Rebecca Stapleton
Math Teacher

PERTH LACROSSE TRIP

During the September holidays, Clinton Barker and I were part of the Eastern Eagles state U15 Lacrosse team. Prior to the trip, there were many training sessions that we eventually discovered were worth it. We were part of a squad of 16 who travelled to Perth for the national U15 State lacrosse tournament, which consisted of 8 teams. Two were from Adelaide (the Eastern Eagles and the Western Reds, three from Western Australia, two from Victoria and one team which was made up from the alternatives (The ALC Panthers).

We left Adelaide on Thursday 21st of September, at 1pm and arrived there 3 hours later. Our flight was filled with our entire team with manager, coach, assistant coach etc. Also with us was the second Adelaide Team, The Western Reds.

When we arrived at Perth Airport, we were greeted by our host families who would be our parents for the next 10 days until the 1st of October.

We had the rest of the day to spend with our families but most of us went down to the local lacrosse club for about 5 hours to have a bit of a muck around.

On Friday morning, we had an early training session, but we didn't last long because we were extremely tired and the heat was practically killing us (even though the temperature was only about 25.C). We trained for about an hour and a half then we all went into the city of Perth for a bit of a look around and to meet some of the locals. We soon found out that the local people were very friendly, much like the Adelaide people (well, some of them anyway). Then we headed down to the local Timezone to spend some of spending money that our parents



told us not to waste on such things. What they don't know won't hurt them. ☺

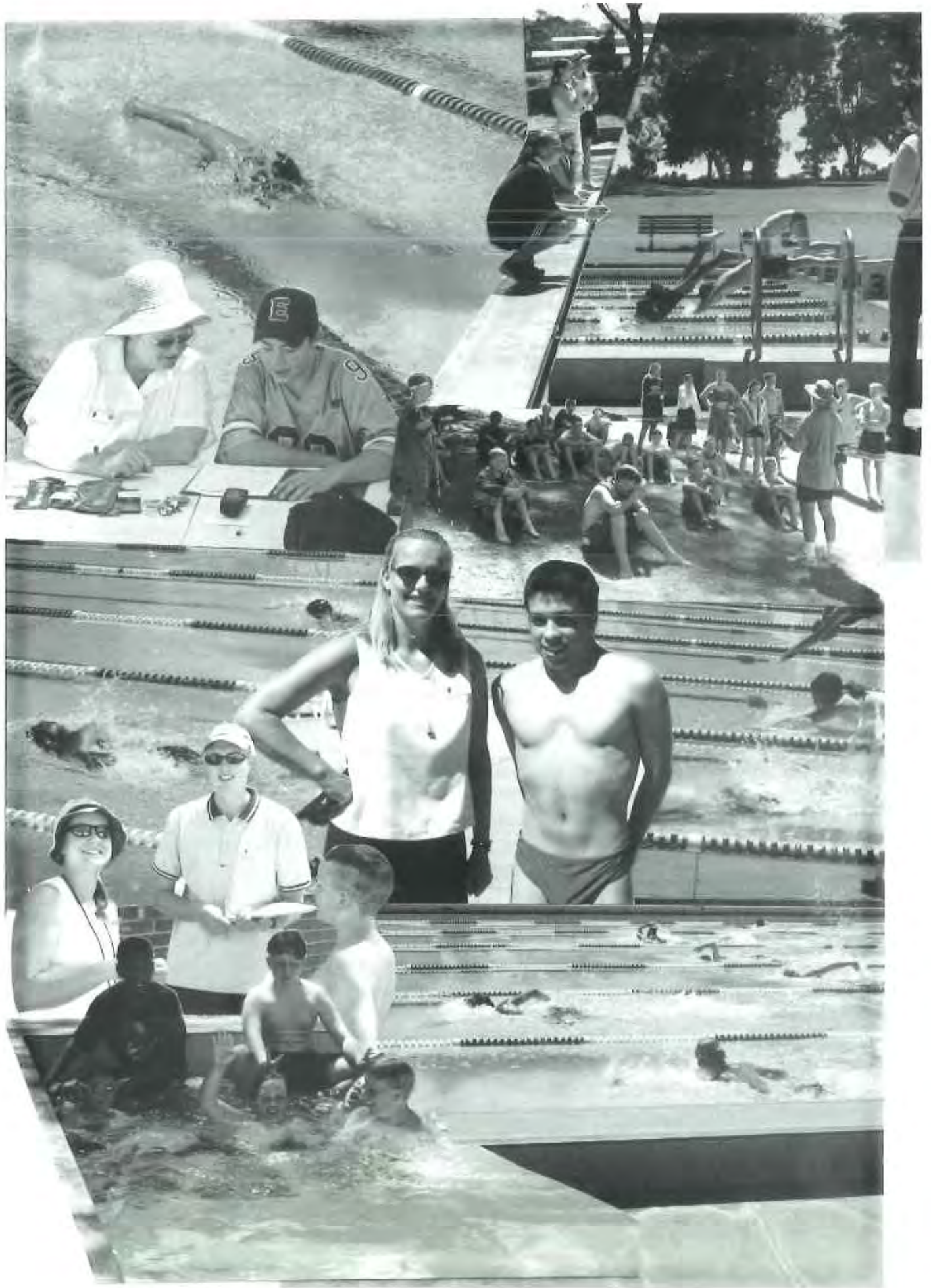
On the Saturday morning, we had the opening ceremony of the tournament. It wasn't quite as big as the Olympic one but well... it was pretty close. We had the first game of the tournament and we had a lot of the other teams watching us to see how we went. It was against the ALC Panthers. It was an extremely close game, which went into overtime. Eventually the Panthers came out victorious by one goal. We still had plenty of room for improvement.

At the end of the tournament, we ended up finishing 7th, with two wins and 6 losses but at least we finished on top of one of the Victorian teams. ☺ However, the Western Reds made the grand final, but ended up finishing up second.

Between games, we went out with our host families so do the whole tourist bit, taking photos and the like.

On behalf of Clinton and I, we would like to thank the school for sponsoring us and helping us to get to Perth. Without your help, possibly we wouldn't have been able to complete this feat of State representation.

Ben Johnson
Year 10 Student



LANGUAGES

English

ESL

German

Greek

Italian

Vietnamese



LANGUAGES

**Ah, thou artless, half-faced, lily-livered, maggot pie!
Thou art a fly bitten, fat kidneyed, folly fallen, hedge pig!**

What does it all mean? Is it complimentary? Is it English?

Well, in answer to the above, no, it is not complimentary, and yes, it is the English language that we all know and love. However, this is Elizabethan English and was therefore in use approximately 400 years ago.

Our language has changed considerably, and the biggest changes happen at an increasing pace. (Why, I remember when I was just a little tacker [and a not so little tacker] before computer-speak, when impact, foreground and access were nouns, and furthermore, every one knew what a noun was!!)

Our brief as teachers of English, Languages other than English, and English as a Second Language is to continually build upon and extend our own understanding of language, as well as keeping abreast of changes in contemporary usage. Language is the basis of all communication, whether it be in the classroom or the community, face to face, or in the chat room. It is therefore of ultimate importance that our students learn to communicate appropriately in all situations in which they find themselves, for the remainder of their lives. Powerful Language can make us laugh or cry; has the power to wound or heal, allows us to express our thoughts, feelings and opinions, helps teach us of our past and leads us to our future.

You've got the picture - in the Languages Curriculum area, we take our brief very seriously indeed.

Of course, language can make us laugh... (Everything in this article is true, even if the characters are fictional)...

Teacher: Have you studied poetry?

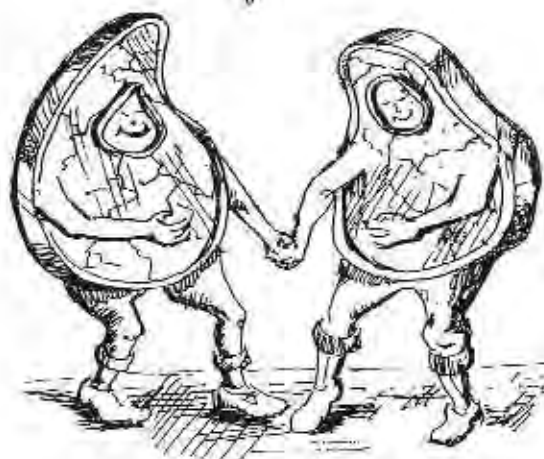
Student: Yes, we studied rhyming couplets with Ms. Smith.

Rhyming couplets:

"Our friends, our loves, how soon they die,
Let this not be our last goodbye."

Rhyming couplets:

Would you like to
rhyme with me?



On a more serious note, the Languages staff has continued to work diligently over a broad spectrum of areas; assisting and promoting students in their continued development as constructively critical, literate, confident and articulate young adults; working closely in assisting and developing the cultural exchange program (next year will see the introduction of a German cultural exchange program – well done Mr Allen), continuing to promote Multi-cultural awareness and supporting the introduction of Vietnamese, our first Asian language.

In Languages, we are proud to have led the way in so many school initiatives.

Languages held the first student run assembly, for instance. The English faculty originally initiated silent reading within the school, (which no doubt contributes to our better than 90% success rate for students passing the Writing Based Literacy Assessment in Stage One). Our letters of introduction home have allowed our parents to be able to see, at a glance, just what their students will be studying in Middle School.

Students at Salisbury High School demonstrated their proficiency in Literacy and Language when they competed recently in the 2000 Australian Schools English Competition. Excellent results were obtained by **Andrew Bellamy, Tamara Mischin, Kyle Smith, Mathew Reid, Belinda Alm, Amy Curtin and Melissa Cloney**, who received Credit Awards. The English department also ran The Australian Council of Educational Research testing this year, which is designed to demonstrate how Australian students compare with students overseas, and what further emphases are needed for their collective educational future.

As always, our emphasis is on students and their voice. Currently, as part of an English project, Student editors, **Carmen White** and **Melissa Cloney** are negotiating with a printer to publish an anthology of student work, and of course, you will find student work throughout this yearbook (with a very powerful piece following this article).

This year, I would personally like to thank and acknowledge the commitment and dedication of the Languages Team, the largest and most diverse Curriculum team at Salisbury High School.

Our stalwart **English** teachers have included **Bev McKay**, (come back Bev, we beseech you), **Barbara James** and **Jackie Swan** (and

their glorious fingernails), the 'elegant' **Alice George, Sophie Koukoulas**, who is on leave, (congratulations Sophie on the birth of your new daughter) and the expert support of **Mathew Braid, Karen Fitzpatrick, Alan Roberts, Jim Vincombe, Linda Brooks** and **Elzbieta Dmchowska**.

In **LOTE**, **Roger Allen, Maria Denison, Josie Morelli, Eleni Doufous, Mary Chrysostomou, and Minh Hua Tran** have done an excellent job in paving the way for year 8 students to continue **LOTE** studies into year 9, and hopefully all the way through school. In **ESL**, **Mick Fleming** and **Nita Combeer** have brought much to the school in a wider multi cultural focus program. Particular thanks go to Mick and the team who have managed the exchange program so ably.

And now, for something completely different....

MORE BLOOPERS!

"...And in concussion, may I add.."

"The book seems like it's going to be a lovers' quail."

Teacher: Who was Joan of Arc?
Student: Noah's wife.

Teacher: When you look up into the night sky, what do you see?
Student: Lots of constipations sir.

Thank you all for your continued support and hard work in making this another successful year for the Languages Faculty.

Ros Belle
Languages Coordinator

THE JOURNAL OF FRANZ KEMMERICH

Day One

Morning

I think I'll write to Mother tonight. She must be worried sick about me. I am at the front at the moment but word is we'll be going back in a couple of days for some rest. I am glad, because I haven't had a decent meal in ages. All my bones are aching and my head itches like hell. It will be good when I see Baumer and Kropp and Müller again – I wish I were with them. The Company I am in are good people but I have known my school friends a lot longer than them.

Afternoon

Oh God help me, I am in so much pain! I have been hit in the thigh by a sniper. I have been stretchered to safety I know, but where I am exactly I do not know. I hear people talking to me, saying all sorts of things but I don't remember what they say. I am sorry, my friends – I hope I can see you soon. I wish Paul was with me. I think I saw him in the corner of my eye but I don't know whether it was him or not. I hope it was – maybe he can come with me to the hospital. I know I'm going there. Everyone wounded goes there. I doubt if Baumer can come with me though. They probably want him here so he can go to the front.

I wish my thigh didn't hurt me so much. My vision's going all blurry...it's getting dark...

Day Two...two days later

Morning

I have woken up in the hospital. I can faintly remember bits and pieces from the night before, but they are really blurry. I know I saw white coats and faces all around me, but what they were doing I'm not sure. My mind draws a blank.

Damn it, I have lost my watch. I must've dropped it on the field or someone's nicked it. Probably a hospital orderly – I heard they take all sorts of things while you're asleep in

here. I am glad my stuff has been left back at the barracks.

I have a pain in my foot; it annoys me. I wish I could sit up and see what the bloody doctors have done to it. Even though it stinks in here I am so tired I could sleep unaware of the stench.

Everyone around me seems to be crying in pain. I know they have amputated limbs from people; maybe that's why some of them are screaming. Not because of the pain, but because they are crippled for life.

I am so tired...

Day Three

Afternoon

I feel awful. It is harder for me to breathe now – maybe because of the stench in here. I am scared of the noises coming from me – I do not know why they come. I see doctors and nurses go by all the time – they are so busy! Occasionally one stops at my bed and look at me they must check my condition, I suppose. I don't like the look of some of their faces. They're evil.

Day Four

Afternoon

My foot still hurts me, and I cannot find my watch. I manage to sit up on my elbows and try to have a look at my foot but it is covered. I feel so weak and I don't know why. I wish one of the orderlies would tell me what is wrong with my leg.

Are all these gurgling noises saying that I'm going to die soon? I hope not. I want to go home. I want to go to Mother. Where is Paul? I want to see him so much, he is like my older brother even though we are the same age.

Paul! My brother has come! So has Müller and Albert and Leer and Tjaden and everyone else - even Kat! Despite the pain in my foot I am so happy to see them! I wish I could get up properly and show them how happy I am!

"I always told you that nobody should carry as good a watch as that," says Müller. He shakes his head.

Kropp asks me how I am. I tell him about the pain in my foot.

Why isn't seeing my friends not making me feel any better? I feel worse. My eyes are so heavy, but I cannot close them. Why are my friends so distressed? I can see it in their eyes, I know they're trying to hide it but I can still see it. Do I really look so bad?

I mustn't, surely! Kropp says I should be going home soon. I must be looking well enough if I am going to go home soon. I want to be home, I want to be with Mother!

They have brought my things, Müller tells me. Put them under the bed, I say to them. The orderlies cannot take my things, especially not my boots. They are so comfortable and warm. They're made of leather and I'd rather wear them in my grave than let an orderly have them. They're so greedy.

I see Müller come back with them. He pleads with me, tries to get me to give them to him. I don't want to; as soon as I'm out of this bed I'm going to wear them.

We talk some more, then they say they have to go. "Cheerio Franz," they say. Paul promises to come in the morning. Müller says so too but I know he just want my boots. You can't go, my friends! I don't want to be alone in here! I'm scared! I groan without meaning to.

So many thoughts roll into my head - scary ones. I can't think straight...they're leaving me, they're leaving me! Please don't go, please no!

I see Kropp come back with an orderly. The orderly puts something in my arm - it hurts, but everything is hurting now.

Please don't leave me, Kropp...please don't...

Evening

I'm going to die, I know I am. That's why I've been hearing all those gurgling noises. And the pain in my foot - there is no foot! My leg was amputated. I'm a cripple. Just like everyone else in this hospital. I'm going to die, that's why they don't pay much attention to me. That's why Paul and my

friends were so concerned. That's why Müller wants my boots.

I'm going to die. I'm going to die but I don't want to. I want to go home to Mother and my brothers and sisters. I am only nineteen years old, for God's sake! Please, let me go home!

I feel like crying, but the tears won't come yet. It's getting harder and harder to breathe every minute. I feel like I'm getting lighter; it's as if I'm floating away.

I manage to raise my arm and look at my hand. Oh God, it looks as though my skeleton is trying to escape my skin, I am so bony. I'm so scared - Paul, why don't you come now! I may not live through to the morning! Paul, come now! Now!

Day Five

Morning

I am so tired, but I do not dare close my eyes because I might not open them again. I agree with myself that I have to see Paul before I die. I do not hear the voices around me anymore; all I hear are my own thoughts. It is so scary - my body wants to die so it can stop hurting but my mind is so alive! It does not want to leave my body so soon. At least Paul will come soon. Paul will come, Paul will come. He promised he would come...

Paul has come, as he has promised. I wish I could show my happiness but I cannot. All I feel is pain. All my hope is gone. I am going to die soon. But at least Paul is with me. He is my big brother. He - he can give my boots to Müller. I have no need for them anymore. From all the noise - I actually hear it - a hospital train must have arrived. Among all the signs of death in my body a tiny light of hope arises. Maybe I can go home after all...

The doctor goes by without looking at me. The little light of hope fades away. I have no chance now. I will not be alive much longer.

"Next time Franz," Paul says to me. I manage to sit up a bit using my elbows. I tell him about my leg. He nods and tells me reasons why I should be thankful it was only my leg.

"Besides, you will be going home," he says. For a brief second I believe him. "Do you think so?" I ask.

"Of course," says Paul.

"Do you really think so?"

"Sure Franz. Once you've got over the operation."

I will never get over the operation, I know that. I wave my arm as well as I can, asking him to bend down. He leans over me and I tell him that. "I don't think so," I whisper. Paul tries to comfort me again, telling me that I could've come off worse. I show him my hand in desperation. Look at my hands, Paul! Can't you see how bony they are? They are pathetic, they are weak! Don't tell me lies, Paul, I already know why they're so thin!

Paul claims that it's because of the operation. He asks whether the hospital treats me well, but I cannot speak; I don't want to speak. I just point at the bowl that the orderlies gave me. I only managed to go through half of it. But Paul seems to get excited. He says that I need to eat.

My mind wanders away from Paul's talk. I don't care anymore. I turn away from him and he stops talking. He is worried, I know. I wanted to talk back to him before but now it seems pointless.

I try to make conversation, just to make my big brother happy. I tell him that I wanted to be a head-forester. If I wasn't in this stupid hospital with only one stupid leg I could be doing that right now. I could be in the forest with all the birds and trees and animals and plants. Paul says that I could still do that, and starts talking about artificial limbs. Please stop trying, brother. Do not try to comfort me anymore.

I tell him Müller can have my boots. This seems to bring him back to Earth. He nods and says nothing. I feel better. At least he has stopped lying now. He just sits there – he looks so upset. I am sorry, but I cannot help looking as bad as I feel – I must look awful to him.

Something in me seems to collapse. It scares me. The pain, which I am now used to, works harder to stop me breathing any more. I try to speak but the words don't come out...why won't they come out? He leans over again, and I manage to tell him to send my watch home if he finds it. Paul doesn't say anything for a while, but then starts going on about some convalescent home. He talks about the trees and that around the home – I can't stand it any more! I start to cry.

Paul stops and watches me cry, but I don't care. I have kept it in for so long I cannot stop now. I don't want to stop. Paul puts his arm around me and puts his head on my cheek. I still cry. Do not tell Mother how much I suffered, Paul. I don't want her to know.

It all falls away from me. Everything that was important in my life – my family, my friends, my watch – they do not matter to me anymore. It feels so strange; I can actually feel my last ounces of strength leaving me. My body makes noises. I seem to gurgle. Paul has left my side; he is calling for a doctor. It all seems so far away now ...thank you Paul.

The pain disappears.

I take my last breath...

By Melissa Cloney

YEAR 9 WORK

The Future

What will become of the human race in the future? That is the question on everyone's mind. Will we all be flying around space as if it were nothing more than driving a car down the street? Will there be the evolution of a

stronger, smarter species set to take the world over? Or, will we even be around at all?

Why should we be? To me it seems as if we humans do not deserve to have this wonderful planet. We see ourselves as the 'intelligent' species yet we have caused far more destruction than any other species

that is living, or for that matter has ever lived on the Earth.

I think that instead of studying the past and predicting the future, people should concentrate on the present. I'm sure that if everyone just stopped and looked around them we could all find one thing, no matter how big or small, that we could change to make the world a better place.

I'd like to follow in people's footsteps for a moment and make a few predictions myself.

I predict that it will be impossible to stay out in the sun without having every part of the body protected with a U.V. protection material. Say goodbye to those beautiful summer days at the beach!

I also predict that because of extensive logging, we will have to visit a zoo simply to see trees.

And for my last prediction I think that conflict between countries will result in two separate alliances. Perhaps even World War Three!

It sounds pretty depressing, doesn't it? But if we keep on living the way that we are and watch things fall apart around us, my predictions could become very realistic.

Now, maybe instead of predicting the future, we should start thinking about whether we have one.

Paula Broadstock

YEAR 10 WORK

The World in the Year 3000

For a long time, people have had different views of what the world will be like in the future. Often, people believe the world will be more technologically advanced, with spacecraft flown instead of cars, planets colonised, and robots assisting humans with everyday tasks. However, many people predict otherwise and believe humanity's future will be horrible, with life being obliterated in wars, aliens conquering the human race, and environmental changes altering Earth and other planets.

When these predictions were made, thirty to fifty years ago, the events were expected to take place in the late 1900's or early 2000. Only very few, if any, of these have happened, such as robots helping humans with work. Still, they are now different in appearance or use from what people thought robots would be like.

My views for the future are that it will be different to that in the past, and I believe most of my thoughts could happen in a more realistic time frame. By the year 3000 AD, I believe life will change dramatically. Colonisation of other planets will take place,

but only on very few planets, because environmental conditions would be too difficult for humans to live in.

Exploration will extend into further reaches of space, with at least one other solar system being explored by humans, and our knowledge of the universe will be improved.

Destructive weapons, such as nuclear missiles, will no longer exist as a world-wide treaty prevents people from making such weapons, so Earth can be preserved as a peaceful and steady-growing planet.

I think other life forms will send signals to Earth within the next 200 years, and will make first contact with humans within 500 years. We will be exchanging technology regularly in the year 3000, as the aliens are not hostile, but their technology won't be much more advanced than ours, because technology will almost be at its peak.

My predictions for the future will probably be laughable in the next few hundred years, just like the ones made before now. But nobody can know what the future holds. We can only take a risk and guess.

Darcy Crout

That Terrible Night

I see flesh torn to pieces,
I hear the cries of my enemies and friends,
The sound of war,
And murder,
Dwells within me,
Anger, hurt and devastation,
Trying to get out,
I fight for freedom,
And my homeland,
I want to kill them all,
Make them die in pain,
My mind is racing,
Almost as fast as my gun,
I see the hated enemy,
In front of my face,
BANG!
I wake up in a sweat,
I have a cold shower,
As I always do,
Get dressed nicely,
To see my family,
Holding my grandson,
So gentle but tight,
Everything I see,
Reminds me of that terrible night.

By Tricia

‘The Barracker’ Slang Poem

The barracker sits on the hill
Drinking a tinnie (as usual)
He yells Oi mate! Give ‘em a fair go!
He’s so sloshed he’s become a dill
To the other side of the pickets
The bowler takes the wickets
And the barracker’s mad as a meat axe
So he gives two cents to the umpire
He says “Hey ump, that wasn’t out!”
“Blind Freddy could’ve seen that!”
“You’ve got a screw loose yer mug!”
And so it went on and on
’Till the cops had enough
And took him away
So that’s the life of the barracker
He’s had so much to say
He’ll be back to do it again tomorrow
With his csky and his tinnie.

By Kyle Smith

Slang Poem “Racism”

*He walks into a bar one blustery night
Not knowing who would be there
But (of course) as usual there is a legless
man
Who saw him and said with sharp words
“Hey you, get out of the bar!”
And the bar was still.
He gave the man a glance that could kill
Sat down at the bar and ignored the man
But the man did not stop; his anger grew
Until he walked up to the racist and said,
“Who are you to judge, you do not know me”
and left.
The legless man still did not stop
He followed the man out of the car park
And challenged him.
But it wasn’t the Asian who stood up for
himself
But an Aussie
He came out of the darkness and said,
“Go back to the bar you useless drunk
Leave this man alone!”
And he did.*

“G’day Mate”

Some Japanese kids came to our school,
They turned out to be really cool,
It’s an awesome idea,
To have kids from other countries here,
We taught each other lots of stuff,
But they found our footy awful rough,
It was sad when their stay had to end,
Because I had made a special friend.
Yasue, I am getting to know much better
As every month we write a letter,
I hope if I can save hard and plan
I can go and visit her in Japan,
But for now her letters are really great,
’Cos she starts each one with “G’day mate.”

By Laura

LITERACY

Another year has flown past and literacy has again been a focal point for the school. Literacy is such an important part of day to day life and is a desired trait that employers look for. With the increasing demand for high standards in employees, Salisbury High is again continuing to develop the skills of their students.

Literacy is not just about reading or writing, the literacy focus incorporates all aspects involved in effective communication, such as expressing ideas and opinions in both written and verbal format. This year has seen the continuation of programs and competitions to help foster these skills.

Early in the year, several students from year 12 competed in the Lions Youth of the Year Awards. This involved sitting an interview, answering impromptu questions in front of an audience and preparing a speech to be read out at a dinner function. Reece McLean, Lauren Simpson and Katy Buxton all did a fabulous job and really impressed with their creativity and confidence. Katy went on, to not only the district finals, but also the regional finals. What an achievement!

The year 11 students have also been working hard this year with the writing based literacy assessment (WBLA). This is a mammoth task that all students have to complete before the end of year 12 in order to get their SACE certificate. We are happy to report that 83% of students have got through on their first attempt. This is an improvement on the already high pass rate in previous years; Salisbury High School's results just keep getting better.

Literacy has not only been a focus in the senior school, middle school students have continued their hard work in this area. Daily sustained silent reading has continued this year, helping develop good reading habits early in high school.

This year also saw the initiation of L.A.P (Literacy Assistance Program). This program involves volunteers helping students with their literacy. The students could be behind in work, due to being absent for some time, due to illness. They may be students who would benefit from extra help, proof reading assignments or students who have other difficulties with literacy.

The LAP program helps build confidence for the students involved and gives the students a chance to get extra individual help. We would like to thank Andrew Beaufort, Dawn Brown, Christine Curry and Malcolm Wilson who have volunteered their time to the program. This year was the initial run for this program and hopefully it will continue to grow in numbers for next year.

Many middle school students were also involved in the Book of the Year Awards. This year's theme was "Edge of Tomorrow". Students wrote about what they thought life would be like in the future. Some students chose to incorporate the Olympic theme in to their writing and looked at what the Olympics would be like in the year 3000.

Across the curriculum, the written literacy tasks have continued to be reported on in all subjects once a semester. All years 8, 9 and 10 students have to write 250 words, either in the form of an essay, report or story, depending on the task. This writing not only helps develop their skills but also helps prepare for WBLA in year 11.

A big thank you must go to the library, in particular Caroline Ashmeade and Sue Turner for their help with the display of student work from the Book of the Year Awards and written work from students. The library staff have also been a great help with providing areas for students and volunteers in the LAP program to work, and for their help in cataloguing the numerous new books for the students to borrow.

As you can see the year has been a busy and productive one. This is due to the high level of devotion from the students, teachers and volunteers to keep our literacy programs successful. Congratulations to all involved for an enormous effort in the year 2000.

**Rebecca Stapleton
Anita Trenwith**

YEAR 10 GERMAN

This year in German we have once again learnt many more new things to add to our ever-extending vocabulary. But we haven't just slaved away all year.

Earlier on in the year we went to the Palace Cinemas in the city and watched a German movie called, 'The Comedian Harmonists', with English subtitles, along with the year 11 class. Most of us went along to the German Club for a traditional meal, which I heard was very interesting. Whilst the rest of the class was off enjoying their meal I was lucky enough to spend the week at Adelaide

University seeing how their German classes run and what opportunities are available.

Later in the year we went along to the Barossa Valley, with the year 8 and 11 German classes. This was very exciting and enjoyed by all of the students.

The rest of the year was filled with more quizzes, work and class activities. That's all from me for now.

**Aufwiederschen
Belinda Alm
Year 10**

YEAR 11 GERMAN

Hallo, und willkommen zur elften Deutsch Klasse! Work is not the only thing we do, though there seems to be quite a bit of it!

We have made our way through German cuisine at the German Club, and watched the German Comedian Harmonists change their lives and many other lives with their music. Unfortunately they were banned for religious reasons by the Nazis. This was an entertaining movie, spoken in German of course (thank goodness for subtitles).

We went gallivanting about the countryside, particularly to the Barossa Valley. So many grapes, food always a blessing.

Topics we have studied include our lives, holidays and travel, health, the subject of money and adventures. Even though there have been times when it can be boring, we do actually have a lot of fun (an impossible thought I know), in German. Nothing special, but they are good times anyway.

**Tschus
Melissa Cloney
Year 11**

MATH & INFORMATION TECHNOLOGY

Applied Maths

Business Maths

CAD / PIP / CISCO

Certificate 4

Computing

Desktop Publishing

Maths

Maths in the Community



MATHS

The year began with three new teachers, one being myself, the coordinator. The teaching team for 2000 was John Aistrop, Greg Berry (Assistant Principal), Adrienne Gregory, Terry Jarrad, Terry Johnke, John King, Arthur Nankivell (Coordinator), Vasantha Nathan, Ian Robertson, Rebecca Stapleton, Jeff Taylor (Deputy Principal) and Jeff Wilson.

As in the past, students were divided into three groups according to their ability;

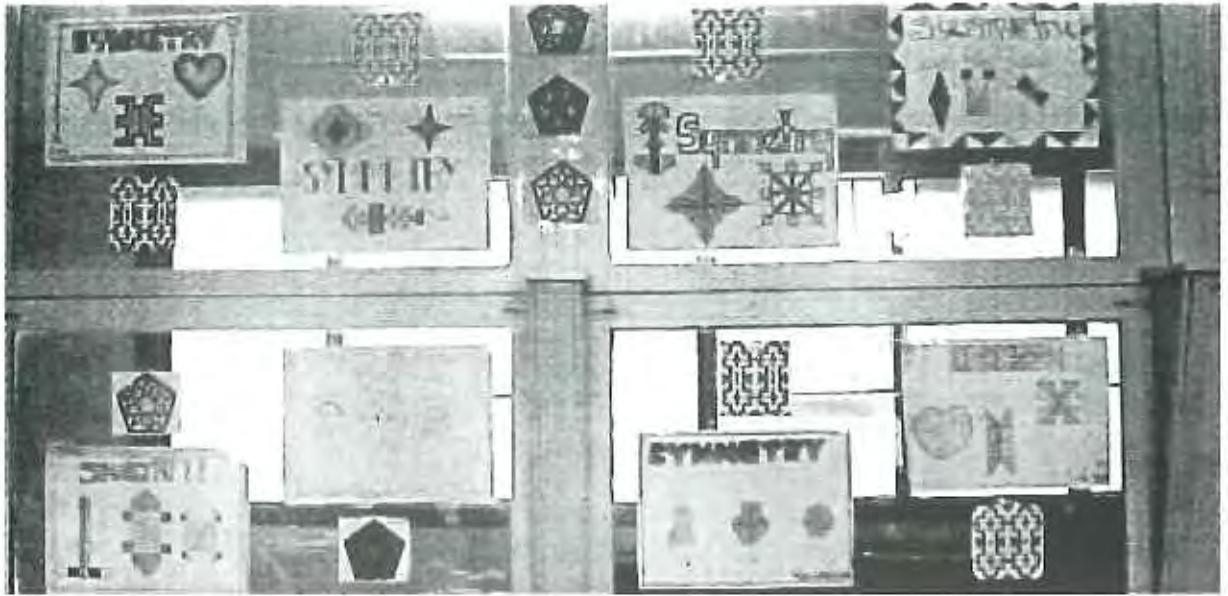
extension maths, standard maths and adaptive maths.

Highlights for this year included an excursion to a campus of a university, and the Australian Mathematics Competition (see separate articles).

We look forward to another good year in 2001, with very few changes to the teaching team.

Arthur Nankivell
Math Coordinator





MATHS COMPETITION

PROUDLY SPONSORED BY WESTPAC

On August 1, a number of students lined up to test their knowledge and skills of mathematics against a wide range of questions set by the examiners. At the same time, almost half a million other students throughout Australia and the South Pacific were doing the same.

It is to their credit that the 24 students listed below performed well enough to win awards in this demanding competition. We are proud of them.

Distinction:

Year 11:

Matthew Kelsey

Credit:

Year 8:

Peter Chalmers

Year 9:

Joshua Brook
Aaron Hennig
Jenna Woolhead
Bach Thach

Jason Birch
Amanda Palmer
Dwayne Rumsey
Matthew Dallison
Douglas Benson
Sean Poysden

Year 10:

Scott Hannam
Matthew Reid
Kyle Smith
Chelsea Legierski
Jodie Moss
Belinda Alm
Rachel Sutcliffe

Year 11:

Phuc Nguyen
Anthony Filippakis
Phong Dong

Year 12:

Thien Tran

Arthur Nankivell
Maths Coordinator

YEAR 8 & 9 COMPUTING

In Middle School Computing students have been involved in a number of different areas over the duration of the year. Year 8 students were exposed to a term of computing that centered on developing familiarity with the Windows environment and Microsoft Word. They used their skills to create Resumes and to document Key Competencies using technology. They were also exposed to

critically examining the reliability of information found on the Net. This medium was further used to research information on the Olympics and Paralympics in first semester and research on an Asian country and culture in the second semester.

Year 9 students concentrated on learning about, and applying, databases and spreadsheets. Programs investigated were Microsoft Access and Microsoft Excel. Year 10 students covered diverse areas including Occupational Health and Safety in an IT Environment. Some students investigated Visual Basic routines and enjoyed success when routines run smoothly and were frustrated when they didn't. All agreed it proved an interesting set of problem solving exercises. In Term 4 the group were fortunate

to be involved in an online learning exercise based around two Certificate 2 IT Units, namely, "Internet Study" and "Working In an IT Environment". The delivery and study of these were part of a pilot study that may have implications for future learning applications. Student feedback on these trials will directly influence ongoing work in this area of delivery.

Kym Anderson
Computing Teacher

COMPUTER AIDED DRAFTING (CAD)

Salisbury High has been proud to be in the forefront of CAD in this state. We use a South Australian product, CADDSMAN (Computer Aided Design Drafting System Manufacturing), developed in 1988 at the Cadds Man bureau within Regency TAFE.

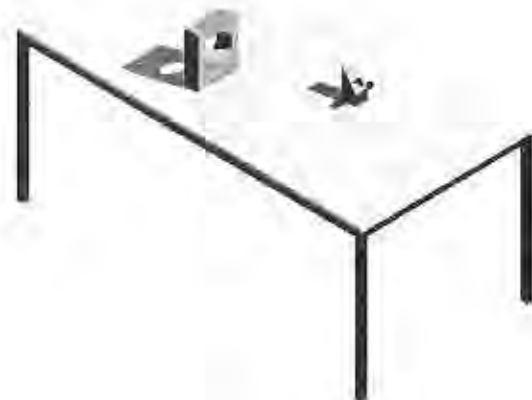
Usually CAD stands for computer-aided design but our emphasis is on the drafting component rather than the design aspects. Some design concepts are covered in the course as we look at engineering and manufacturing drawing standards.

CAD allows high quality drafting techniques to AS1100 standards without spending hours learning pencil and ink penmanship. Drawings are 2D in year 9 and develop into Sketching and CAD, while year 12 looks more at different CAD systems.

Students, who are flexible in their thinking progress rapidly. Many of this year's year 10

group achieved A's for their skill in the use of the program, attesting to their own fine problem solving skills.

Table and Blocks 1/4 size, shadows created within CADDSMAN



Bryan Paice
CAD Teacher

LEADERSHIP & TEAMWORK CAMP

This year the students at Salisbury High School studying certificate IV in information technology, undertook a camp. The camp was designed to build up students' teamwork and leadership skills. It was held at Parra Wirra National Park from early Friday morning to late Saturday afternoon.

It all started on Friday morning at six am. We did not know it but we were being watched on how we all worked as a team packing supplies and tents in to the buses and vans. Students were allowed to bring what ever they wanted. How were we to know that for the exercise we would not be able to use any of it, as bags all got put in a room in the main cabin? The instructors told us what we could have and when we could have it.

We were then told our groups for the camp. We might not have known the people well, but this camp was all about teamwork and we would have to put up with them for the next day and a bit. Most groups were mixed in gender, for the activities. The bus ride up was a lot of fun as no one shut up for the whole ride up there. Once there, we all had to chip in and unpack the vans and buses. We were then told about the rules and the penalty system. Penalties were handed out for lots of different reasons, but if an individual got a penalty it meant that the group would be walking for longer later that night. Little did my group know but we had about four penalties already and we had only just got there.

Tents then had to be put up. You think that this would be easy, but with five different people each with there own ideas on how to read the Japanese instructions it can get quite messy. Who knew where those extra poles came from? In the end we got the tents up and just hoped those extra poles were not too important.

Groups then undertook some challenges designed to use teamwork and problem solving skills. In the first challenge, we had to get across an area without touching the ground, using only five bricks and two planks of wood. The logic was easy enough, throw a couple of bricks out and put the plank of wood down as a bridge. Putting this in to practice with a group of five all trying to fit on to a small plank of wood, while picking up bricks from behind you and swapping the piece of wood that a couple of people might still be standing on is quite hard. It was a lot of fun and most groups did it quite easily.

The second exercise involved a rope tied around two trees at overhead height. We had to get everybody over the rope, using a rounded plank of wood. The catch was; we were not allowed to touch the rope or any area under the rope. If we did, everyone who made it to the other side would have to come back. This is where my group lost our first member. She ran up the wood, jumped and landed very badly on the other side, cracking her wrist bone. This was not good as it was only early Friday afternoon and the real stuff had not even started yet. The highlight of this event was Luke Parker doing a magic flip over the rope. His physically and mentally strong group lifted him up to the same level as the rope. Without time to blink, Luke went over and performed it with no effort at all. Everyone thought he was dead but prior wrestling knowledge helped him through this flip. He got up and performed a Hulk Hogan flex and got the cheers and applause from the crowd.

Our groups were then given a piece of paper, with a situation where a leadership decision needed to be made. We were told to make a play up to show how we would deal with the situation. Each member in the group had equal input, but in the end it was more of a majority vote that decided

what our play was about. Performing to the rest of students was quite fun, as we all had a good laugh while we were learning all about the different types of leadership decisions that could be made, and how you need to be diplomatic and make sure you have the company's and the employee's best interests in mind when you make the decision.

Now it was time to get to the fun stuff. We were introduced to the equipment that we would be using later that night, when we were hiking through the park. First up was the global positioning system (GPS). It had all the points we would be walking to, programmed into it. So all we had to do was follow the arrow. It has a compass that we did not use and lots of other functions that we did not need. The GPS used satellites to find our position. It could tell us how fast we were moving and how far we were from the point we were walking to which was marked with a peg in the ground.

Next we were shown how to use the radios properly. We were given a list with all the names for letters and numbers.

E.g.
A=Alpha
I=Won

Apart from this each point each group was given a name, so it would be easy to refer to over the radio. Our group was called Zulu Sierra, and the most dreaded point to walk to was Foxtrot. We were then instructed on how to communicate properly over the radio. Any time we said something wrong it would result in another penalty and believe me, my group already had enough. We were required to report into base every hour.

We were now introduced to our instructors. These people were from the fire service and Army. They were the people who were marking us. They would walk around with us and watch what we did and make sure we were given enough rations to last us the walk and breakfast and lunch the next day. A lot of people had

a nice cry because they thought they were not sufficient, but they were, and we still had plenty left over. We were not allowed to use torches unless we were checking the GPS on where we were going. All the walking we did was in pitch black. While walking one of us had the radio and one of us had the GPS, and two other people had backpacks with the rations in them. We started walking around seven Friday night and got back to camp at around four in the morning.

Walking was quite fun because you never knew what you would walk into next. Most times it was a tree but there was always the odd rock to trip over, the pothole to fall in and of course the rare lake to step in. Luckily there were no more broken bones or injuries. Our equipment was not as good as we thought it would be. Our GPS was not programmed correctly and it was about fifty metres off on one point, and our radio went dead half way through the night. We had to stop for drink break and keep team morale up as well. Roles were swapped all through the night and everybody got a chance at doing something. By the end of the night I was pretty annoyed because my shoes and feet were soaked. It is hard being nice to people for that amount of time, but I pulled through this tough time and only called people a couple of names.

At the end of the night, all the groups met at a big campfire and spoke of all the good fun times we had. I tested how close my feet could get to the fire before they caught alight. It was pretty close. We heard lots of haunting stories about the walk up to foxtrot from Luke's group. There have been many parties since with people looking for foxtrot. This was also a chance for all the injured people to get a lift back to camp. It was also a chance for all the lazy people to pretend that they were injured so they could get a lift back. All the sick people were still at the campsite. That will teach them for not eating or drinking anything!

It was now time for the long walk back to our tents. Cries of wazzzzaup filled the

air. Suddenly everybody found some buried inner energy. The excitement levels built up again. It was four am Saturday and any normal person would want to go to bed after being awake since six in the morning the previous day, but we are definitely not normal. Jokes were shouted from tent to tent concerning someone's girl friend, which resulted in a play fight that nearly knocked over our tent. Fun cannot last forever as we really got our instructor mad and if we had not shut up we would have had to move our big tents to check point six.

We were woken up by a loud whistle in our tent. It was six thirty and we had to walk to point six for breakfast. We all talked about the fun the night before and were glad it was nearly time to go. We were given another few points to go find and return with the pegs. Once again our GPS was wrong. It showed point four to be down a gully. When it was really on top of the gully, with out knowing this we climbed down the steep gully. When we worked out what had happened we began the climb up with wet slippery shoes on wet rocks. It was fun. I only nearly fell once. After this great climb we returned to camp and started to bring down the tents.

Under most tents we had people food and drinks that they had sneaked in. We had to hide these quickly, and start to pack up the tent. It was a lot easier than putting it up, until I got to the stage where we had to put the tents back into the bag. This was very stupid and I swear that the tents got bigger over night just to annoy me. But with group work and the use of fists and feet we got the tent in the bag.

We were given our grades by our instructors, and all that was left was to clean up the area. We were told we had to eat the rest of our rations before we could go. But using enterprise thinking we hid all of our leftovers in other groups' bags, so we didn't have to deal with it. The buses



were then packed and we were on our way home.

Again the jokes were flying all the way home and the bus driver even joined in. We stopped at a car wash and did the scout thing and washed the buses. When we got back to school we cleaned the inside and said goodbye to everybody, hoping not to see them for a while.



**Daniel Hles
Certificate 4 Student**

PARALOWIE HOUSE

*Meeting the needs of Youth at Risk
and the Community of Salisbury*



PARALOWIE HOUSE

Paralowie House is owned by the Housing Trust, and leased from them by the **Northern Metropolitan Youth Association**, a community association incorporated in 1991, formed for the purpose of delivering programs to assist disadvantaged young people in the northern metro area. Paralowie House is situated on a 10-acre property at 94 Waterloo Corner Road, Paralowie. The main house was built in 1894 and many of the trees on the property are heritage listed. The NMYA has a diverse membership, which includes community members, politicians (local & state), teachers, youth workers, and members of other youth-related agencies.

The school program was pioneered in the early 90's, when a 'Boys at Risk' program was delivered at Salisbury High School. The program then went off-campus, first to the Salisbury Swimming Centre, and then to the Salisbury North Community Centre at Hissar Avenue. The nature of the students' issues, in particular, the homelessness aspect, eventually led to the Annex students securing Paralowie House as a new venue, which would address the wider issues facing young people.

The NMYA has formed a partnership with Salisbury High School to deliver a school program for students at risk, and the Education Department funds the teaching positions at Paralowie House. All Paralowie House resources are owned by the NMYA, and all other wages and costs are paid by the NMYA, through submissions to various funding bodies.

Paralowie House Services

- **Youth Counselling Service** - Northern Area Community & Youth Services provide a counselling service for young people accessing Paralowie House programs.
- **Accommodation** - There are 9 independent living units on site, occupied by homeless young people who are studying, training or working. The units are on Direct Lease with the Housing Trust, and there is a waiting list.
- **New Day Program** - An intensive 2-week job-search program that teaches work-ready skills, helps young people gain employment and supports them for the first 12 weeks of their employment.
- **Organisation For Northern Enterprise (O.N.E.)** - The organisation is an initiative of Enterprise in the Community, sponsored by the City of Salisbury and The Department of Human Services. A group of local people with enterprise expertise run workshops at Paralowie House to help people to build a mindset, skills and networks for self-sufficiency, and encourage them to investigate their options regarding work.
- **School** - Paralowie House is the site for an off-campus annex of Salisbury High School, and offers studies in SACE Stage 1 and Stage 2 subjects for students at risk.
- **Video Project** - As part of the Salisbury North Urban Renewal Project, Paralowie House students are making a video about the history of Salisbury North and the changes taking place.
- **Catering** - part of the school program involves hospitality studies in "Nibbles & Bytes" (formerly the Northern Web Site), a training and function centre, and catering enterprise.
- **Vineyard & Olive Grove** - We have established a vineyard and olive grove out in the paddock by the river.
- **Food Co-Op** - Students are in the process of investigating the possibility of establishing a food co-op to service the local area.
- **Community Vegetable Garden** - Community members use the garden

plots on site to grow vegetables and herbs.

- **Bus Hire** - The NMYA owns 2 buses (Toyota - 12 seats including driver, Nissan - 11 seats including driver).

- These buses are designated for the use of disadvantaged youth, and can be hired out to schools, and other groups, as long as the use is youth-related.

This year has been one of the highlights of my working career. Coming from a Home Economics teaching position at Salisbury High School into the Management position of Paralowie House, has been immensely rewarding and challenging, to say the least. It has enabled me to combine my three careers of choice, Social Work, Hospitality and Teaching into one exciting and rewarding position.



Paralowie House has always been unique in its curriculum delivery and the services that it provides to young people and community members in the northern region. This year is no different. Academically, a majority of students received Satisfactory Achievement or Recorded Achievement for all of their Stage 1 SACE units and several students have gained employment in their chosen field.

We have undertaken a number of new projects and completed some of the old ones, in particular, an exciting collaboration with Salisbury Council and the Housing Trust. This involves the production of a video to document the changes in the Salisbury area over the years, with particular reference to the Salisbury North Urban Renewal Project. The students have been fortunate in having access to a professional filmmaker, who visited from Sydney to run workshops with them.

Other activities included: working on Paralowie House projects, eg. organising a fete, building shelving, gate pillars, house gardens, fountain, olive grove, vineyard, community vegie patch, herb garden, food co-op and propagation shed (still at planning stage due to lack of funding), fencing the back of the property, organising the video launch, organising a youth celebration, as well as art and design.

Many of these activities could not have been completed without the help and guidance of Brian Toft. Even though we have only had access to Brian on a part-time basis, he managed to maintain the grounds in a good condition and still found time to mentor and teach some of the students horticultural and maintenance principles. In the words of a student "He is a great role model for some of us who are genuinely interested in horticulture..." We hope to increase his amount of time with us next year, to enable us to initiate more horticultural programs in the future, and take full advantage of the eight acres of land available to us on this site.

The Northern Web Site Catering Enterprise, 'Nibbles and Bytes', is more successful than ever, mainly due to the tireless commitment of its Catering Manager, Hieu Nguyen. Hieu has managed to bring the catering company into profit, whilst still providing an excellent and affordable service to the community and invaluable training and mentoring for many students.

'Nibbles and Bytes', has catered for a number of functions. Some of the highlights included catering for:

- The 10th Artery Party at Carclew - approx. 350 people (from 3000 total)

- Regular catering for Para Worklink, Playford and Salisbury Councils, and the SA Housing Trust
- We have also hosted the Prime Minister's Youth Taskforce, VET Assessor training sessions
- Salisbury High School
- The Youth Week Launch
- Youth Initiative Japanese Delegation
- National Junior Wrestling Championships
- Youth Arts Launch at John Harvey Gallery
- Salisbury North Community Centre Fete Day
- Governor's Leadership Foundation Luncheon
- Aboriginal Careers Seminar



As always, we have worked hard to let people know about the work we do. In April, we were visited by Dr. Andrew Martin (Keys Young Social Research), who was doing a survey on behalf of the Federal Youth Pathways Action Plan Taskforce, on best practice in education. We also received some very positive publicity in "Express" and the local Messenger newspaper. The Youth Initiative Japanese Delegation, recently sent us a letter complimenting us our program and the information they were able to take home, and we received some excellent comments from the Governor's Leadership Foundation.

This year we have welcomed other groups and service providers to the house to try to improve the range of services that are available to the young people of the area. These included:-

- Youth Opportunities (weekly Communication Magic classes)
- SHS Information Technology students
- I.T. Students undertaking the Diploma Course
- CISCO Students
- SIIS Family Studies & Child Studies classes
- Sonja Vivian -Film maker in residence
- New Day Program
- NACYS (Leah, our Social Worker)
- Organisation for Northern Enterprise (O.N.E)
- Trojan Horticultural Traineeships

We are also negotiating future partnerships with various government and non-government agencies in an effort to further improve the service provision for disadvantaged youth in the northern region.

Jane Pennington has again been invaluable to the running of Paralowie House. She has continued to do the bus runs to the local high schools in between administering the Housing Trust on-site youth accommodation; the emergency relief funds; counselling young people, and working with the staff, students and young disadvantaged people who have needed her common sense advice and compassion. All this, as well as maintaining her actual job of the day-to-day administration of the Northern Metro Youth Association. I doubt that I would have survived the first few weeks without her organisational skills, networking abilities and general good humour. Her dedication to the Paralowie House project and the young people involved has helped the program to continue to grow in the face of adversity.

Ryan Westell has also been a great part of the Paralowie House project, and his experience in 'making SACE fit the projects rather than making the projects fit SACE' has led to a paradigm shift in my thinking. Ryan has been involved with Paralowie House for years, starting as a trainer on labour market programs in 1996. He spent several years overseas teaching disadvantaged students in English schools, adding to his breadth of experience.

Ryan has always been willing to work out in the field, and his enthusiasm and drive have inspired the students working on the olive grove, vineyard, and other garden projects, not to mention his fencing and carpentry skills! Ryan has also been an integral part of

the team producing the video, and has put in many hours of work on this project.

Deb Lang
Manager of Paralowie House

Why I go to Paralowie House!

To go to Paralowie House is a privilege for people like me - at this particular school students are responsible for their own work. We are expected to keep each other in line, and have freedom to make choices for ourselves. Mistakes are expected and when they occur, they're always handled in a reasonable manner. Students are treated as adults and are only restricted when they act out of order.

Paralowie House caters to the needs of each individual, and makes sure that every person who enrolls, gets the most out of what the school has to offer.

Paralowie House run a lot of different courses that are set to help students who are studying their years 11/12 - such as 'Nibbles and Bytes'. This is where the students get a chance to experience all lines of work to do with the food and hospitality industry. They run in and out of school functions, while working with the local community.

As a student, I must add that the staff at Paralowie House are very understanding, and are always looking for new ways to keep you motivated and feeling positive. They do their best to try and support you through any issue that is a concern to you.

We do horticulture, which means maintenance of the gardens, glasshouses and the block of land. Staff and students recently planted an olive grove, next to the vineyard, which one day may grow into the chance for future students to create wine, and olive oil.

Sometimes it's almost like you're not even at a school at all, except all the schoolwork.

It's very peaceful and has a relaxing atmosphere in the old house.



Computers are a big hit - all the students enjoy working on them, and researching information from the Internet. Students have regular access to computers for all 'in and out' of school reports and needs.

I think Paralowie House offers teenagers a more practical outlook on the work force, whilst endorsing healthy ways of living. I believe all of the students who attend and study at Paralowie House get a chance to better themselves, and then go on to make more out of the workforce.

It would benefit anyone from the local community to come and check things out for themselves. The house itself is part of Salisbury's history. Paralowie House has done a lot for the local community, for it has changed many of the once local rascals into well to do, hard working students who are looking forward to getting a little more out of life than just living on the dole. It has been successful for me and many of my friends.

Drop by and see for yourself!

Jess McMahon
Student

SCIENCE

Biology

Chemistry

Electronics

Horticulture

Physics

Science



SCIENCE REPORT

The Science curriculum area has continued developing Pathways in Horticulture and Electronics, as well as University.

The Pathways are integrated into the Middle School curriculum and become specialised in Year 10. The Horticulture Pathway provides a Certificate I course for students and the Electronics Pathway provides VET accreditation. Next year, we will be teaching Year 12 Physics for the first time. Enterprise activities occurred throughout the year and are incorporated in the curriculum. These included Science Week activities in Year 8 and 9 classes, a visit to The University of SA (Mawson Lakes Campus) for a Chemistry workshop, Jason XI Project, Olympics, Salisbury Secrets Solar System models, Horticulture development of the school grounds and the Australian Science Competition.

Students studying Science throughout Years 8-12 have achieved some excellent results. We look forward to rewarding the highest achieving students at Speech Day.

Science Week May 3rd to 10th

Year 8 and 9 classes were involved in a range of activities using the National Science week theme of Sports Science. Activities included a Projectile Motion practical where students constructed an Olympic Platform for divers. From this platform, a marble needed to roll off a bench and hit a target on the floor.

Other activities included pulse rate measurement, speed activity, shoes and friction and determining the centre of gravity.

Students who performed best were rewarded with chocolate bars.

A Scientific view of the Olympics

As a lead up to the Sydney 2000 Olympics, a few of us decided to look at how science fits into the Olympics. During the topic, we investigated how a scientific approach was used to design the equipment and Olympic venues such as the pool at the Sydney Aquatic Centre. Scientists were also called upon to help design the sportswear worn by the Olympic athletes, for example the full body suit worn by Cathy Freeman in her gold medal winning 400m event.

During our topic, we looked at how science can help an athlete's performance. We looked at the importance of eating the right foods and we even gave the sports drinks a test-drive. The year nine students involved tested out the effect of exercise on blood pressure and breathing rate. This led us to the technology involved in recent developments, such as high altitude training. Of course, we couldn't complete a unit on athletic performance without looking at performance enhancing drugs. We researched what effect drugs have on the body, how they improve an athlete's performance, how they can be masked and methods of detection.

The students also had to address what they thought the Olympics would be like in the future. They came up with some wild and creative ideas about what events might be included in the Olympic in the year 3000 AD.

Deb Turley
Science Coordinator

Post Olympic Facts

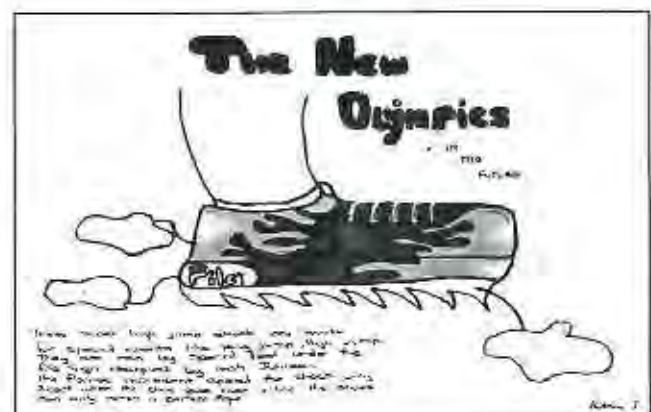
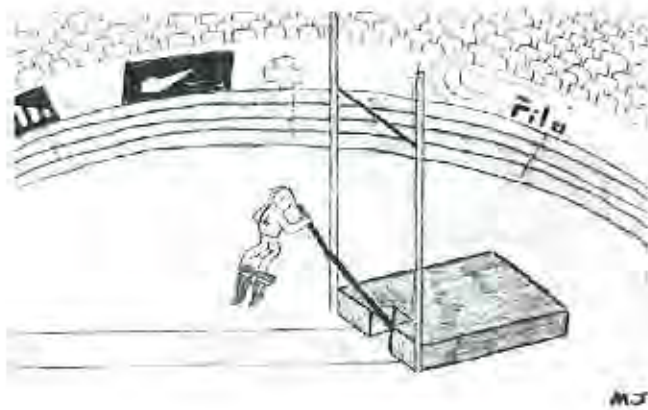
The pool at the Sydney Aquatic Centre was designed to produce fast times. It was designed so that fewer waves were produced by the swimmers, so that no lanes were disadvantaged. This was achieved because the pool was very deep and the lane ropes were designed to reduce waves. In addition, the sides of the pool allowed the waves to wash straight over, instead of rebounding back into the pool. Even the water itself was modified, making it alkaline, like soap suds, so swimmers could glide through more easily.

Did You Know

Aerodynamic design is one of the most important features in many events. Equipment used in events such as javelin, discus and cycling are designed to reduce wind resistance. This allows for increased speed when cycling and increasing the distance when throwing a discus or javelin.

Olympic Trivia

- A mountain bike used in the Olympics has 27 gears.
- A track cycling bike has no brakes.
- Did you know that caffeine can be used to mask performance enhancing drugs eg steroids?
- Even in sports like archery, drug testing is important because of drugs like beta-blockers which reduce shaky hands.
- The competitors in the first Olympics were in the NUDE.



AUSTRALIAN SCIENCE COMPETITION

Students take Science in their Stride

The students from Salisbury High School have shown they can handle the pressure, following their success in the world's largest Science Competition.

Paula Broadstock received a Distinction Award in the Australian Schools Science Competition and achieved the highest score for the Salisbury High School. Three students received Achievements and 29 received Participation awards.

This year, approximately 445,000 students competed throughout Australia, New Zealand and the Pacific Region. More than 559 new schools entered the competition this year.

The competition is organised and conducted by the University of New South Wales. Listed below are the results for Salisbury High School:

Year 8

Achievement, equal

Highest score in Year 8

Levi Newbery
Matthew Lifshack

Achievement

Sally Nguyen

Participation

Katrina Bigg
Tracey Busuttill
Matthew Farrelly
Rosie Gooch
Jasmine Heywood
Alex Kelly
Saengtavanh Keomanivong
Curtis May

Year 9

Distinction, highest

Score at Salisbury High School, highest score in Year 9

Paula Broadstock

Achievement

Daminee Cummings

Participation

Douglas Benson
Neisha Iles
Allison Luetkens
Samantha Owens
Chantal Russo
Jenna Woolhead

Year 10

Credit, highest score in Year 10

Matthew Booy

Credit

Kyle Smith

Achievement

Gemma Lockyer

Participation

Belinda Alm
Kylie Barratt
Kiel Hummel
Christina Katranis
Shaun Mancy
Jodie Moss
Brendan Osmond
Barbara Rentoulis
Natalie Robinson
Kate Ryan

Year 11

Achievement, highest

Score in Year 11

Matthew Kelsey

Achievement

Linhda Nguyen

Participation

Nada Adamovic
Travis Porter
Dale Sharpe

Year 12

Credit, highest score in Year 12

Huong Duong

Participation

Kylie Osmond
Brooke Baker

Jason XI Project, Year 9

One of our Year 9 Science classes this year has joined an international program called the Jason XI project.

The project involves classes in schools around the world studying and following explorations into extreme environments, such as underwater and space.

Students are able to observe and interact with scientists living in research laboratories, in these environments, via internet links and live broadcasts from the labs.

Back in our own laboratory, my Science class learnt and practiced techniques used by

these scientists to study aquatic habitats, biological cycles, space technologies, extreme conditions and much more.

Throughout the course, excursions were planned to further expand the students' knowledge.

Although we had a few hiccups earlier in the year, and neither the class nor I knew exactly what to expect, the course ran smoothly and we enjoyed this unique experience of studying Science on a worldwide basis.

Melanie Groves
Science Teacher

Japanese Visitors

During the annual exchange with Japan, the science staff organized and conducted science lessons for the Japanese students. The students saw some demonstrations of dry ice, made some sherbet, were involved in the Footy Colours practical, and watched some rocket launches. Some of the teachers involved were Mrs. Trenwith, Mr. Baker, Mr. Waugh, Mrs. Stewart, Mrs. Turley and Mr. Magnani.



HORTICULTURE

This year the year 10's and stage 1 and 2 students have been learning to work with plants. They have realized that growing vegetables, flowers or fruit requires not just work but also knowledge of the requirements for each species.

The year 10 home garden project revealed the need for proper soil preparation as well as after planting crop care. This involves watering, weeding, fertilizing and pest control.

The year 10's went on an excursion to the Virginia District and this is a report from:

Sarah Veale, Susan Lelcu, Amanda Arthur and Shaun Adams.

" Our class went on an excursion to Virginia. We met the man in charge of the NASTEC employment agency. He took us to the Virginia Horticulture centre and showed us the work availability in the district. There is a tremendous opportunity for exporting produce to overseas countries, particularly Asia. This requires people to package and transport food and grow it. We learnt that a delegation of growers recently went to Israel to examine their polyhouses and hydroponics.

Their climate is like ours and they are donating a hi-tech poly house to Virginia as a training centre for growers. We visited the field crops and Mr. Waugh pointed out carrots, potatoes, canola, onions, cabbages and broccoli. We saw vineyards, almond crops and the incredible hydroponics poly houses. First we had the salad lettuces shown to us. The coral, cos and butter lettuces were just growing out of plastic pipes in a flowing nutrient solution. 100,000 under one roof! This is all computer controlled and requires a knowledge of plant chemistry.

AN IMPORTANT PATHWAY

From the lettuces we travelled to the other side of Port Wakefield road to an even bigger, air-conditioned poly house where



there were tomatoes, Lebanese and continental cucumbers. These are trained upwards on pieces of poly string 2 to 4 metre long. It was like visiting Jurassic park! These grow fruit in 3 to 4 days. The re-cycled water from Bolivar will really get things moving in the district.

We were given some free samples and on the way back to school we stopped at Macca's and KFC to sample the processed food."

The year 11's have been working on irrigation for the front of the school. This will enable us to keep plants alive instead of always replacing them. Both **Scott Langelaar** and **Adam Drew** demonstrated skill in laying 19mm poly pipe under pavers while **Jessica, Joanne and Lucy** pruned the roses.

The year 12 class examined ways of controlling aphids on the rose garden and came up with good results, namely 5% detergent mix! This was harmless to the roses but removed the aphid problem. They also produced a soil mix for productive home gardens. **Chadd Ferdinands** and **Craig Bates** found the work enjoyable.

We will continue to improve the gardens at school and aim to help any student who wants to get into the horticulture industry and make it a career.

Remember: plants need care but we need plants

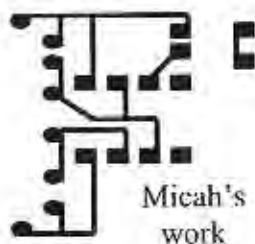


**Malcom Waugh
Horticulture Teacher**

ELECTRONICS

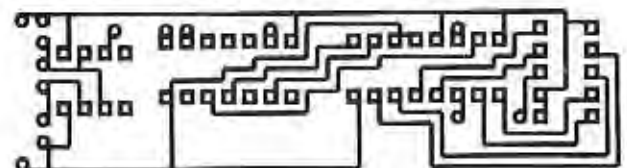
This year the year 10 and stage 1 students were involved in circuit construction involving breadboards and fibreglass circuit boards. Many students were able to develop good soldering techniques during this course.

Year 10 students began with the construction of Dick Smith circuits involving projects 1-15. A 555 timer was designed on the computer. This was then put onto a transparency and developed onto a positive resist circuit board. Student work was then etched and components were soldered into position. Special thanks goes to Ms Turley who helped with this class.



Stage 1 students were involved in the construction of a variable flasher. Again they were able to make use of the new ultra violet light box to develop their circuits.

The circuit below was made and then was able to be used for a remote rocket launcher.



**David Baker
Electronics Teacher**



THE OPEN DOOR

Junior Special Education

Senior Special Education



JUNIOR SPECIAL EDUCATION



Our Garden business is called Daff-o-Dil's. The people who are involved in our business are Bradley, Cory, Joshua, Brendan, Adam, Dara, Dion, Robert and also Emma and Elaine.

People from our school and Season's nursery donated the pots. After we cleaned the pots, we painted them in different colours and designs. After the pots were painted, we filled the pots with potting mix and after that we filled the pots up with flowers and herbs. We watered the plants each week and we pulled the dead leaves off.

Salisbury High School is an Enterprise High School. Our first look at enterprise was when we sold cookbooks for the seniors at the enterprise fair. We decided that enterprise

was so good, we thought we would do a gardening business, called Daff-o-Dil's. The things we have learnt about are teamwork, getting along, being nice to each other and being organised.

We went to Season's Nursery on Salisbury Highway. We looked at the plants, soil and fertilizer. The lady talked to us about the best things to plant and she gave us some good ideas for our garden business.

We went around the school doing a survey to find out if people would buy our pots and how much they would pay for them. With these results we learnt how to make graphs. We had a competition to draw a logo for our business. We all had to come up with a logo and most of us did two. Mrs Fitzpatrick chose the winner. The winner was Dara.

Thank you to Mrs Fitzpatrick, Season's Nursery, pot and paint donators, Elaine, Emma and us, the Daff-o-Dil's

THE SALISBURY SUN

In our English class we put together a Special Education Newspaper. We spent a term looking at newspapers and how people use them and what goes into a newspaper. In our newspaper, we each have a job and a job description. We have sports reporters, photographers, headline writers, editors, advertising managers, entertainment writers and feature writers.

We all have a badge (with our name and job title written on it) that was made by Elaine and when we wear it during our English

lesson, we do not have to ask Emma to leave the classroom. This is to teach us how to find things out for ourselves and to learn to be responsible. When we have finished a piece or have questions, we have to show the editors, so that they can check it. If we need a photo taken for our story, we need to book the photographer.

Our newspaper is going to go to any year 7 students that come to our school (in Special Education) for next year, our parents and the teachers at our school.

We all have to meet our deadlines; otherwise our newspaper cannot be printed and distributed on time. At the end of each lesson, we have an editorial meeting. We tell the editors (Emma and Elaine), what we did during the lesson and what we will do for homework. One person has to take the minutes of the meeting. We then have to write it in our diaries and then we go home.

Editorial Team

Editors – *Emma Medhurst and Elaine Warner*
 Advertising Managers – *Dara Kingsade and Robert Hockey*
 Sports Journalists – *Joshua Wakefield and Cassie Martin*
 Headline Writer – *Dion Van Houten*
 Photographer – *Brendan Sachse*
 Interviewer – *Bradley Johns*
 Entertainment Writers – *Jessica Hamshere and Cory Thompson*

AUSTRALIA'S BIGGEST MORNING TEA

Thanks Boys - from Australia's Biggest Morning Tea

This year here in South Australia, over 1,700 morning teas were held raising in excess of \$200,000. Well done and thank you to all of our supporters.



We are very grateful to these boys from Salisbury High School for taking it upon themselves to hold a morning tea at their school, participating in the Australia's Biggest Morning Tea, raising \$85 for the Anti-Cancer Foundation.

The staff had to pay to find a lot of coffee. The staff helped them selves to cakes and coffee tea we made pickles takes scores and sikes we went over to nune ce room to get the cups and saucers and our group made badges

The day was very successful and we would like to donate \$85 to the Anti-cancer Foundation

Last Thursday we spent the entire day getting ready for Australia's Biggest Morning Tea. We decided we would hold it on Friday the 26th May and invited all the staff at Salisbury High.

Excerpt from letters from the boys at Salisbury High School



The Anti Cancer Foundation is the South Australian link in a worldwide chain of independent community based voluntary cancer organisations affiliated with the International Union Against Cancer. Our Mission is to pursue the eradication of cancer through research, education on prevention, early detection, innovative treatment, and enhance the quality and meaning of life for people living with cancer.

Anti-Cancer Foundation - 282 Greenhill Road, Eastwood 5061 Phone 8291 4111

SENIOR SPECIAL EDUCATION

What is Transition Education?

Transition Education is all about investigating post-school employment, further education, training, recreational and volunteer options for students with disabilities. Over the year we have visited all sorts of places and even managed to find some time for some group activities to build up self-esteem, self-confidence and group skills.

This year we have

- Raised money for the Anti-cancer foundation
- Investigated Volunteer work (through the Lavender Lads and Ladies at the Royal Adelaide Hospital, volunteering at a local Kindy and a nursing home in Gawler).
- Visited the employment agencies
- Visited the Gilles Plains TAFE
- Visited sheltered employment such as Orana, Silkwoods, Phoenix Society and Bedford Industries
- Looked at multicultural Australia through the Migration Museum and central market
- Participated in the school's career expo
- Participated in a cartoon workshop
- Participated in team building activities
- Tried new sports
- Supported the Junior Special Education class
- Worked at the Royal Adelaide Show
- Visited a South Australian Cricket Bat maker
- Seen the opening ceremony of the Oceanic Games and initial events
- Used public transport and timetables in an excellent manner at all times
- Gone on work experience 4 times

Gawler Goat show Handling

On Saturday, 26th August, the Senior Special Class participated in the Goat Handling and Judging at the Gawler Show. This was just a practice run for handling and judging at the Royal Show.

As a build up for the show presentation, the class visited Ros Belles' farm on the three preceding Fridays. Apart from cooking a barbeque, students learnt how to lead, milk, brush and comb the goats. Students became familiar with the goats and the goats became used to having noisy people around them.

At the Gawler Show students groomed the goats. They brushed the goats with different brushes. Some brushes removed the thick undercoat from the goats. Students used a damp sponge to remove wispy hair from the goats. Other brushes were used to ensure that the goats looked their best for the day. Tom, Dane, Adam and William did most of the handling on the day.

The other goat breeders were really supportive and helpful. At one stage Dane was led away by his goat doing a runner – a hit with the crowd. Goats won several first, second and third place ribbons.

Royal Adelaide Show Goat Handling & X-Site Display

Less than a week later on the 2nd, students again showed the goats. This time they were under greater pressure at the Royal Adelaide Show. Students washed and towel dried the goats. They brushed them and observed hoof clipping and clipping of goats' coats using scissors and electric clippers. Friday was a preparation day, Saturday was Judging day.



Cable Hang Gliding

I went to Airborne action with Emma, Elaine and Emma's Mum to do Cable Hang Gliding. I did Cable Hang Gliding. Stephen went first and I went second. I was scared at first but got to test it out on the smaller flying fox. It was heaps wicked because it was different. I want to go again. I really liked the whole day. The only bad thing was that Mum only gave me one sandwich instead of two and I was hungry.

William Moyle

For our fun activity in Transition Education, we went Cable Hang Gliding and Sky Diving in Noarlunga. I liked it when Emma went Sky Diving because she kept screaming. I did the Cable Hang Gliding and it was fun.

Stephen Dinon

Orana (Metal Concepts)

52 people with all sorts of disabilities work in Orana. It is a very small place and I can see people sort out metal. With the metal they make CD racks, beds, tables and chairs. We went for a tour of the workshop and saw the different types of machines that they used. Later on this year they are moving to a new and bigger workshop.

Damian Crampton

Work Experience

I had to catch the 430 bus at 7:40am to get to Barry's Hardware on time. The manager introduced me to Simon and then I put my bag in the kitchen. I got stuck into sweeping up all the mess in the timber section. After I had done that, I had to stack all the pine and other timber. I asked Simon a question "What sort of wood is used to make houses?" and he said, "Timber wood". At lunch I got myself a can of coke and ate my sandwich. At the end of the day I left Barry's Hardware and then waited for the bus.

Robert Halls

Anti-Cancer Foundation

Today, Iain and I organised how to get to the Anti-Cancer Foundation. We had to go to the bus information centre in Adelaide to find out what time the bus came. We went to the Anti-Cancer foundation to give them the money that we raised from the morning tea that we had at school. The thing that I did like about the Anti-Cancer Foundation was the free morning tea that they gave us and that we help people.

Tom Phan

Stall

Today we had to meet Emma and Elaine in the Special Education office at School. We packed up the cases with all the plants and went to Salisbury to have a stall for the Junior Special Education class for their Daff-o-Dil company. We worked on the staff in John Street and I like it.

Anthony Grzby

Sport

Today we played bocce in the morning. Adam and I came second. After recess we went out onto the oval and did archery. This was the first time that I had done archery and it was fun. After lunch we went to Salisbury Bowling Club and we were taught how to bowl. The men that helped us were all very nice. The only bad thing was that it was hot.

Martindale Nursing Home Visit

Today we caught the train to Gawler and walked to the nursing home. At the nursing home we met the residents and talked with them. We had lunch and then played bingo. People who won were given lollies. We then gave the nursing home some pictures of when they came to our school and we made morning tea for them.

Adam Puxley

CAMP AT CARRICKALINGA

On Tuesday 10th October Chris McCuish and I took eight (6 boys and 2 girls) Special Needs students camping at Carrickalinga. They returned on Thursday 12th October.

The camp was especially important for four of the boys, as it comprised the 'Expedition' component of their Duke of Edinburgh Award Bronze Medal Exercises.

It was a fun camp. First it was necessary to have shelter, so the students learnt how to put the tents up. One was an "A Frame" tent while the other was a "Dome" tent, and the four Award boys managed to put them up. Two of the boys slept in the tents.



After last year they did not want to share a tent as they had found two people in a tent is too noisy and crowded. The other four boys slept in the shed in bunk beds under Chris' supervision, while I slept in the house with the two girls.

Once they unpacked, set up the tents and were shown their sleeping arrangements, they were told the camp rules about taking part in cooking and preparing food. They also had to wash and dry the dishes, look after their belongings, have a shower at least once a day, and not go into the shed, tents or rooms once showered and dressed. It was pure luck that Chris had to have cold showers every morning. A roster for duties and a programme of the activities

they were told to do at the camp was finalised by discussion.

After all the setting up on the first day the students just had enough time to walk along the beach and make sand castles, then it was time to start preparing and cooking their evening meal. After writing their diaries it was time for bed.

The second day was a full day. Everyone was ready by 9.30 am. In the morning we climbed up the Bluff, then explored Granite Island, and had lunch. Then it was off to Goolwa to visit Signal Point, see the historical and environmental display there, have a look at the bridge that was being built, and back to camp to start preparing for the evening meal.



One of the two boys who cooked the previous night was most put off because he had to prepare the salad instead of cooking again. Once it was explained to him that every one must have a chance to do everything he was quite happy. Then it was diary writing and off to bed.

The third day the students had to dismantle and put away the tents, pack up all their belongings, clean the tent site and the house, mow the lawn, and load the trailer. All was finished by 11.00am, and we set off for school, arriving back by 1.30pm.



It was fun, yet it was a learning camp as the students were discovering how to transfer the skills they learnt in class to practical situations. It was applied fun because they were all involved.

The students discussed how many meals they had to cater for, choose the food, and then shopped for the items selected. They successfully cooked, cleaned and washed up in a different environment. Even more importantly they learnt to live together and to get along with each other for three days away from families and familiar haunts with no T.V. They learnt to share, take turns, and help each other. Best of all they want to go to camp again.

Maureen Oborn
Class Teacher



DUKE OF EDINBURGH AWARDS

Five students, Damien Robinson, Benjamin Walters, Timothy Barlett, Steward Pfitzner and Peter Waters have been working on their Duke of Edinburgh Awards, Bronze Medal, since September 1999. All five of them have completed three areas out of the four. The areas are Skills, Physical Recreation and Service, with Expedition being the remaining area.

In the Skills area they have chosen a skill which they will be able to use later in life or a skill that will help them utilise their free time when they leave school. They did Cooking, Reading and Drawing for this activity.

In the area of Physical Recreation they chose a Tai Chi/Qi Gong, as this activity does not require any equipment, nor a large area. It is an activity that can be done either individually or with a group. It is an activity

that can be carried on after they leave school, as there are Tai Chi in groups in most community centres.

Recycling, wooding, general year clean up and helping to wash cars are the Service activities the students have been doing. They chose this area, as they know that they will be able to continue with them when they leave school.

Current work is on meeting the requirements of the Expedition area. To this end, four of them recently went on a three-day two-night camp. They had to plan and prepare for the expedition, prepare and cook their own meals, learn to put a tent up (two of them slept in the tents), and keep a diary of their expedition.

Maureen Oborn
Class Teacher

ABORIGINAL RECONCILIATION WEEK

Middle School Society and Environment students and staff were involved in a range of activities during Aboriginal Reconciliation Week 29th May to 2nd June.

Students achieved successful outcomes 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
- Designing posters
- Silent reading – students were very interested in reading information with an Aboriginal emphasis
- Participating in Reconciliation Workshops
- Attending Reconciliation 2000 assembly

The outcomes achieved showed students were able to:

- Plan and organise activities
- Work with others and in teams
- Increase their awareness of cultural understanding
- Understand the importance of history determining the present and the future

Reconciliation Week was a shared period. Friends across cultures came together to celebrate indigenous culture and heritage.

During this special time the hand of friendship was extended by the Salisbury High School Aboriginal Education team to other schools.

Both primary and secondary students participated in various cultural workshops hosted by Aboriginal parents, students and indigenous visitors who gave our young people an insight into Aboriginal education and expertise by way of demonstration and involvement.

Reconciliation is for everyone. It is also a celebration of our culturally diverse society. This is a time to recognise the unique status of Australia's indigenous people and the importance of their cultural heritage (as we do with all other cultures).

Reconciliation is an acknowledgement that we value a 'fair go' for everyone. Salisbury High School considers the involvement of

people from different backgrounds ensures that reconciliation will stay alive, when it evolves and grows through the actions of young people and educators taking the responsibility of working together, valuing cultural diversity and respecting each other.

There's no specific pathway set for 'Reconciliation'. The process depends on community initiative and participation.

Salisbury High School staff and students – like the wider community – come from numerous cultural backgrounds. It is, however, a place where all cultures are respected and appreciated.

By action, Salisbury High School demonstrates the spirit of reconciliation, which is forging ahead into the new century and beyond.

The following people worked to make Reconciliation Week successful.

- Assembly and Workshops Facilitators and Guest Speakers.
- **Josie Agius** – Kaurna Elder
- **Daniel Coleman** – Didjeridoo player
- **Salisbury North PS 53** strong choir – Music Teacher, **Jodie Collins**; Pianist, **Di Murphy**
- **Salisbury HS Choir** and **Matthew Cozens**, Music Teacher
- **Megan Goddard, Amanda Maiden, Tammy Williams, Bronwyn Coulson, Ly Son** – student presenters
- **Jackie Clevens** – Middle School SRC
- **Tanya Blake** – Native Title
- **Michael Rigney, Vernon Saltner, Christopher Angrave, James Johnson** – Uni of SA
- **Marie Axleby, Michelle Kohler, Wendy McKeown, Lynette Wangancen** - Parents
- **Raylene Snow** - Parent/Murra Dreaming
- **Rosalind Coleman** – Aboriginal Education Worker
- **Helen Paphitis** – Principal
- **Jeff Taylor** – Deputy Principal
- **Ann Prime** – Assistant Principal, Senior School

- **Karen Fitzpatrick** – Assistant Principal, Middle School
- **Pepe Bouzalas** – BSE Coordinator and BSE staff
- **Caroline Ashmeade, Sue Turner** – Resource Centre
- **Isabel Vega, Hoang Luu** – BSSO assistance

Many thanks to all our office personnel for their help at all times.

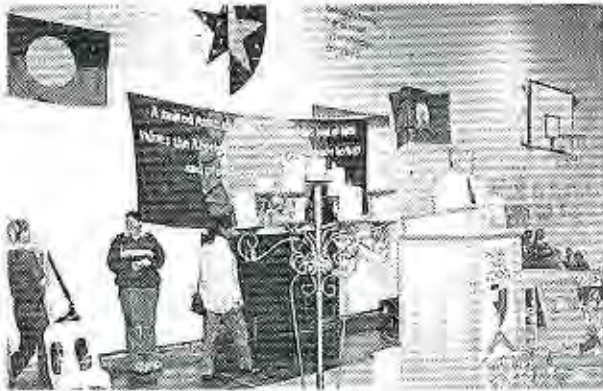
Also, many thanks to our sponsors who supplied the variety of food and snacks for our hungry youth.

- **Salisbury Council**
- **McDonalds**
- **St John's Centre (Father Donovan)**
- **Villi's Bakery**
- **GW Meats**
- **Tip Top**
- **Arnotts**
- **Nippy's**
- **Danny's Bakery**

Special thanks to Isabel and Hoang who worked during the school holidays.

Congratulations to everybody who made everything possible. *"Working and walking"* together for a common goal demonstrates what the term *"Reconciliation"* really means.

Nita Combeer
Aboriginal Education Teacher
On Behalf Of The Aboriginal Education Team



AICAP

During the month of August, Salisbury High School hosted the Aboriginal and Islander Career Aspirations Program (AICAP) – which is a study and job pathway workshop for Aboriginal teenagers.

Approximately 350 – 400 students and personnel attended from the various Northern Area Schools. They participated in Workshops provided by the AICAP Aboriginal Education Team, Network Agencies, Government Departments, Employers, Trainers and Instructors offering Traineeships and Apprenticeships.

- Morning tea, afternoon tea, and lunch was catered for by Paralowie House.
- Overall the program was a great success – because of the wonderful support and assistance of the Principal, Helen Paphitis, Assistant Principals, Teachers, Chris Haggie and all her staff including Dieter and Graham, who all worked

extensively to ensure that everything ran smoothly.



The Salisbury High School Ab Ed Team – Nita and Rosalind wish to thank everybody involved, for helping *everything* run smoothly.

**Nita Combeer
Rosalind Coleman
Aboriginal Education Team**

ASIA WEEK 2000

Asia Week at Salisbury High School is celebrated every year. This year students in all curriculum areas were involved in:

- Visiting the resource centre display
- Reading and learning about Asian Cultures
- Asian research – Oral presentation
- Designing posters and portraying Asian countries and their people

The Salisbury High School Multicultural Events Committee organised various activities for students across the curriculum.

Activities included:

- Ms Cheong – Chinese Dancing Performer
- Master George Le – Tai Chi
- Chinese Elders – Abacus
- Khmer Speaker – Cultural History

- Vietnamese Speaker – Cultural History
- Asian Food – Students cooking
- Moon Festival – Lantern Making
- Chinese Sword Demonstration

During these events and activities the students were able to increase their awareness and now have a better understanding of Asian Culture.

Overall

These culturally active programs give students an overview, both educationally and socially. They also give students a broader view of Australia's cultural diversity. The positive feedback from staff and students supports the need for ongoing culturally orientated programs.

**Nita Combeer
Multicultural Education Teacher**

FETE DAY







YEAR 10 GRADUATION

Congratulations are in order for our successful Year 10 Graduates. On the 9th August, 400 parents and friends attended our Salisbury High School Year 10 Graduation. Mrs Prime, Senior School Assistant Principal, commented that the school anticipates this group of students will be very successful.

Subject selection for Years 11 and 12 involves a lot of pre-planning in order to choose the correct future pathway. Over the next few weeks, parents, students and teachers should discuss appropriate University, TAFE, apprenticeship and employment pathways.

We would like to thank our successful present and past students for their inspirational talks. They were **Sarah Moss, Ryan Coad, Georgie Bouhalis, Natasha Hall, Jessica Finlay** and our guest speaker **Jaime McKinnen**.

Here are some quotes from the night.

Ryan Coad: *"In presenting this talk tonight I want to give you a very clear indication of what to expect from your final years at school. I hope to give a very realistic and honest interpretation. It is a demanding time of study no matter what subjects you have chosen. It will be a lot of work and a great deal of commitment. I would be lying if I said that you could complete this time easily, without forfeiting the majority of your social life. For some, this might be difficult, but remember to keep this year in perspective – how you perform in the next two years will affect the rest of your career and the rest of your life. So accept that it will be a lot of work and apply yourself because it will be worth it.*

Finally, it is important to remain motivated to succeed. Every person has their own way of motivating themselves. For me it was the continual reminder that you are in constant competition with every other senior school student in the state. Every other student will be trying to out perform you, get better marks than you and in the end will take the jobs you want, the positions at TAFE and university – if you let them. It is for this reason that you cannot let yourself down in the next two years.

Make sure that you do all your work to the best of your ability. Senior School is not as hard as people say. If you try your hardest from the beginning and follow it through until the end you will get where you want. The teachers do not make this year hard – students struggle most when they have lost the motivation to succeed, and lost sight of their greater goals. All you need to do is put in the effort. Senior School is not like Middle School, because now the rules have changed. You are not studying because the teachers tell you to or because parents want you to. You are doing it for yourself now. Without any exaggeration, these last years of study are going to pose one of the greatest challenges in your entire career. But it will also be one of the greatest opportunities of your life.

I wish you all the best of luck."

Sarah Moss: *"Choose the appropriate pathways for what you want. Once you've chosen your pathways you can choose what specific subjects you want in order to reach that goal. Having the right subjects behind you in Year 11 and 12 is beneficial in obtaining a University Degree or job opportunity. It can give you the guide or template that you need to eventually reach that goal that you're aiming for.*

Remember that as long as you choose a career or pathway that interests you, I believe that if you expand on your passions and interests then you'll enjoy whatever career you establish yourself. You'll be happy for the rest of your life, which I think is an important part of a good life.

I am still yet to achieve my goal of becoming an interpreter but I think with hard work, dedication and sheer will I can and will achieve that goal. I am only two years older than you, but in that two years which separates us I have learnt a lot about what lies in front of me. I give this advice to you – to start thinking now about what lies ahead of you, start thinking about job and career options, and most of all, start thinking about what makes you happy and how you can expand on that.

Ask questions to teachers, employers, parents and relatives and start steering your subjects in the direction of your chosen career pathway.

The best of luck to you all."

To finish off with I would like to leave you with Jaime McKinnen's gift to us.

Believe in Yourself

Believe in yourself
.....and in your dream
though impossible things may seem,
someday, somehow you'll get through
to the goal you have in view.

Mountains full and seas divide
before the one who in his stride
takes a hard road day by day,
sweeping obstacles away.

Believe in yourself and in your plan,
say not – I cannot – but, I can.

The prizes of life we fail to win
because we doubt the power within

Success

If you think you are beaten, you are.
If you think you dare not, you don't.
If you like to win but think you can't,
it's almost certain that you won't.

If you think you'll lose, you've lost,
for out in the world we find
success begins with a person's will.
It's all in the state of mind.

Life's battles don't always go
to the strongest or the fastest.
Sooner or later those who win
are those who think they can.

Thank you to the Year 10 Care Teachers,
students and parents for making this night
memorable.

Ann Prime
Assistant Principal/Senior School.



JAPANESE VISITS 2000

Salisbury High School again welcomed staff and students from Kasaoka High School this year.

Our guests from Japan arrived right on time at Adelaide Airport on Saturday, July 22nd, at 11.05 am. Helen Paphitis, Jeff Taylor and I were there to welcome them to Adelaide generally and to Salisbury High School in particular.

On their arrival, the 42 students and 2 staff, together with representatives from Kintetsu International, were served light refreshments provided so professionally by Meg Czora.

The homestay families were there in force to accept the Kasaoka High School students warmly into their families and homes for 13 days. From Saturday, July 22nd until Friday, August 4th, the whole community of Salisbury High School opened its collective heart to our guests and the response to host students was very encouraging.

My team of teachers which included Bev McKay, Barbara James, Annette van Elk, Eleni Doufos and I had prepared an exciting and challenging program, as could be seen by the schedule.

Some highlights included an Aussie Rules Football clinic arranged through Russell Ebert of Port Power which took place on Tuesday, July 23rd. This clinic was ably supported by the school's PE staff, particularly Kevin Smith and Chris Moen. Port Power players ran this clinic for all the Kasaoka High School students and their buddies.

There was an excursion to Adelaide and Glenelg on Wednesday, July 26th as well as a sightseeing tour of Port Adelaide on Friday, 28th, an excursion to Morialta Falls with our Year 12 SAS Tourism students on Monday, July 31st, a visit to the Adelaide Hills, Cleland Wildlife Farm and Melba's Chocolates at Woodside on Tuesday, August 1st.

A very stimulating and culturally enriching Aboriginal Art session involved Kasaoka High School students working closely with

Salisbury High School's Aboriginal students to produce a stunning Aboriginal dot painting mural which the Kasaoka High School party took back with them to Japan. This session was the direct result of careful planning and programming by Nita Combeer and her team and the Manager of International Programs.

Some fantastic artwork was also produced on the first day of the program by Kasaoka High School students working with Art students in Eddic Ogonowski's and Ron Hilinga's classes. Students from Japan demonstrated the traditional art of Japanese calligraphy using specialised techniques and equipment. They used Japanese characters to record students' names and common objects and animals. After these skilful demonstrations the Kasaoka students worked with and guided our students so that they also produced words in Kanji or Japanese script.

So many varied and exciting experiences have been shared as a direct result of this culturally integrated program. A feast of enriching cultural, social and educational experiences awaited all those, both staff and students who were involved in the program!!

I would like also to acknowledge the invaluable contribution made by our own Salisbury High School buddies in going out of their way to assist our Japanese guests in every conceivable way to become part of our school community. What credit they are to their families and Salisbury High School.

It is remarkable how easily the students of Kasaoka High School have fitted in so harmoniously at Salisbury. They have proved to be friendly, charming and industrious and fantastic ambassadors for their school, their culture and their country.

I have also been very impressed with the professionalism of the Kasaoka High School staff consisting of Mr. Shinji Tsuchiya and Mr. Tsukasa Shimizu, and how easily they have adapted to our program and how they have already contributed so much to it.

Ms Michiko Yura of Kintetsu International, our Japanese agents, has provided invaluable support and

assistance, as has Mr. Hironori Sakai, a Sales Manager with the same organisation.

Once again, it would appear that Salisbury High School has hosted a highly successful, vibrant and stimulating international short-term visit. We can only get better. Many more such visits and programs are in the pipeline.

This visit by Kasaoka High School is the largest in scale of any other similar program in South Australia this year thus far. This is another first for Salisbury High School and

another first for our International Programs Department.

This article would not be complete if I were not to mention the splendid support given to us by our homestay families, for without their support and encouragement our program would not be the undoubted success that it is.

Multiculturalism and the concept of global education and cooperation are alive and thriving at Salisbury High School.

Mick Fleming
Manager - International Programs



LETTERS FROM JAPANESE STUDENTS

Dear Mrs. Helen Paphitis,

I would like to thank you very much for all your collaboration and warmhearted hospitality during our stay at Salisbury High School in Adelaide. We were able to have a very good time not only at your school but also during our stay with our host families. I was really surprised how open and friendly you and they were to us.

This was my first time to visit Australia. I had not known what it is like in Australia. I had been wondering how the students would enjoy themselves and what achievements or goals they would get. But they seem to have gotten something important such as how to get through the communication barrier, or the common values among the peoples. Especially, I think highly of your enterprise education and the multi-cultural education. And I also respect your school motto "Pathways to Success".

I suppose there might have been some trifle misunderstandings and some students or some host families must have been embarrassed. I am sure all the students realise that it was their own lack of ability to speak English that made it difficult to communicate with the local people. I hope this tour and their experiences will give them good motivation to improve their English (including my English).

I cannot thank you enough for your dedicated cooperation and hospitality. I am very much satisfied with our stay at Salisbury High School, our stay in Adelaide, my stay with the host family Mr. and Mrs. Haggie, and the local wine.

Please give our best regards to Mr. Mick Fleming, Manager of International Programs, Ms Barbara James and Ms Bev McKay.

I am looking forward to seeing you again.

*Yours sincerely,
Yukihiko KuboTochigi
High School*



This is a picture taken during Summer Festival, Yasuko (right), Kaori (centre), Rie (left), are wearing Yukata which is traditional dress

To Everyone at Salisbury High School,

I'd like to thank you very much for looking after me so well during the two weeks. It was very interesting and exciting. I will always remember about Australia. I'm sad. By the way, I'm very tired, because the temperature is 36 degrees. I'm very very hot. What's temperature in Australia? Are you cold? Is it snowing?

Our school has a school festival in September 9. I'm looking forward to it and I'm going to play the clarinet. Yoshi is going to play the sax. I'm practicing very hard. We have to have club activities after school in Japan. So I come home at seven. It takes an hour by bike. I eat dinner till seven thirty. I have free time for thirty minutes. I study at eight thirty till ten o'clock. I take a bath in an hour. I study at eleven till twelve. And I sleep. I'm very busy. I want to have my free time. I want to go to Australia again. I do hope that you will write to me and tell me all about Australia. Many thanks

Yusuko Ono

TORCH BEARER SYDNEY 2000 OLYMPICS

What's up!

My name is Ramsey Jamal, and I'm going to talk to you about my 'torch experience', which has helped me to become well known and respected throughout the community.

In 1999 whilst studying year 12, I was involved in the Youth Advisory Council (YAC), which is located in Salisbury. While there we discussed many issues which young people are facing and how we can meet their needs. After a year of hard work we began to see the community changing and there was a lot of interaction with the YAC and local young people. Voices of locals were being heard, and there was a lot of action being taken that made young people happier.

I am very glad to have been involved in the YAC, as I was nominated from a group of five people to carry the torch. Fortunately I was chosen. Words can not express my feelings and my hands were shaking as I held the letter of congratulations. My family, friends and relatives were thrilled when they found out I was going to participate in the carrying of the flame from Greece to Sydney.

As the time elapsed, my adrenaline was pumping and I was ready to run with the Olympic Flame. The local community showed me in the papers and organised me while I was working; they too congratulated me and were very supportive. Many people did say, 'Ya gotta big head now'. It may have looked like it but I was just honoured and proud to have been chosen. I'm sure anyone who had the chance of a lifetime to carry the torch, would talk about it everyday and share their joy.

Finally July the 14th came and I was ready for an interesting and exciting day. Unfortunately my family weren't there to see me as they were on holiday in Syria, but my close friends replaced the role of my family, as they supported me every step of the way.

My first meeting point was at the Holdens Manufacturing Plant. While there I met other torchbearers, and my escort runner. We took many photos and felt great. As the shuttle bus took off, the streets were lined with many people waving Olympic flags and expressing the Olympic spirit. Many local people pointed and talked to each other and made me feel great along the way.

As I left the shuttle bus with the other torchbearers cheering me on, I was confronted by the people waiting in front of 202 Salisbury Highway. I was involved in photographs and even autographs; I was just a local boy! yet I felt like a star. I had an everlasting smile on my face and I couldn't believe the support I got.

As the torchbearer was proceeding towards me I stepped out of the crowd and was ready to exchange flames before I continued the journey. I took each stride one at a time and was applauded by so many people along the way. It was an unbelievable experience which I would never ever forget.

The distance of 400 metres ended sooner than I thought. As I passed the flame on to the next torchbearer I felt honoured to have carried the flame although it was only a short distance. Again as I finished I signed more autographs, had more photos taken. I wanted it to go on and on, but of course this wasn't possible.

As I got back on the shuttle bus, I signed the book of torchbearers and wrote down my thoughts and feelings. *"I can't believe that I was part of the Sydney 2000 Olympics!"*

I would like to take this opportunity to thank all of my family and friends who supported me throughout my torch experience. I am

truly honoured to have run with the torch, and also to represent not only my local community, but also my Syrian community. It was definitely one of my golden highlights!

**Thankyou for listening
Ramsey Jamal**



GREECE WAS WONDERFUL BUT IT'S GOOD TO BE BACK

Thanks to the Greek Government, forty three principals from across Australia had the privilege of being hosted on a two week study tour of Greece.....all expenses paid!!

From a personal perspective, as a Greek-Australian it was a fantastic opportunity to go back to the country where my parents were born and to immerse myself in Greek culture, food and hospitality. The word *philoxenia* means *hospitality or friendship to strangers* and the Greeks excelled in showing each of us the wonderful hospitality and kindness for which they are well known.

All of this plus the many visits to museums and archeological sites made me feel proud of my heritage, as we lost all sense of time and allowed ourselves to be taken back in history. Our tour guide *Eleni* brought to life many ancient myths and legends and gave us details of Greek history and art as we travelled across Greece. These included the Acropolis, Delphi, Olympia, Mycenae, Vergina and the National Museum amongst others.



A highlight for me was visiting Meteroa, where monasteries still exist on top of steep mountainous rock, which has provided refuge and shelter for Christians since the 11th century.



Another highlight was listening to Eleni stop mid sentence and explain the derivation of words used today, eg philosophy, democracy – *philosophy* broken down means *friend of wisdom* – *democracy* *cracy* means *power* and *demo* means *common*, so democracy is about power to the common people. How many know this? No wonder the Greeks want to preserve the language and want the whole world to study it! Much of our language stems from the Greek language. How many people know that the New Testament in the Bible was written in Greek and that the language spoken at the time of Christ on earth was Greek? Also, did you know *enthusiasm* means *God within you*?

I am also very proud to be Australian and we were complemented many times about the excellent organisation of the Olympic Games! Many people have seen that Australia is a beautiful, sparse country and we are very fortunate because we have an excellent way of life and I wouldn't live anywhere else. (Although it is tempting to live on a Greek Island when one retires).

Greece awaits us all for the 2004 Olympic Games.

Via sas
Helen (Eleni) Paphitis
Principal

HORSING AROUND AT THE INTERSCHOOL GYMKHANA

Salisbury High School students showed off their equestrian talents in the annual interschool gymkhana at Gawler Race Course on 2nd November 2000. This year's team consisted of six riders from Year 8 and 9.

The riders were Paula Broadstock, Allison Luetkens, Jesse Nichols, Sam Owens, Karrie Shattell and Jessie Skidmore.

The day involved riding in a Grand Parade of Schools, competing in novelty events such as: Bending Races, Texas Barrel and Musical Mats. There was also a Show-jumping course and hacking events where the talent and obedience of horses and riders was tested.

Karrie Shattell and her horse Springwood Nightingale got the day off to a great start winning the Smartest on Parade event for the under 15 year olds in the open ring.

The prizes continued to flow with Jesse Nichols gaining a fourth place on Mrs. Trenwith's pony Kiara after only ten minutes to get used to her new rider before the event. Sam Owens gained second place in the Fancy Dress as Santa Claus with the horse dressed up as Rudolph.

Paula Broadstock won Pleasure Galloway with an Appaloosa called Wyandah Belron Moon and Allison Luetkens not only won her rider 14 years of age class, she went on to win Champion rider out of all the competitors in ring B.

There were many other prizes won and the hours of preparation before the show washing horses, plaiting manes and tails, cleaning saddlery and polishing boots all paid off. Salisbury's team gained a total of 30 points placing them 6th out of 12 schools, only one point off equal 5th. This was a tremendous

effort in only their second year competing in equestrian sport for Salisbury High School.

Congratulations to all riders for their effort and we look forward to next year's Gymkhana.

Pony Facts

Did you know horses are measured in hands (one hand = 10cm)? Anything under 14 hands is a pony, over 14 hands is a horse. Horses between 14-15 hands are often called galloways and over 15 hands are classed as hacks. Really small ponies, such as miniature Shetlands are measured in centimetres as they are usually under 84cm high.

Lipizzaner horses are born dark brown and turn grey (White) as they mature.

Horses can gallop at speeds in excess of 60km/hr.

A horse gestation period is 11 months, 11 days and foals feed from their mothers for approximately 6 months.

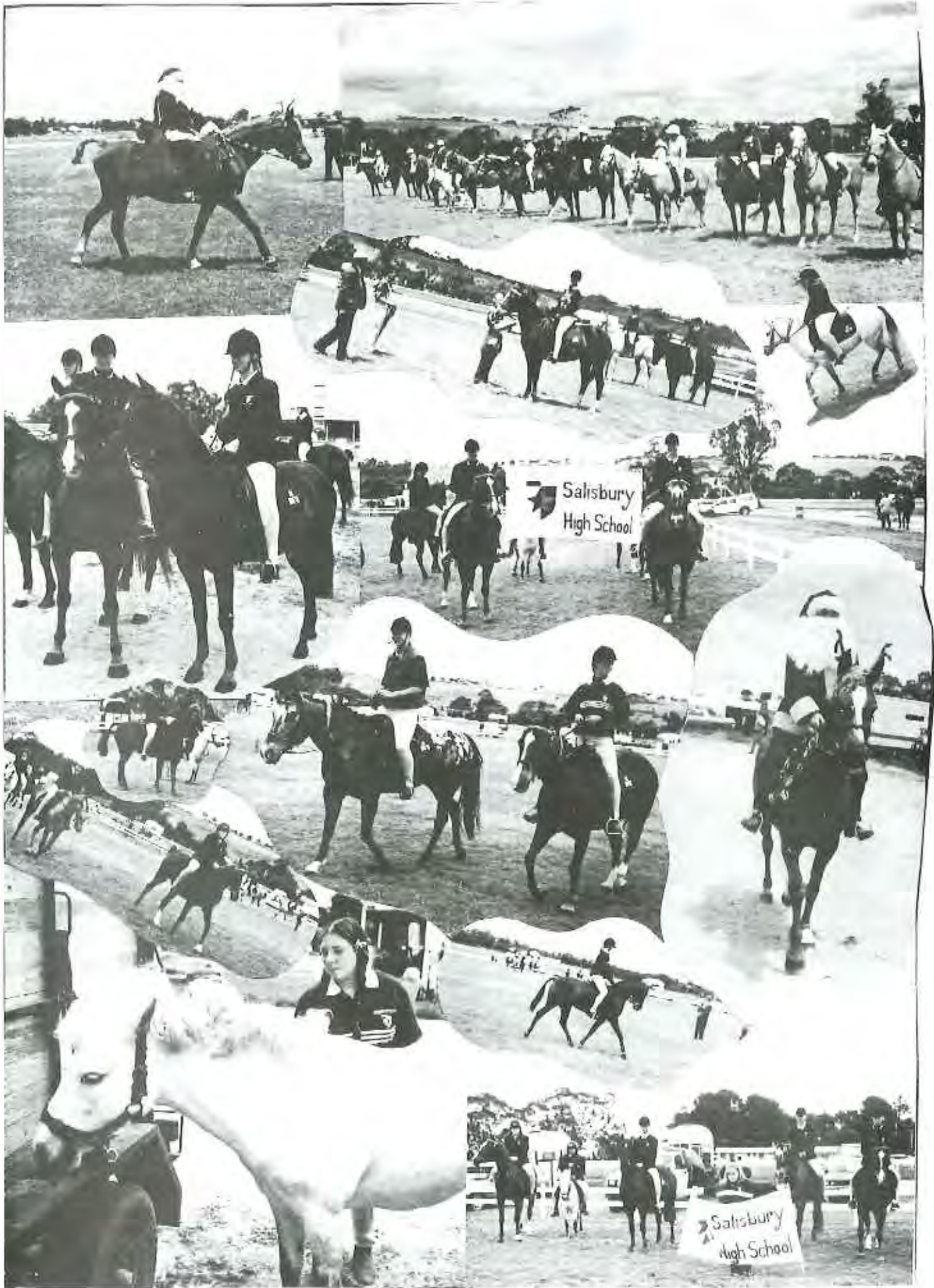
Australia has feral horses called Brumbies living in the outback and also in the Snowy Mountains. American feral horses are called Mustangs, not Brumbies.

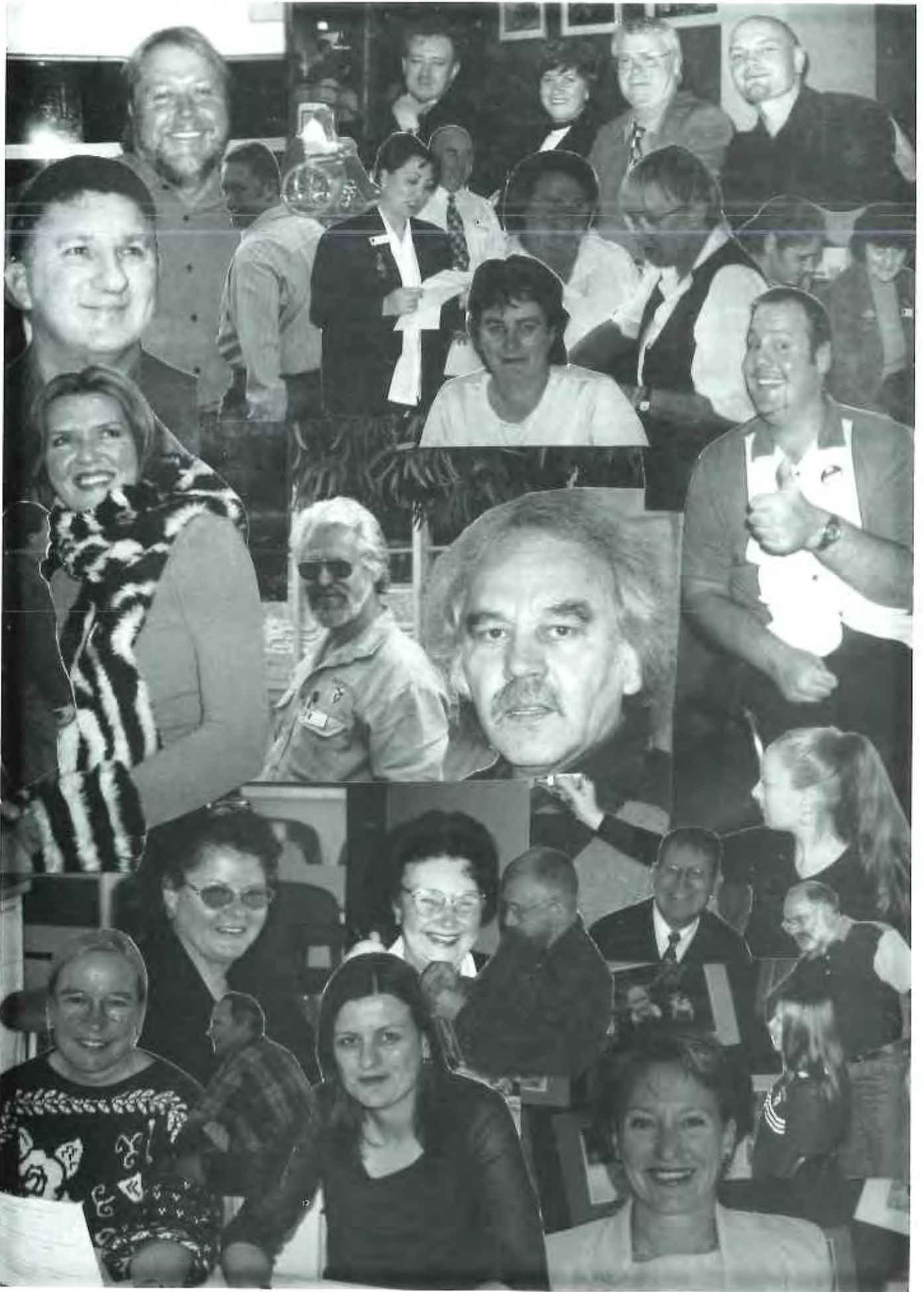
Phar Lap won 37 out of 51 races earning him the nickname Red Terror.

The popular 3-day event with dressage, cross-country and show jumping evolved from training horses for the war. In a 3-day event horses must show discipline in the dressage and extreme fitness in all the jumping.

Horses can live in excess of 30 years.

Anita Trenwith
Science Teacher





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Helen Paphitis

Deputy Principal

Jeff Taylor

Assistant Principals

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Karen Fitzpatrick

Glenys Munro

Ann Prime

Coordinators

Ros Belle

Pepe Bouzalas

Mary Chrysostomou

Phil Fetchik

Alice George

Sylvia Groves

Terry Jarrad

Rob McPherson

Arthur Nankivell

Jim Oakley

Deb Turley

Key Teachers

Roger Allen

Linda Brooks

Mick Fleming

Rebecca Stapleton

Anita Trenwith

Andrew Ward

Lou Williams

Paralowie House

(Key Teacher)

Deb Lang

Paralowie House

(Teacher)

Ryan Westell

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Dernice Atkinson

David Baker

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Carmela Culshaw

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Maria Del Castillo

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Barbara Hall

Shelley Hand

Ron Hillinga

Tricia Houlihan

Barbara James

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Bev McKay

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Richard Megaw

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Lee Nethercott

Maureen Oborn

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Peter Raymond

Ian Robertson

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Jackie Swan

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Faye Turner

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Malcolm Waugh

Jeff Wilson

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Peter Keller

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Saengtavanh Keomanlvong

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Nathan Birch



Kylie Bennett



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Teacher:
Roger Allen



Kylie Diestel-Faddersen



Daniel Zianko



Linda Bilston



Shannon Zienko



Sheree Ellis



Quyen Duong

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Salisbury High School - 2000



SEATED ROW : ELAINE WANNIK, CHERYL BIRMINGHAM, SUE TYRRELL, VAL FINE, H. FECHMORE, DOROTHY WESTELL, JILL PREISS.
 SECOND ROW : KATHRYN DAWSON, MICHELE BAKER, REBECCA MITTON, CHRIS GRAY, JOAN LEONARD, JO BRIGHT.
 THIRD ROW : RICKY MAGNANI, LEE TURNBULL, PETER KELLER, JOE DE PELLIRO, GRIHAM HAZZARD.

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Daniel Ward



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Shaun Stevenson



I-J Tranter



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Daniel Simpson



Stephanie Frost



Andrew Williamson



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Amy Williams



Jamie Ware



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Thuy Le



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Alicia Marshall



Lisa Saliba



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Teacher:
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Nicole Buckler



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Susan Laleu



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Lisa Nason



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Polhi Kalyvas



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Lynette Gillard



Scott McIntyre



Kelly Finlay

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Leigh
Daniels



Natalie
Robinson



Iain
Hall



Christina
Katranis



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Craig
Ferguson



Celeste
Anderson



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Mikayla
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Karla
Waters



Kylie
Curtis



Deborah
Luetkens



Carmen
White



Amy
Curtin



Michelle
Morrison



Melissa
Cloney



Samantha
Dinon



Salisbury High School Belle 2000

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Teacher:
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Jaquelyn
Broadstock



Linhda
Nguyen



Elise
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Haywood



Julie
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Scott Langelaar



Anthony Filippakis



Marco Milenkovic



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Michal Nedza



Tyson Taylor



J Bradshaw



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Teacher : Greg Berry



Graham Chapman



Shannon Graham



Michael Schoneweiss



James Kay



Nathan Hiscock



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Matthew Kelsey



Kirsty Gowland



Kerrey Allen



Brendon Kemp



Rachael Patching



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Steven Lloyd



Naomi Atkins



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Belinda Page



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**Stacy
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**Steven
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**Melissa
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Acting Principal : Helen Paphitis



Teacher:
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Wills**



**Amella
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**Leo
Warnest**



**Janelle
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Dion Van Houten



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Teacher:
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Stacey Hill



Joshua Wakefield



Srayneang Chay



Ernesto Covino



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Matthew Farrelly



Emma Toms



Nathan Hunter



Sharna McCulloch



Levi Cork



Amber Curnow



Matthew Kite



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Tina Smythe



Stefan Wozniak



Rhiannon Wallis

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Christopher Parslow



Dara Kingsada



Curtis May



Chris Bleach



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Teacher:
Nita Combeer



Jasmine Heywood



Long Nguyen



Rebecca Britton



Blake Mitchell



Rebekah Schweinsberg



Nathan Greco

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millennium



Shannon Webber



Kelly Trimbolt



Shaun Davies



Stacy Coombes



Salisbury High School Cozens 2000

Acting Principal : Helen Paphitis

Teacher : Matthew Cozens



Antonia Aristomenopoulos



Peter Kateioria



Jennifer Hart



James Fitzpatrick



Rhia Lesurf



Aaron MacNamara

millennium 2000

millennium



Shannon Hedges



David Northway



Danielle Lambe



Tamara Mischin



Stuart Reid



Tessa Fleming



Brad Sheehy



Michelle Watmore



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Teacher:
Carmela Culshaw



Diana Grecco



Luke Capp



Tara Jones



Adam Toplass



Laura Wilton

millennium 2000



Kylie Briggs



Matthew Reid



Magdalena Tomaszewski



Kayla Cain



Kyle Smith



Teresa Baeker



Mathew Booy



Megan Goddard-Koler



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Acting Principal : Helen Paphitis



Teacher:
Maria Del Castillo



Shannon Doyle



Adam Perkins



Jodie Moss



Ian Neil



Amy Mundy

millennium 2000



Renee Braddock



David Myers



Rosie Gooch



Jason Thompson



Jesse Nichols



Salisbury High School Ditty 2000

Acting Principal : Helen Paphitis



Teacher:
Peter Ditty



Lisa Williams



Paul Roach



Rachelle Troughton



Bianca Murphy



Daen Welch



Evie Stavropoulos

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Mick Merks



Tracy Thompson



Steven Sawyer



Melissa Hughes



Frank Fiecht



Salisbury High School Dmochowska 2000

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Teacher:
Elizabeth Dmochowska



Paul Aspinall



Chantal Russo



Scott Jenkins



Ly Sen



Daniel Burgess



Danielle Cummings

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Christopher Lawes



Lauren Holliday



Daniel Glancey



Salisbury High School Fetchik 2000

Acting Principal : Helen Paphitis



Teacher:
Phil Fetchik



Tuan Thach



Catherine Maidment



Thien Tran



Stephen Tully

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Daniel Kinnane



Pamela Weigl



Scott Godfrey



Belinda Alm



Brendan Osmond



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Teacher:
Raylene Fiorita



Tara Taylor



Steven Walters



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David Gosnold



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Alex Kelly



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Teacher:
Karen Fitzpatrick



Lauren McGregor



Rachel Maguire



Krystal Brooks



Kayla Mykytyachyn



Alicia Cooper

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Ryan Drummond



Briony Gale



Matty Robertson



Jasmine Glancey



Wayne Spinks



Salisbury High School Fleming 2000

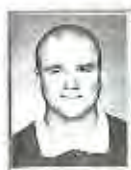
Acting Principal : Helen Paphitis



Teacher:
Michael Fleming



Teresa Ryan



Stevon Nemes



Vanessa Spykers



Long Nguyen



Kellie Golding



Sally Sheldon

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**Nathan
Mann**



**Leoni
Nicholas**



**Adam
Puxley**



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Teacher : Cheryl Genovese



**Nathan
Hampton**



**Dillon
Bryant**



**Simone
Haggerty**



**Graham
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**Lisa-Marie
Thompson**



**Rick
Morley**

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**Daniel
Euling**



**Marcelina
Sygut**



**Bach
Thach**



**Jade
Napier**



**Benjamin
Goldsmith**



**Dwayne
Rumsey**



**Emma
Davies**



**Ryan
Gardner**



**Kylie
Ooyendyk**



**Peter
Moran**



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Acting Principal : Helen Paphitis



Teacher:
Alice George



**Anthony
Grzyb**



**Jessica
Skidmore**



**Aaron
Osborne**



**Amanda
Palmer**



**Stephen
Dinon**

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Cara Schoneweiss



Steven Mitchell



Nichole Mahoney



Bianca Walker



Bradley Kent



Cara Laven



Salisbury High School Gregory 2000

Acting Principal : Helen Paphitis



Teacher:
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Alana Gallardo



Joshua McKenna



Rachel Mackay



Lisa Allen



Tyson Hoey



Stephanie King

millennium 2000

millennium



Christina Ferreira



Adam Spinks



Elvira Catanzariti



Megan Cottrell



Wade Cooper



Georgie Bouhalis



Adam Kennedy



Vinh Tran



Rebecca Schumann



Salisbury High School Hall 2000

Acting Principal : Helen Paphitis

Teacher : Ken Hall



Keith Mann



Jodie Perger



Ross Gilligan



Nada Adamovic



Josh Hunter



Leah Hooper

millennium 2000

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Carly Joseph



Caitlin Kiely



Melissa Rogers



Amanda Nemes



Cherie Thompson



Danielle Lindsay



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Acting Principal : Helen Paphitis



Teacher:
Trish Houlihan



Carena Lambe



Cathy Waples



Kerrie Staehr



Kylie Bland



Robyn Hayes



Serina Dear

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Aaron Hennig



Carlee Uern



Robby Gower



Steven Hall



Rebecca Joseph



Damian Aird



Renee Newchurch



Daniel Elliott



Luke Cuell



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Acting Principal : Helen Paphitis



Teacher:
Barbara James



Adam Stanley



Meghan McKeown



Darren Cawte



Jenna O'Donnell



Darcy Crout

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Robert Turoczi



Travis Porter



Tim Wilson



Aaron Keough



Peter Bonnett



Marc Henson



Chris Moyle



Phong Dong



Luke Partridge



Ashley Hochwimmer



Ben Johnson



Michael Diestel-Foddersen



Salisbury High School Jarrad 2000

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Teacher:
Terry Jarrad



Simon Brotherton



Sal Thach



Adam Andersen



Phuc Nguyen



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Ashley Sargent

millennium 2000



Brett Berry



Eleni Bouhalis



Daniel McEwen



Jennifer Brain



Bradley Nunn



Zoe Huntley



Ryan Cuell



Hailey Black



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Teacher:
Terry Johinke



Bradley Harding



Kylie Gage



Terry Ormerod



Lynsey Ball



Todd Verhoef

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Josh Braddock



Darrin Lowery



Kelly Stennett



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Jeff Kennett



Shaun Adams



Tracey Smith



Thomas Manhire



Nathan May



Gavin Mind

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Jason Birch



Kelly Smith



Robert Gardner



Nikki Langelaar



Pearl Tassoff



Doug Benson



Alicia Pearson



Natasha Quist



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Simone Bourke



Bradley Richardson



Michelle Cotterell



Joshua Brook



Renae Paleman

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Paul
Pugliese



Tamara
Hollis



Adam
Miller



Tegan
Dewett



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Nikita
Den Engelse



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Teacher:
Beverly McKay



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Spackman



Olivia
McConnell



Kirety
Maynard



Charmane
Kirlew



Kylie
James



Kate
Bradley

middle school
2000

middle school



Huc
Lo



Jose
Aravelo



Melissa
Slapp



Lia
Harrison



Rick
Gower



Amy
Mitchell



Scott
Houston



Sophia
Masmanidis



Mai
Ly



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Teacher:
Robert McPherson



Rhiannon
Draper



Benjamin
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Cassie
Ely



Mark
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Danielle
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middle school
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middle school



Nicole Lovatt



Paul Norris



Tara Bell



Ashley Story



Vanette Powell



Ben Brown



Salisbury High School Medhurst 2000

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Teacher:
Emma Medhurst



Tegan Jamieson



Clinton Barker



Stacey Neate



Stephen Richards



Kylie Thompson



Andrew Ross

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Shondelle Curtis



Jenna Woolhead



Damian Crampton



Paula Broadstock



Christopher Stone



Ben Fleet



Allison Luetkens



Scott Lee-Archer



Ben Ille



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Teacher:
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Krystle Best



Cory Thompson



Neisha Iles



Michael Easter



Sophie Christophoulos

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Greg Donnon



Tracey Busuttill



Bradley Enthoven



Kristy Perkins



Anthony Lelau



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Acting Principal : Helen Paphitis



Teacher:
Melanie Groves



Martin Eckert



Krystle Bulfuss



Jed Armstrong



Ian Hodshon



Shirley Aird



Dwayne Gower

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Rebeka Lang



Matthew Lord



Jake Baker



Todd Robins



Jacky Clevens



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Acting Principal : Helen Paphitis



Teacher:
Chris Moen



Joel Staker



Adam Diaz



Jessica Weigl



Cory Calbert



Barry Martin

millennium 2000



Christopher Alm



Hayley Tilbrook



Nathan Smith



Dale Hann



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Salisbury High School Morelli 2000

Acting Principal : Helen Paphitis



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Daniel Hindustan



Samantha Daniels



Bradley Burns



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Thomas Cloney

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Adele Filippakis



Jade Morris



Kelly Watts



Cathy Hurst



Nocolle Rogers



George Masmanidis



Kylie Osmond



Kathy Butcher



Carly McIntyre



Salisbury High School Munro 2000

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Teacher:
Glenys Munro



Amanda Hector



Ramsey Jamal



Michelle Sutcliffe



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Leanne Juillerat

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Mark Prider



Jade Brown



Hung Nguyen



Sally Nguyen



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Daniel Johnson



Fiona Hill



Joshua Barker



Ian Finlay



Samantha Phelan



Todd Ingham

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Greg Paterson



Danielle Bennett



Aron Gooch



Jacqueline Munro



Gavin Maxwell



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Craig Laubsch



Renee Burgess



Glenn Pearson



Cassie Leunig



Matthew Lunnay



Kate Easter

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Kyla
Ross



Dominic
Elliott



Samantha
Bates



Ashley
Newton



James
Martin



Sara
Umlauf



Tristan
Lambert



Michele
Gartner



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Hosking



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Acting Principal : Helen Paphitis



Teacher:
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Kylie
Greenwood



Matty
Dallisson



Eve
Jewett



Nigel
Dixon



Toni-May
Beeching

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Truong
Tran



Elisha
Filander



Terry
Lehmann



Monika
Wiatrowski



Ben
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Lucy
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