

Pathways To Success



Salisbury High School

Yearbook



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SABSA



PRINCIPAL'S REPORT

Welcome to our 2006 Yearbook!

Salisbury High School's aim is to see every student successfully placed in higher or further education, training, employment or community and service. As a school community we have all worked to support our students to be on a successful pathway. Through our care system and teaching and learning programme we have worked hard to ensure we provide an inclusive and supportive learning environment for our students.

From the very first week of school, Salisbury High School was committed to ensuring that our students had strong beginnings. We did this by staggering our start to the year and with the support of our Governing Council invited our Year 8 and 12 students for a special induction day on Monday. On Tuesday our year 9, 10 and 11 students returned to school ready for a fresh start and reconnected quickly with the support of their care teachers, who followed them up into the next year level.

Very early in the year, we invited the families of our new year 8 students to a sausage sizzle to get to know their care teachers and invited them to participate in school life. This was soon followed by the Governing Council AGM and an Indigenous Family Acquaintance Night.

There were many things to celebrate this year. These included, a very successful **Open Day**, the **Reconciliation Week**, the very **enjoyable Community Studies Showcase** and year 9 students **exploring the CBD** (Central Business District), and exciting **Youth Opportunities programs**. Amongst the many Reconciliation activities, about thirty four of our students (half Indigenous and half non Indigenous) were invited to Parliament House for lunch on June 1st. The students conducted themselves superbly and clearly articulated the importance of reconciliation, understanding and respect for all Australians.

We also saw the completion and **opening of the SWD Courtyard**, which is an exciting area for our students with special needs.

We had a number of visitors this year. We had staff from the Northern Beaches Christian School in New South Wales, and schools in Victoria. In addition we had the pleasure of hosting the sixth Education Seminar for the 2006 Governors Leadership Foundation (GLF) team of thirty five business and industry leaders. Our students and staff once again shone as they showcased their talents as the following comments from the GLF team show:

"What a vibrant, positive environment for students and teachers alike! There is a sense of innovation and creativity and total commitment from the staff in the school."

"Fantastic. Changed my view of what is happening in education and raised my perceptions of public education."

"The students who presented their programs are excellent ambassadors for Salisbury High School."

"It was a solid demonstration of what a school can achieve when integrated strongly with the community."



PRINCIPAL'S REPORT

"I was impressed with the confidence of the students...overall impressive group of young people."

"The students were fantastic. The staff and students were positive and their enthusiasm was infectious."

Well done to all.

For the very first time the Salisbury High School community hosted a group of students and teachers from South Korea. Our guests came from Seowon High School. In addition, we hosted students from Mobarra, our sister city in Japan, as part of a reciprocal arrangement for our students, having enjoyed overwhelming hospitality as guests of the Mobarra community earlier this year.

The Performing Arts Showcase at The Shedley on Thursday 22nd June was one of the best yet, with Year 8-12 students showcasing their talents in music and dance.

The **Salisbury Sharks** did the school proud on Monday 3rd July as they competed in a tournament of forty two games. What an effort for the Year 9 boys! Their team spirit and their positive competitiveness was an inspiration to watch! Our audience included the Governor of SA, Her Excellency Marjorie Jackson, Judge Marie Shaw, Brett Maher as well other students, staff and parents from Salisbury High School and other schools.

Year 10 Graduation - Our Middle School students graduated on Wednesday, 16th August at 6.30pm and were welcomed into the Senior School.

Our **Staff Professional Development** was focused on building teachers' knowledge, skills and capabilities to improve student learning. This was offered in a variety of models, including in school professional learning opportunities. On one of the occasions Stephen Haines, CEO of Salisbury Council presented the City of Salisbury's future directions and all staff had an opportunity to participate in developing Salisbury High School's future directions.

The **Rock Eisteddfod finals** were held at the Entertainment Centre. Many thanks to the fantastic work of the Arts team, in particular Adele Shannon, Richard Satchell, Tara Preece, Sarah Macaskill, Annette Van Elk, Dieter Czora and other staff, students and parents who helped make this such a successful Rock Eisteddfod for the twenty second year in a row.

During 2006 after wide consultation, we also **introduced a new uniform** of which we are very proud.

Term 4 was a time when everyone focused on completion, celebration and preparing for the next stage of learning and life. In particular, many of our Year 12's studied for exams, others prepared for their Community Studies Showcase and completed their final pieces of work. In addition we invited our Year 7 students to an Orientation Day.



PRINCIPAL'S REPORT

The celebrations included the Year 12 Formal, graduating on Speech Day in front of the rest of the school community and the annual Success Camp.

Another highlight has been recognition for Basketball contribution. We are delighted to announce that Emma Medhurst (Assistant Principal in Special Education) was recognised nationally in the 2006 Junior Basketball Awards for her contribution to basketball for players with an intellectual disability. Well done Emma and congratulations!

One of our highlights this year has been to win a **Prime Minister's Award for Excellence in Business Community Partnerships**. Salisbury High School, in partnership with Tenix Defence, was honoured to be in the top four finalists for the Prime Minister's Awards for Excellence in Business Community Partnerships on 17th October 2006. Our school has been partners with Tenix since 2005. This partnership has provided opportunities for senior school students to participate in engineering projects as part of their core curriculum. The course was designed to cater for students with a keen interest in engineering and to allow them to achieve a tertiary entrance ranking (TER) score. The complexity of engineering involved would be unreachably without industry partners like Tenix.



Above is the official photo taken in Canberra on 17th October 2006. pictured from left are Hon Mal Brough MP (Minister for Families, Community Services and Indigenous Affairs), Associate Professor Brenton Dansie (Dean, Teaching and Learning UniSA), Debra Turley (Assistant Principal Senior School), Stan Salagaris (Science at the Lakes), Christy Powell (Product and Innovation Assistant, Tenix Defence), Annette Cinnamon (Tenix Defence and Chair of NAMIG), Ian Will (Manager Product and Innovation Assistant, Tenix Defence), Hon John Howard MP (Prime Minister of Australia).





PRINCIPAL'S REPORT

Respect at Salisbury High School

One of our four priorities this year has been to focus on building respect within our school community. This is one of our five values and we are pleased to see that our staff, students and parents are working towards a better understanding of embracing these values in everything we do. Part of the process has been to spend time within Care groups discussing what respect and disrespect look like in a variety of contexts, as well as inviting parents and caregivers to contribute their thoughts and ideas. Our staff led discussions and conversations about ways that we can build respect, including collecting and analysing perception data, which is proving useful in guiding our behaviour and other improvement strategies.

Speech Day 2006

I would like to congratulate all the prizewinners on Speech Day 1st December, who were successful in a range of categories including Academic, Sporting, Community Service and Student Voice, and in particular the Dux of each Year Level and Learning Area.

In particular, congratulations to the following:

Dux of the School:	Trent Smith	
Caltex All Rounder:	Shepherd Kapota	
Dux of Year 8:	Stefanie Dale	Tully Crout
Dux of Year 9:	Chrystal-Skye Van Iersel	James Olanio
Dux of Year 10:	Cassandra Bampton	Michele Pagano
Dux of Year 11:	Nikki Jo Rew	George Dimitroff

Well done! We are very proud of all of you.

These awards were made possible by the generosity of our many partners, friends, old scholars, staff and students. They are listed on the following page. We thank them sincerely for their ongoing support, which is very much appreciated. On this occasion we formally congratulated and farewelled the Class of 2006 and we wish them well in their future endeavours. We invite them to join our Old Scholars Foundation and visit us any time.

I would like to thank everyone who made the event such a success, especially Cheryl Birmingham and Adrian Flynn.

A big thank you to Tara Procco, Ros Belle, Adrienne Gregory, Chris Jones and Adrian Cameron for the fantastic effort in working together to put this yearbook together for 2006!

Finally, thank you to all the staff, students and families for your ongoing commitment to the school.

Helen Paphitis
Principal





PRINCIPAL'S REPORT

In Memoriam

It was with much sadness that we informed our school community of the passing of Derrice Atkinson on the 8th March 2006.

Derrice had been a Maths and Computing teacher at Salisbury for the last 8 years.

She was a dedicated, caring person who had a positive impact on many young lives at our school.

She will be sadly missed.

We wish to acknowledge the generous support of the following in respect to awards and Speech Day participants:

Old Scholars

Dolwyn Ayling
Angela Burford
Dorothy Griggs
Rick Maurovic
Gail Streater
Jennifer White

Jeffery Baden
Guisoppe Caretti
Dr Fraser Gurling
Dr Duncan McFetridge
Janico Vidovich

Martin Baden
Donnis Greaves
Steve Hore
Denise McKenzie
Heather Wehr

Business

Adelaide Zoo

Book Agencies
Channel 10
Doorways 2 Construction
Haighs
Mitani

Rotary
Salisbury North Football Club

The Premier Mike Rann
Tony Zappia,
Mayor of Salisbury

Australia Post

Bunnings
Charlesworth
Dick Smiths
JS Sports
Mix 102.3 FM

R M Williams
State Supply

The Hon Trish White
Gillian Aldridge,
Deputy Mayor

Bob Jane T Mart
Salisbury
Caltex
Devon Clothing
Five AA Adelaide
Maxitech
Premier Art
Supplies
Spotlight
Woolworths

David Pisoni MP
Derrick McManus
Mr & Mrs Warner



SCHOOL COUNCIL

I would like to congratulate Helen Paphitis on being reappointed to the role of Principal and convey our deep gratitude for her continuing dedication to the well being and success of the staff and students of Salisbury High School.

I would also like to commend the hard work that our teaching staff and students have committed to Salisbury High School this year. In doing so the school has again gained international accolades when the Year 12 Extension Science class, in partnership with Tenix Defence, were in the top four finalists for the Prime Minister's Awards for Excellence in Business Community Partnerships.

Another accolade was our speech day where we had many dignitaries from various organizations attend for the first time. I would like to thank our Old Scholars and our many sponsors for their support and contributions to the day that totalled over \$10,000 in prizes, which we were able to award our students for their excellent achievements throughout the year.

This is no mean achievement and the day itself ran smoothly and was probably one of the best we have had in many years.

I would like to thank every single staff member who contributed to the success of this school year, the success of the students and to Speech Day.

In closing I would also like to thank the members of our School's Governing Council, listed below, for another excellent year and look forward to working with you all again next year.

Governing Council Annual General Meeting

The elected 2006 members were:

Mark Hill	School Business Manager
Dorothy Westell	Parent and Community Representative
Deb Johns	Staff Member
Nita Combeer	Staff Member
Cheryl Birmingham	Staff Member / Secretary
Alun Hughes	Chairperson
Tracey LePoidevin	Deputy Chairperson
Vicky Hughes	Treasurer / SSASPC Representative
Louise Hall	Parent / SAASSO Representative
Andrew Benz	Parent
Fiona Buzzacott	Parent
Deborah Higgins	Parent
Debra Kember	Parent
Ann Noakes	Parent
Carol Miller	Parent / Staff Member
Jenny Reid	Parent
Raylene Snow	Parent
Sonia Cresbach	Local Member of Parliament Representative
Linda Caruso	City of Salisbury Representative

Alun Hughes
Chair Governing School Council

PARENT REPORT

The Friends' Group continues to be successful with enthusiastic members meeting every week, even in some cases when they no longer have children at the school. Their loyalty to the school is greatly appreciated. Over the year, as well as helping wherever needed, members have produced artwork and learnt new skills. Thank you to Raylene Snow for her tuition and guidance in this. During the first semester in 2006 students from Paralowie House, in particular Allan Fleming, joined in art classes with the group, resulting in two large paintings being created which are now on show at the House. These were on display for a number of weeks in the John Harvey Gallery, Salisbury and attracted much positive attention from the public.

As well, canvas paintings and printed mouse pads have been produced for giving as mementos to visiting overseas students and staff, and greeting cards for fund-raising.

To find out more about the Friends of Salisbury High, please feel free to join the group any Tuesday morning.

There are various committees in the school that had parent representation on them during the past year and will continue to have in 2007. If you are interested please do not hesitate to put your name forward. Such committees include Finance, Uniform and so on. One very important area where parents can serve the school well is to become a member of the Governing School Council. The time commitment is not great as this Council only meets twice a term but it is the single most important body in the school. It is a Department requirement that the majority of members must be parents/caregivers of students currently at the school, and as all major decisions have to have the approval of the School Council you will understand the importance of this committee. If you want to have a say in the running of the school why not nominate for the School Council.

To all of you, parents and friends, who have supported the school in any way whatsoever you have helped greatly to maintain the high standard the school has achieved. Encouraging your children to follow the school requirements in areas such as uniform, home work, and to have respect for themselves and others is also extremely important. The school is indeed fortunate to have an excellent partnership with parents and caregivers.

From staff and students a big thank-you for all your help, please let this continue – you make a huge difference.

Dorothy Westell

Parent Liaison Officer





SRC REPORT

It has been a busy year for the SRC at Salisbury High. What do you think we have been up to this year and how do you think we have spent the money we have raised this year?

Well quite a lot actually; at the beginning of the year we invited any interested students to join us, and the results were positive. All of the year 8 students were trained in Student Action Teams and how they work; year 9 students were the facilitators of this training with the assistance of Derrick McManus. The year 8's were then invited to further their training and become involved in an existing Student Action Team (SAT), or create a new one.

Each team meets every second week to set and achieve outcomes relevant to the student body. SRC members are assigned to each team to mentor their progress and provide support for the SAT group meetings. We hope to continue SAT next year, and to become involved just see Miss Houlihan or a SAT leader.

Student Action Team (SAT) Leaders

- Excursions: Luke McNamara, Danny Boll, Jayson Jenkin, Kelly Jones, Joss Matthews, Katie Jones, Jasmine Crewdson
- Facilities: Steph New, Marc Nicholson, Jayson Jenkin, Danny Bell, Luke McNamara
- Uniform: Charlie Deacon, Dylan Hawkos, Nicolo Brimson

The SRC Members

President:	Emily Lane
Vice President:	Rebecca Fleet
Secretary:	Kelly Jones
Treasurer:	TJ Marston, Charlie Deacon
Youth Advisory Council Member:	Luke Gale

Jasmine Crewdson, Jess Gale, Stef New, Jess Matthews, Gary Richardson, Marc Nicholson, Mel Stone, Charlie Deacon, Ben Kobs, Sarah Rowberry, Carol Harrison, Nicole Brimson, Amanda Williams.

The SRC have been busy fundraising and supporting other students in our school. Some of the people we have supported this year include:

School based donations:

- \$500 donated to the SWD Basketball Carnival.
- \$200 for two students to participate in 'Junior Sedan Australian Title' (athletics).
- \$100 for a Year 10 student to participate in the 'High Performance Squad for Rugby.
- \$1000 donated to the Success Camp.



SRC REPORT

Charities we support:

- \$200 to the Lions Hearing Dogs.
- \$450 donated to Rotary Club for 'Children's' Movie Day' and 'World Festival of Magic' for underprivileged children.
- \$146 donated to 'Save the Children Fund'.
- \$300 to 'Camp Smokey' for young burn victims.

Money raised by individual SRC members:

- \$450 donated to Leukemia Foundation through 'World's Greatest Shave'.
- \$1093.20 for 'Red Nose Day' raised by Rebecca Fleet.
- \$350 for Bandana Day raised by Sarah Rowberry.
- \$208 for 'Jeans for Genes Day' raised by Mel Stone.
- \$415 for '40 Hour Famine' organized by Steph New.

The SRC have also:

- Made lanyards for every (210) year 8 student with a student friendly map in their House colours and it also contained their care details.
- Paid for facilities to watch large screen movies on in Drama Room.
- SRC notice board for students in the front foyer.
- The Excursion SAT organised an annual excursion for SRC members.
- The Facilities SAT are coming up with ideas to help stop toilet vandalism.
- The Uniform SAT organised new school uniform top for all students.

Many SRC members have also participated in special events such as:

- Youth Advisory Council – January to November.
- Future Leaders Forum – April.
- 2006 National Young Leaders Day – November.
- SRC Excursion to Greenhills Adventure Park – November.

Rebecca Fleet
SRC Vice President

Trish Houlihan
Key Teacher – Student Voice





OLD SCHOLARS FOUNDATION

In 2006 we continued to expand our database of old scholars as we tracked down more and more students who have attended this school in the past. When senior students leave, their names are also added to the foundation. Every year two special newsletters are sent out and these include many items of interest, tracing old school mates and contributions of articles from old scholars. Rick Maurovic (Patron) is extremely helpful with this and continues to find many of the articles for us. It is very interesting to know what the old scholars have done since leaving school – they are in many and diverse occupations and professions in Australia and overseas.

People continue to take an interest in their old school but they also want to know what their school friends are now doing or have done and the newsletter is a way of finding out.

We greatly appreciate the fact that some of our past scholars make donations for Speech Day Awards for our present students. A number of these are from those who are now living overseas.

Through this foundation the history of the school is being preserved and if you know of any student who attended this school but is not on our database please let us know.

We thank you for your ongoing support.

Cheryl Bermingham and Dorothy Westell.



MIDDLE SCHOOL REPORT

2006 has been a productive and successful year.

We began the year with the Year 8 Splash Down Carnival and the Year 9 Splash Up. Both events were a great success and we are busy planning for next year.

Also we had Year 8 Parent sausage sizzles, beginning in the late afternoon. These were a great opportunity for parents and Care Teachers to get together and meet for the first time. The barbeques were followed by information sessions.

In the Middle of term one we had our Athletics Day. Participation and fun were the ingredients for success. On Thursday, 14th September, the Year 8s of Salisbury High went on an excursion to explore a possible career pathway.

During Term 2 Year 8 students gave out chocolates to the community of Salisbury.

Year 10 Graduation

Early in term 3 we had a very successful Year 10 Graduation. Full credit to Ms Somerville for her work and preparation.

The Year 10 Graduation from junior school into senior school occurred on the evening of the 16th of August. A time of recognising success and pride for the students, their parents and teachers, the night began with a friendly coming together over soup and a barbeque dinner. From there, parents headed over to the Flexible Learning centre to hear Assistant Principal of Senior School, Debra Turley, talk about the options and pathways students would be faced with during subject selection in the coming months.

The ceremony happened thereafter in the gym. After an introductory speech from Principal, Helen Paphitis, it was now the students' turn to take the spotlight. Each year 10 student graduating into senior school was called up onto the stage by their care teacher and presented with a certificate. The night ended with applause and smiles all round as the now senior students were congratulated by their proud parents and teachers.

It was a highly successful, informative and enjoyable evening for all and will be remembered for a long time hereafter.

It was cool and interesting. The setting was really nice.

Tara





MIDDLE SCHOOL REPORT

During the year Middle school students were involved in:

- Youth Opportunities
- Rock and Roll Eisteddfod
- The Wetlands project
- Lunchtime sport
- Interschool sport
- Knockout Sport
- Boys and Girls Surf Day
- SRC
- The Salisbury Parade
- City Bound Discovery
- Many excursions

As you can see, we have been very busy and there is an abundance of activities in which students can be involved. Friday Care lessons have been varied and well presented.

Many thanks to all the Care teachers and Counsellors who have given so much time and energy to their Care groups and classes. This all helps to make Salisbury High a great school with great students.

Thank you to everyone for your fantastic teamwork and support.

Adrian Flynn

Assistant Principal/Middle School

Year 8 BBQ Comments.

It was a great chance to meet all the Year 8 teachers and to meet other parents and share common interests.

Parent

What a lovely evening getting to know people and having a good time.

Parent

It was great that everyone could get to know each other outside of school time. I even made some new friends, which was cool.

Student

I didn't really want my parents to meet my teachers but it all turned out and we all had heaps of fun.

Student



Salisbury High 2011
Salisbury High 2009
Salisbury High 2006

MIDDLE SCHOOL REPORT

Year 8 Splashdown Comments.

It was really cool!

Student

I had a great time in all the different activities. My team did really well, which was fantastic.

Student

There was so many fun things to do. I had heaps of fun with all my friends. I hope we can do it again next year.

Student



SENIOR SCHOOL REPORT

In 2006 we saw our senior students make decisions about their futures. In particular they selected a pathway for themselves and a set of subjects to get there. Those include University, Vocational or Community Pathway. We were pleased that many of our students chose to pursue areas of interest and took up the many opportunities offered them.

YEAR 11 REPORT

Year 11's have been quite busy this year. Starting SACE has been a daunting prospect for some, but the majority of students have done their best to ensure they are where they should be as far as SACE points are concerned.

Subject Selection

Subject selection day rolled around and, thanks to the work we had done last year, year 11's were well placed to select subjects that would help them continue to be successful on their University, Vocational or Community Pathway. We offer such a variety of subjects at senior school level, that most students are able to find something that suits them. Each year Salisbury High School is retaining more and more students in senior school, so we must be doing something right!

Meeting John Howard

Two of our year 11 students were lucky enough to meet with Mr Howard during Term 3 of this year. They have both said it was a highlight of their year, and were quite impressed by him.

Talia and Morgan got to speak briefly with Mr Howard and he commented on what lovely girls they were. Ms Paphitis and I agreed!

Personal Development Program

This year we concentrated a lot on career counselling as well as personal development.

Year 11's enjoyed the Career Expo Day at Wayville Showgrounds, where some students made real decisions on what lies ahead of them at the end of their schooling.

We also had several guest speakers come to talk about things such as determination and willingness to succeed as well as conflict resolution and positive choices.

Our year 11's have been working very hard this year and most have a clear idea of what they want to achieve in Year 12 and the future.

I have enjoyed being the Year Level Manager for this group of students over the past year and wish them all the best in the future.

Melanie Groves

Year 11 Manager.





SENIOR SCHOOL REPORT

Flexible Learning Pathways

One of the major initiatives for 2006 has been the learning pathways. Students have chosen to follow one of three different pathways for stage one and stage two. This has allowed students to follow their personalised learning plan with subjects that directly relate to their areas of education. The three pathways have been:

University Pathways

These students have studied subjects like Maths, Chemistry, Biology and Physics as well as the traditional subjects like English, Information Processing and PE. They have also been involved in an orientation program with the universities they may be attending.

Vocational Pathways

These students have accessed a range of regional courses like Doorways to Construction, Sport and Recreation, Childcare, Automotive, Aged Care, Information Technology, Business Services, Broadcasting and Multimedia, Hairdressing, Hair and Beauty and Automotive and Engineering. Some students have already won jobs in apprenticeships.

Community Pathways

Many students have chosen subjects involving community pathways like Community Studies and Active 8. These students have developed leadership skills and focused on ways of helping in the community. Many students in this pathway focussed on improving personal skills and work studies.

Student Reflection

Mr Cartor (Year level Manager) Interviewing Peter Bowes (Year 11 Student)

So what have you liked most about year 11 Peter?

The freedom. We have been given a lot of freedom to choose our own subjects.

What pathway did you do?

I did MultiMedia with Miss Preece.

What did you like about it?

It was all good, very professional, more of an adult environment.

How do you feel about the three different pathways we have offered this year?

It's been good, it will help people get jobs.

SENIOR SCHOOL REPORT

VET

In 2006 at Salisbury High School, we have had the largest number of students completing VET full certificates or statements of attainment.

Students have been successful in a wider range of VET courses than ever before. Up to 15 courses have been running in industry areas such as:

- Building & Construction
- Community & Service
- Business & ICT
- Advanced Manufacturing

Students have also participated in a range of pre-vocational courses, school based traineeships and school based new apprenticeships during this year.

Most of the students study subjects at school that are packaged and written to meet the needs and interests of the various VET courses.

Students are being more successful at school because they can see that what they learn here is relevant to the industry area they have chosen as a career pathway.

Next year, even more students have chosen the Vocational Pathway through their Senior Schooling.

Salisbury High School students can look forward to being at the 'front of the pack' when it comes time to apply for further training, apprenticeships or jobs.

I wish them all the best.

Melanie Groves

Flexible Pathways Coordinator





SENIOR SCHOOL REPORT

University Pathway

Salisbury High School endeavours to encourage and help students to take up and meet the challenge of following a university pathway.

The University Pathway Study Room for Year 12 and 13 students provides a quiet, comfortable and stylish environment to study with access to computers and a printer as well as the facilities in the library. The vast collection of university information and student pigeonholes means that students have ready access to information when choosing courses.

Many Year 12 and 13 students have taken advantage of our offer to fund participation in holiday revision seminars provided by Adelaide Tuition Centre. We are sure this will contribute to improved final results.

All Year 10, 11, 12 and 13 students have had the opportunity to participate in presentations given by representatives of the University of South Australia. UNISA student liaison officer Ryan Bailey complimented our students on their audience skills and thought provoking questions.

We encourage all students considering a university pathway to register with UNISA's SAVVY programme. Students will receive ongoing information about university courses and events. Go to <http://www.unisa.edu.au/savvy/> to find out more.

A group of our Year 11 students participated in the University of South Australia's University Orientation Programme. This included a campus tour, a series of lectures and tutorials and culminated in a presentation in a full size lecture theatre. Matthew Robinson, Tyla Lander, Simon Klaasson-Smith, Tyson Klaassen-Smith and George Dimitroff participated particularly well in this programme and demonstrated good organisation, communication and collaboration skills.

Another group of students – Matthew James, Diane Bell, Shauna Proom, Jason Rankin, Yolandi Bezuidenhout, Terri Phelan, Rikki-Lee Spackman, Viet Pham, and Tran Hoang – made the trip across to Flinders University. They got a taste of campus life and enjoyed a day of lectures along with students from other schools.

The Year 12 and 13 university pathway students have been busy throughout the year studying with a view to gaining entry, via a Tertiary Entrance Rank (TER), to university in 2007. Twenty six students have completed university applications. It is interesting to note the range of courses that our students have applied for. Nursing is a popular choice again along with Education. We have some potential Engineers and Scientists. Computing is also a popular choice this year with several students who are completing their CIV in IT wanting to extend their qualifications and capabilities.



SENIOR SCHOOL REPORT

Portfolio Entry to UNISA

In 2005, Laura Taylor and Danielle Engelhardt successfully gained entry to University of South Australia via Portfolio Entry. This is a trial project which is continuing this year and we have a group of aspiring nurses who are seeking entry by portfolio.

Good luck to all of our Year 12/13 university applicants:

- | | | | |
|-----|-------------------|-----|---------------------------|
| 1. | Diane Bell | 14. | Ashley Meffert |
| 2. | Andrew Crampton | 15. | Keith Mitton |
| 3. | Rhiannan Campbell | 16. | Ellen Montgomery-Paterson |
| 4. | Emma De-Zen | 17. | Rebecca Moyle |
| 5. | Wayne Gartner | 18. | Joshua Munday |
| 6. | Daniel Groco | 19. | Amy Parkin |
| 7. | Alana Green | 20. | Shauna Proom |
| 8. | Scott Hillard | 21. | Jason Rankin |
| 9. | Oana Ilie | 22. | Ryan Smith |
| 10. | Matthew James | 23. | Trent Smith |
| 11. | Shepherd Kapota | 24. | Jessica Steyn |
| 12. | Leanne Kelsoy | 25. | Hannah Walker |
| 13. | Geoff McLean | 26. | Emma Zanlorenzi |

University Surf

<http://www.unisa.edu.au/>

<http://www.flinders.edu.au/>

<http://www.adelaide.edu.au/>

Graham Coates
University Pathway Manager



Salisbury High 2006
Salisbury High 2006
Salisbury High 2006
Salisbury High 2006

YEAR 12 FORMAL





YEAR 12 FORMAL

It was a fantastic night! I got to dress up all fancy and glamorous. Everyone looked so nice in their dresses and the boys didn't look too bad either.

The food and music was great, me and my friends danced so much that by the end of the night my feet hurt so much. But it was a lovely night so it was ok.

Student:





SALISBURY HIGH SCHOOL

Staff - 2006

Principal: Helen Paphitis



Salisbury High 2006
 Salisbury High 2006
 Salisbury High 2006
 Salisbury High 2006
 Salisbury High 2006

Absent: Karen Fitzpatrick, Raylene Gribble, Graham Haggie, Arthur Nankivell, Carolyn Platts, Mandy Price, Robert Reeks-Parsons, Hayley Reid, Julianne ScNiller, Daryn Smith, Isabel Vega, Cherie Watkins.

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SALISBURY HIGH SCHOOL YEAR 8 2006



Alison Kuhn, Christine Decker, Gail Decker, Mikela Mearns, Lisa Ann Morrison, Jarrod Sperry

Salisbury High 2006
Salisbury High 2006

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SALISBURY HIGH SCHOOL YEAR 11 2006



Above: Gary Black, Kaitia Crawford, Jaka Elliott, Kelle Gehan, Joseph Goodwin, Colin Huxton, Luke Kinstons, Sky Kirley, Eilish Murphy, Jay Tremmel, Andrew Turnbull, Conny Weger.

Salisbury High School 2006
 2006 Year 11 Portraits



SALISBURY HIGH SCHOOL YEAR 13 2006



Scott
Arthur



Christopher
Brooks



Jake
Brophy



Wayne
Buckskin



Brett
Dracup



Adam
Hall



Scott
Kallin



Leanne
Kelsey



Benjamin
Maynard



Cameron
McDonald



Geoffrey
McLean



Jessica
Meola



Jeffrey
Millway



Joshua
Munday



Tara-Lee
Reed



Amy
Richards



Adam
Smith



Jonathan
Tuit



Shane
Woolfall

Absent: Matthew Singe, Tahnee Sutton.
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Salisbury High School 2006
Salisbury High School 2006



OPEN DAY 2006

Open Day, Sunday May 20th 2006, at Salisbury High was a very successful event, showing parents and the community the range of opportunities students have at our school.

Some comments from visitors:

- "It was great to see all of the things that Salisbury has to offer."
- "Wow! What a showcase. A great day in all."
- "The student guides were wonderful."
- Everyone was really enthusiastic about their part in the school."



2006 NATIONAL YOUNG LEADER'S DAY

On Monday the 13th of November eight students from the S.R.C. and Miss Houlihan went on an excursion to the National Young Leader's Day at the Convention Centre in town. We were hosted by Wesley, and spoken to by:

- Duncan Chessell, a mountaineer who has climbed Mount Everest,
- Kirrilie Smout, a psychologist who specialises in issues facing young leaders,
- Michele Colmer, an inspirational speaker who survived an horrific car accident and
- Lehmo, well, we all know who he is, don't we? No? Then listen to the breakfast show, Milly, Lehmo and Louie in the Morning on SAFM every week day.

Anyway, the event was one of five which was to be held across Australia, as this year was the tenth anniversary of the National Young Leaders' Day, which, by the way, has grown into one of the largest and most significant youth events in Australia, thank you very much. The students who attended on the day were from Catholic, private and public schools from the country and metropolitan areas. This year also marked the launch of the Halogen Foundation's new name, the Halogen Foundation. Well, enough of all that; now to the speakers; Duncan Chessell, the guy who climbed Mt Everest, and reached the top! Well, if that doesn't tell you how ambitious we humans are, then I don't know what will. Anyway, back to the story; there were a few times Duncan was told not to go any further, give up, yada yada yada, but he didn't, he kept on going, which tells me, if not all of us, something; and that is never give up, although sometimes he felt like it, but everyone feels like giving up every once in a while. He told us he reached the top, and felt a sense of triumph, then he had to make his way back down. All the while, throughout his whole story, he told us what makes a good leader.

Kirrilie Smout spoke of things that make us scared and how, even though we don't get over them, we still manage to triumph. She told us how good leaders put others before themselves, and how a good leader makes sacrifices for others.

Michele Colmer, however, touched everyone's heart, as she told us of how she had fought the odds when she had her accident, and taught us that a good leader fights to the end no matter what. She also told us of her little addiction to chocolate, which is good stuff, and who hasn't got a small addiction? Yeah, you all know who you are.

Lehmo told us how he followed his dream; comedy, and I'll bet you saw that coming huh? While he talked he taught us to follow our dreams and make ourselves happy. He also told us about his time in Iraq, not as a soldier, but he was there for a comedy act to help keep the troops' spirits up. He said how safe they made him feel, which tells you that even in times of danger, that a good leader can make you feel safe, and secure. When all was said and done we boarded the train and returned to school.

What I got out of the day was advice on what to do in an on the spot situation and what it takes to be a good leader. I learnt that if you fail, you got up and try again, and I learnt to have faith in myself and others. I am not writing what you or someone else wants to read, I am writing this because it's the truth, which, if used correctly, can be a very powerful thing.

Ben Kobs
SRC



YOUTH OPPORTUNITIES

Youth Opportunities is a student personal leadership program and is one of our very exciting programs at Salisbury High. It is offered to Year 10 students and has been running since 1998. Many of our year 10 students have participated in it this year.

It is held off campus (at Bagster Road Community Centre). Students from our school attend Youth Opportunities sessions one day per week for a term in groups of about fifteen and it challenges students to take charge of their lives.

Caroline Habib (from Youth Opportunities) who acted as the facilitator and key trainer led the program. She had a team of committed staff who guided our students through issues of personal growth, self-discovery, relationships and identity.

Students invited family, friends and teachers along for a graduation ceremony at the end of the term.

I know that on these occasions those who have attended have been very moved by the courage and personal discoveries of our students.

Of course there is an enormous range of responses and experiences. Some students find immediate value in this program. For others the significance may unfold later in their lives.

The important thing is to have begun the journey. Sometimes we are unaware that we have done so. Below is a comment from one of our students.

"Youth Opportunities has turned my life around. Not only do I get along with my mother better, I have chosen a pathway for my future. Joining Youth Opportunities was by far the best choice I have ever made." Sam Highnam. Year 10. 2006.

Caroline and her team enjoy a warm, positive relationship with the school. They endeavour to remain in supportive contact with our students throughout their time at Salisbury High School.

Richard Satchell
Year 10 Care Teacher

Helen Somerville
Year 10 Level Manager





This year was the second year that the Global Citizens Medal has been offered to students outside of Banksia Park International High School, where the program was established. Last year twenty six students across the state completed the medal, twenty two from Banksia Park and four from Salisbury High School. This year Salisbury High School had ten students complete the requirements for the medal and already a number of students have registered their interest in participating next year.

The Global Citizens Medal is an award for students who are involved in various activities, both at school and in the community. The students have to meet set criteria through work experience, part time jobs, community or club involvement, sports and school activities. These criteria are desired attributes in any citizen and are also desired in the work place such as being creative and innovative, working in a team, learning new skills and communicating effectively. They also need to demonstrate that they are aware of their own abilities and limitations and also show that they are advocates for global issues.

The students who meet these criteria in their application then go on to present a fifteen minute presentation about what they have achieved and include a formal speech about a topic of interest related to a global issue. This year the presentations included; The impact of teen suicide, The Spirit of Science London trip, Finding Christianity, Greenhouse effect, Robotics Peer Mentoring Program, The ban of cigarette sales, Rockclimbing, The South African sport of Drummajorets, Choir and The Production of CFCs. The presentations were done in front of a panel of people which included a year 8 student, year 11 student, a family member, a teacher advocate and a community member. Many of the year 11 students who were part of the panel process have already decided to be part of the program next year.

The students who have received the medal this year are Emma Alm, Diane Bell, Yolandi Bozuidenhout, Rebecca Fleet, Alana Green, Shephard Kapota, Emily Lane, Rebecca Moyle, Shauna Proom, and Jason Rankin. Unfortunately the students were not able to collect their medals at the Valedictory Ceremony at the Convention Centre due to the ceremony being held on the same night as the year 12 formal. The students had their medals formally presented to them at our Speech Day.



GLOBAL CITIZENS MEDAL

Well done to those students who received the medal this year and I look forward to the year 12 students of 2007 completing this award.

Anita Trenwith



INTERNATIONAL PROGRAMMES

2006 has been a very busy and important year for international Programmes at Salisbury High School.

For the first time the school community hosted a group of students and teachers from Seowon High School, South Korea. The group of eighteen students were engaged in many interactive activities with our Salisbury High School students such as Aboriginal Cultural and Art sessions, a Centrals Footy clinic, excursions to Cleland Wildlife Park, Adelaide Hills and the city, boomerang making, ESL classes, science experiments and much, much more.

Seowon High School was so impressed with the warm support and friendship of our host families and buddies and with the quality of the study tour programme they were involved in that they have expressed the wish to form a sister school relationship with Salisbury High and they are already planning to come back to us on another short tour programme in 2007.

We are about to host a party of teachers and students from Ritsumeikan Junior High School, Japan. This will be the second visit by the tour, which is testament to the excellence of our programme and the ability of our school community to make our guests from Japan feel at home.

Nine students from Salisbury High School are already planning to visit Mobara, Japan, (Ashley Wood, James Olanio, Kelly Jones, Samantha Jones, Craig Dawe, Joe Mathews, Ryan Sahb, Adele Maidment, and Zoe Hammond), where they will be a part of a Salisbury Schools cluster short-term study tour programme. Students from Salisbury High, Para Hill High, Parafield Gardens, Paralowie and Tynedale will all be hosted enthusiastically and warmly by the Mobara community. As well as visiting Disney Japan, Tokyo, Osaka and Kyoto, the students will also be travelling on the world famous 'bullet train' and will be visiting various castles and local communities which gives them an opportunity to fully immerse themselves in Japanese Culture and Society. This trip is taking place in May 2007.

Currently I have been speaking to some of feeder primary schools about the mutually beneficial programmes that we at Salisbury High deliver to Japanese and Korean students. Some of these schools are seriously considering being involved in such programmes with Korea. On behalf of our school I have offered support and advice on setting up such programmes in cooperation with these local primary schools.





INTERNATIONAL PROGRAMMES

Long Term International Students Bid A Fond Farewell To Salisbury High School

Robert Brandes, Simon Galinski, Ann Marie Held, Toni Lange & Lily Shaker will be going back to their respective countries with fond memories of their stay with our community. All these students have been fantastic ambassadors for their country, community and school. All have contributed in a very positive way to the academic, social and cultural life of the school.

One of the things that they all enjoyed immensely was their excursion to Glenelg on Friday November 3rd, where together with Sue Turner, we went on a heart stopping power jet boat ride provided by Helava Boat Glenelg.

We wish you all the best of luck for the future. Come back and see us sometime.

Mick Fleming
International Programmes Coordinator





INTERNATIONAL PROGRAMMES

Korean Visit

Seowon High School students enjoying various activities as part of their short term study tour. Since this visit a formalised Sister School agreement has been forged between our two schools.

Mick Fleming – Coordinator, International Programmes



COMMUNITY & SERVICE

During week 7 of term 4 the year 9 students put on a showcase of their Community and Service work for term 4. They did a fantastic job! Throughout the term, students became multi-skilled as they prepared fund raising activities, produced craft and art to sell, worked on their public speaking ability and worked within the community. They also wrote journals about their experiences.

The two showcases included the following topics: save the Port River Dolphins (two classes), Driver Education, Older Brothers and Sisters, the Salisbury Christmas Pageant, Save the Orang-utans, Parafield Airport History Fundraiser and Salisbury Secrets.

All of these classes produced outstanding work and showcased their work with several students speaking publicly. We were also pleased to welcome several guests from within the community including our recently retired SOSE Coordinator, Raylene Gribble and members of our local council.

Next year we aim to produce an even bigger and better showcase of work from students in years 8, 9 and 10. If this year is anything to go by, they will excel themselves.

Helen Somerville

BSE and Community and Service Coordinator





CHRISTMAS PAGEANT

During term four Ms Van Elk and Colin Herring held a clowning workshop course. Renee Van Iersel came into the workshops to help us with getting our costumes organized and our routines ready for pageant day.

The clowning workshops were held to help us learn and practice our skills for the Salisbury Pageant. Students were dressed up as Penguins, Princesses, medieval people, Clowns and Stilt walkers.

I though the Pageant was great. I enjoyed it so much that I would do it again. I got to hold the Salisbury High School sign up with two other people. We were very proud.





CHRISTMAS PAGEANT





COMMUNITY STUDIES

Students doing Community Studies display their Community Activities (Projects) at the Showcase.

Students, staff and members of the Community are invited to the Showcase.





SPECIAL EDUCATION

Tenpin Bowling at Golden Grove was a part of the Community Access program. Senior Unit students enjoyed the challenge and bowling was a favourite activity. Wheelchair students used a specially constructed ramp to aim and bowl the ball.

Some class comments:

Shane: 'Playing against Cameron was fun. I like the music they play.'

Sean: 'Good. Like playing Tenpin Bowling.'

Long: 'Cool fun. Playing against a team. Coloured balls.'

Jared: 'I like getting strikes. I like to bowl very fast and try to knock all the pins down.'

Amy: 'I bowl the ball. I feel good. I like the orange ball. I have a good time.'

Jonathan: 'I think so- I like it! Well done.'

Andrew: A big smile and his arm raised high! (Meaning- Terrific!)

Cameron: 'I like the music and helping everyone. I bowl hell fast!'

Journal 26/10/06 Joseph Pavich and Ronnel Gonzales

On Tuesday at Hyde Street we talked about shopping at the big circle. Then we had recess. After that we went to catch the train to Largs beach. At Largs beach we walked straight onto the beach and we had lunch then we walked onto the jetty. Then we caught the tram back to Adelaide and then we caught the train out of Adelaide, back home.

Journal 26/10/06 Belinda Simmons

On Tuesday we went to Hyde Street by train. There we played games, and after that we all went to Glenelg by tram. We walked along the jetty, then after we walked to McDonalds for lunch. After lunch we all went back to Hyde Street by tram. When we got back to Hyde Street Mark talked to us all. When we finished at Hyde Street we all caught the train back home.

Fun at St Kilda

On Monday November 6th, all Special Education staff and students went on an excursion to St Kilda. We spent the day exploring the beach, looking at the marine environment and walking through the mangroves. We had various sports, games and other competitions. Some time was spent in the playground using it as a Challenge Hill type exercise. Special Education activities are often outdoors and are structured to give our students opportunities to experience something different – out of their normal routine. Thanks to all Special Education staff and students for making this an excellent activity.

Jeff Kennett – Special Education
Teacher





SPECIAL EDUCATION

Special Education Middle School Class

I have met other students at Hyde Street and liked mixing with them.
Christina Singe

I like the excursions on Tuesdays. I also like my Thursday program. We do a lot of talking and practical work.
Michael Fleming

I have learnt some great cooking skills. I can make my own lunch.
Nel Gonzales

Ms L made me go to the Deb Ball. I really enjoyed it once I was there.
Joseph Pavic

I went to Youth Opportunities last year and it has made my life much better ever since. I still enjoy annoying my teacher though. I am much more involved in the Hyde Street Program.
Evan Thayne

I love clothes and makeup so being a princess at the Salisbury Christmas Pageant just suited me ideally.
Rebecca Miller

Debutante Ball

On Wednesday the 27th September the Special Education Unit held their first ever Debutante Ball at the Central District Football Club. The students had dancing lessons all term during Boy and Girl groups. Footsteps Dance Company provided the dancing lessons and they worked really well with all our students. Peter Shearer Menswear gave us a brilliant deal with suit hire and the boys looked absolutely stunning. So many local people helped out the girls, with make up and hair products, the girls looked beautiful.



SPECIAL EDUCATION

All the students looked so grown up in their formal outfits with their make up and hair done, and I am sure that their parents did not recognize them. The behaviour on the night was amazing and I could not have been more proud of the young adults that we have had a hand in shaping.

The students had a wonderful time; all of them were up dancing, and we couldn't stop them!! We definitely have some movers and groovers in Special Education; there was plenty of creative action on the dance floor. Go Adam Smith!!! The students have not stopped talking about the night since and it could not have happened without the amazing team work of all the Special Education staff (part and full time). From the bottom of my heart I thank you.

On behalf of all the staff and students of the Salisbury High School Special Education I would like to thank all the sponsors and people who made this fantastic night possible:

Peter Shearer Menswear, Central District Football Club,
Williams Refrigeration, Stockland Parabanks,
Trinity Crescent Pharmacy, Chemplus Salisbury,
National Pharmacy Salisbury, Marie Millar,
Franco Martino & Elaine (Nutrimolics).

Shelley Scoullar – Special Education Teacher.



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Salisbury High 2006
Salisbury High 2006

SPECIAL EDUCATION



This is Mr Paice helping me weld.



In Technical Studies we are making small garden tools.



This term we had to write journals about our work.



I liked Technical Studies. I learnt how to use different tools and machinery. I also learnt that you need to be careful when welding.



In S&E we have been following Emma's trip around the world. We have been learning bits about each country and what their flag looks like.

BASKETBALL CARNIVAL

At the end of last term, over 20 teams from across South Australia attended the Salisbury High School's Students with Disabilities Basketball carnival. The carnival was organised by the Senior Special Education Class and had fantastic support from a wide range of people. This year our motto was Pride - Passion - Motivation

The carnival was a huge success and this was with the help of the ANZ Bank volunteers. This is the second year they have helped us in making our carnival run as smoothly as possible. They help out in the canteen, raffle tables, games area and even score for the games. A big thank you to Ken Medhurst who helped make the carnival run by keeping all tallies of the games. This made it easy for us to determine who finished in what positions ready for the finals on Friday.

We would like to thank everyone who supported us in either by way of money or donations of goods.

Results

Division A

- 1st Salisbury High
- 2nd Pasadena
- 3rd BASA
- 4th Balaklava

Division B

- 1st Riverland
- 2nd Salisbury High 1
- 3rd Golden Grove
- 4th Whyalla

Division C

- 1st Ashford Special
- 2nd Salisbury High 1
- 3rd Golden Grove
- 4th Whyalla

The dinner at Settlers Tavern, Ingle Farm, was a huge success. Many of our teams shared a meal together and socialised. The raffle was also drawn at the dinner. Congratulations to the people who won prizes. Thank you to all who sold or bought tickets. Thanks you to the Apple and Pear Growers Association for providing fruit over the two days.



ABORIGINAL EDUCATION

Following are some of the events we have been involved in throughout the year. We decided to organise a Sports Carnival with four other schools participating. This was a culturally diverse event. The other four schools were Enfield High, Smithfield High, Lefevre High, Woodville and Salisbury High.

It was an incredibly successful event with students learning a great deal about organisation, team work, and sportsmanship.

Students' comments on the day:

Hello, my name is Caleb and I'm a year 9 student. During Reconciliation Week Salisbury High hosted our first Football and Netball Carnival. This was held at Salisbury High oval and netball courts. It was a great day.

My name is Kyle. I played at the sports carnival. Students from the other schools were good players.

My name is Joseph. At the Carnival, Wayne, Owen, Raymond, Travis, Scott and some of their other mates helped to set-up the football. The father of one of the boys let us borrow equipment from the Salisbury Football Club. Dieter helped pick up this equipment. After the Carnival Dieter and the Love boys had to take the equipment back, then Dieter's truck broke down. We felt really sorry about his truck breaking down.

Hi, my name is Steven. We had four games of 9-a-side football. Lots of our Nunga boys played as well as some of my other mates. We really had a good day.

My name is Shanell. The netball was really terrific. Mrs Doolan and Mrs Coleman were in charge of the Netball - they were fantastic.

Hi, my name is Leyla. I did not play but I was one of those people helping. I went with Nita to pick up the trophies and medals. Then we went to collect the meat and drink for the BBQ. I helped to cut-up the onions with Nita. I was crying because of the onions - but still had a good day.

My name is Billy. The Carnival was great. I was proud when my Nanna presented the Medals and Trophies to the winners at the end of the day. Of course Salisbury High Football and Netball teams won both trophies fair and square.



Dylan



Tianna



Joseph



Amy



Kieron



ABORIGINAL EDUCATION

My name is Kieron. The students want to thank Rosalind, Nita, Mearana, Megan, Jeff and all the senior boys who helped to make their Carnival possible. See you next year.

The Aboriginal Education Unit went to the CROCFEST in Port Augusta - taking thirty five students. Rosalind, Cheryl and Nita were in charge. We were going to stay out at the Davenport Community in Port Augusta, but because the accommodation was not that great Nita and Rosalind went looking for something better. Luckily they found great accommodation at the Big 4 and Acacia next door. This helped make our stay more comfortable.

Most of our meals were made out at the Davenport Community. They were good. Our cabins were really nice giving us the opportunity to have plenty of teenage chats. We hope Nita and Rosalind will let us go next year.

Carol, Amber & Natasha

Some of our year eight students have also been involved with a Basketball Team outside of school, with Salisbury High School being the overall winners. We thank Megan from DECS for giving the students the opportunity to be involved in this program.

Kurna Language, which started at Salisbury High in 2006, will next year be extended to year nine. Auntie Cherie Watkins is the Language Teacher. She also teaches at Kurna Plains Aboriginal School and is a member of the Indigenous Language Committee with DECS. We have learned not only Language but cultural history from Auntie Cherie. As year eight language students we had a great time with the Kurna Language.

Dylan, Kane, Kieron, Robert on behalf of our language class.

We would also like to thank our University tutors for helping our senior school students with their assignments and study this year. The tutors have developed such productive relationships with our students and staff.

Next year we look forward to holding our Youth Ambassadors' Reconciliation Ball and we hope to see lots of people attending to support Reconciliation within our community.

Nita and Rosalind wish to thank everybody who has supported Aboriginal Education at Salisbury High throughout the Year.



Salisbury High 2006

Salisbury High 2006

Salisbury High 2006

Salisbury High 2006

GIRL'S SURF DAY

I always go on Surf days, as it is really fun. I learnt to surf and ride the waves, so it's awesome.

Student

It's really great when me and my friends catch a big wave. The weather was great for it. I can't wait for the next Surf Day.

Student

The weather was perfect and the waves are fantastic. It was a great day to learn how to surf and be with your friends. We felt very tired after though. Had a good sleep on the bus after. Great day!!!



Salisbury High 2006
Salisbury High 2006
Salisbury High 2006
Salisbury High 2006
SUCCESS CAMP
Salisbury High 2006



ACTIVE 8

Our Active 8 class went on a camp to Seonee Hills which is a Scouts S.A. campsite in the Adelaide Hills.

During our lessons we prepared for this camp by –

- Practising putting up tents
- Walking
- Cooking on Trangars (small methylated spirit stoves)
- Revision of our First Aid
- Working out a menu of the food to be eaten
- Shopping for food

We left for camp by 9.00am on the Monday morning after we had put all of our equipment into the mini bus.

Our bus was driven by our leader from Wilderness Escape, Nick who also ran all of our activities.

We went straight to Woodhouse which is the main campsite for Scouts S.A. where we started our first activity.

The activities we did over the 3 days were –

- Low Ropes
- High Ropes
- Rock climbing
- Flying Fox
- Billy cart making and racing
- Challenge Hill course
- Horse riding
- Night walks in the bush





ACTIVE 8

We slept in tents but had a shower and toilet block we could use.

The weather was cold, especially at night and we did get rain on the last night.

Some students had trouble with their air mattresses and had to borrow mattresses from the bunk house.

We saw a large grey kangaroo on the walking track on our first walk and it was not scared but just kept feeding. On the last day we saw a Koala on the ground and watched it climb up a tree.

Bianca Hajek said "Overall the camp was good, learnt better team skills and tried new and challenging activities. I pushed my comfort zone by climbing up heights. The teacher was good and let us enjoy ourselves and the other teacher was experienced in camping and was great to show us a lot. We got to see wild life and I would recommend this camp to be continued.

Thanks, Miss, for taking us to camp. Cheers."



BOTANIC GARDENS EXCURSION

For term 3, deserving Year 9 students who worked hard with their assignments and schoolwork were rewarded with an excursion. We have been studying about Rainforests and their importance to our environment and society today.

The purpose of the excursion was to make the students have a feel and experience of being in a rainforest. They weren't as humid as Queensland rainforests but they were real enough to feel the difference in humidity when walking through a rainforest.

After a long hike through the rainforest it was a relief for the students to walk through the nice cool gardens. We have seen the plants that we've been researching and have seen photos of them from the Internet and books. Also, the students had lots of fun discovering and observing the plants and trees that abound in the gardens.

Overall, it was an excellent learning experience for all of us. The students also had a lot of recreational activities after the tour, and these are some of the photos that we took for our trip.

Ms Pat Lopez-Good





DOLPHIN DELIGHT

Year 9 Dolphin Elective students had a great time at the Port on November 14th. They were able to see the Port River dolphins up close from the Archie Badenoch, and at the museum were introduced to life on a small transport boat, having to haul the sails up and down and load and unload cargo. They then spent time in the other displays, trying out their surfing and navigating skills, as well as playing the arcade games from their great grandparents' days.

The Senior Multimedia class also enjoyed a day at the Port in fourth term. They used the maritime backdrop to record a number of short movies for their movie making unit of study.



ENVIRONMENT

Studies of the environment, and our collective responsibility to manage and sustain it, form an important part of the curriculum of all learning areas across the school. Through their studies of the environment, students develop an awareness of broader and more complex global issues and become more aware of the connections between subject content and the real world.

Examples of issues explored by students include global warming, Kyoto protocol, ozone layer, alternative energy sources, acid rain, arid environment, salinity, wetlands, environmental impact of mining, ecosystems and endangered species. Teachers help students gain an understanding of concepts and issues at the personal, local and global levels and guide investigations through the following perspectives:

- awareness
- responsibility
- action
- reflection

For example, Mr Polymeneas' year 9 Society and Environment class learned about the plight of the orang-utan and decided that they needed to help. Their response led them to organise several lunchtime barbecues to raise money to help save the orang-utans.

Year 8 Science students have been studying "Living Things". One of their tasks required them to compare and contrast the life of an animal in its natural environment with that in captivity. Some classes visited the Adelaide Zoo and some the Gorge Wildlife Park to view the animals in captivity and gather information for their assignment.

The theme for National Science Week this year was Australia's arid environment. A display was set up in the front foyer to focus the attention of students, teachers and visitors on the fragile nature of our environment and the unique animals and plants it supports.

Jenny Stewart
Coordinator Environmental Studies



ENVIRONMENT

Trip to the Gorge Wildlife Park

On the 8th November, Mrs Gregory, Mrs Stewart and Mr Magnani took two classes to the Gorge Wildlife Park. We went to the Gorge to learn more about classifying animals. We learnt to put things into groups, such as if it was an animal or a plant, or if it was an invertebrate or vertebrate. We also had to find out if they were cold blooded or warm blooded.

Our guiding question was "How do we know if something is alive"? A way you can tell if something is alive is to see if it is eating or drinking or breathing.

I have learned lots about the environment. Animals in their natural environment get to use natural instinct and have a bigger area to play or live, while when they are captive they get as much to eat as they want so they won't die and live longer.

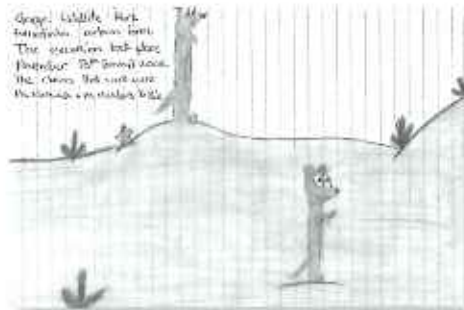
Dylan Nagy (year 8)

Last Wednesday, we went to the Gorge Wildlife Park. We had to answer a worksheet with lots of questions like, "What animals have smooth skin? etc." We also had to do a page about one particular animal. I chose the otter.

The Gorge Wildlife Park was fun and we learnt a lot, like how animals have babies, how the animals eat and where they live.

The animals have a really nice place to stay and the environment in the Gorge is like their environment in real life. Some parts are different, like the electric fence around the otters and the gates around the enclosure.

Jessica McFadyen (year 8)



ZOO TRIP

In term 3 and 4, year nines in Mr Polymeneas' class raised money for the orang-utans. We went for a zoo trip and looked at the orang-utans and the way they live in their habitat. The money we raised was from barbeques, jelly beans in the jar and a lunch. We raised just under \$600. The organisation we raised the money for was BOS. BOS is an organisation that helps baby orang-utans who have lost their parents go back into the wild. The money we raised will go towards buying nappies, food and to help make an orang-utan enclosure. Orang-utans are becoming extinct at an extremely fast rate.

I really enjoyed doing this fundraising activity. Doing this has shown me how to go about raising money to help a good cause. I hope to achieve and do more fundraising for different organisations. The skills I have learnt doing this project will help me do so.

Some Orang-utan Facts

- Ø Orang-utan mothers are often killed so their babies can be illegally sold on the black market.
- Ø Orang-utans share 98% of our DNA.
- Ø Orang-utan mothers spend nine years with babies teaching them how to survive in the rainforests.



SOCIETY & ENVIRONMENT

John Patchett – Vietnam War Veteran

On Wednesday 14th June a Vietnam War veteran named John Patchett visited our Year 10 Society and Environment class to give an interesting speech about the Vietnam War.

John was an officer in the Vietnam War; his specialty was disconnecting explosives, and also locating thousands of booby-traps and dangerous mines. He informed the class about several different topics, such as the optimistic notion of world peace. While explaining his views concerning this topic John noted that since World War Two, an average of thirteen wars are in progress each day. The class found this fact quite remarkable.

Throughout the lesson John identified exactly what types of booby-traps and mines that he and his platoon had to disconnect and where the explosives were usually discovered. John explained that a major operation could sometimes take a platoon five or even six weeks to complete. He also mentioned how the war has affected many soldiers, who can't seem to recover from the harsh and tough experience. For example, due to a soldier's life being seriously endangered constantly, a person commonly becomes more nervous and tense. This can result in a soldier's anger threshold altering, causing them to do things, which they might later regret.

His speech was inspirational to hear and was enjoyed by the class.

During the lesson John provided various pictures and diagrams in order to visually demonstrate to our class what he was explaining. John's speech provided a personal insight, which offered us a different perspective of the war from what we would have gleaned from reading about it in books or watching videos.

Our class was very thankful for the opportunity to hear John Patchett and we would like to thank him for the time that he sacrificed to visit our school to benefit our studies of war.

Michele Pagano – Year 10 student

BSE News

On Thursday 1st June Ms Haba's Year 9 Business, Society and Environment class supported by Ms Somerville went on an excursion to the South Australian Parliament House and the Electoral Education Centre.

We travelled by train and went straight to Parliament House. There we were exposed to two security scanning devices for our bags and for us to walk through. For most of us it was the first experience we have had with security precautions.

We went for a tour around Parliament, learning about historical development and discovering its purpose for our State. Our tour guide showed us a lot of places in the House, the most interesting being debating rooms green and red, the Chamber of Representatives and the Chamber of Senate. There was a meeting in the House of Representatives, which we witnessed. When we left the room we had to bow as a sign of respect.

The second place we visited was the Electoral Education Centre. Here we learnt about the voting system, donkey votes and a secret vote with ballot boxes. Our presenter introduced us to the concept of democracy and showed us a short movie about how voting occurs all around the world. It was interesting because in some countries it isn't compulsory to vote and in others only men can vote. When the new system of voting for both men and women was introduced, some women queued for three days to vote for the first time.

We learnt a lot about things that we didn't pay attention to before this excursion, because we thought didn't relate to us. But soon we will reach an age of voting and we should be aware of our responsibilities as well as privileges. It's good to have a say about the world around us.

Overall it was a great and interesting trip.

Joanne Proom Year 9 student



SPORTS DAY 2006

What a great day. I've been to a few now and they keep getting better. The best part of the day was definitely the relays, the crowd got into it.

The novelty events were awesome. I had heaps of fun.

I didn't compete but got all dressed up. I screamed and cheered my team on. It was a great day. I had a lot of fun.
Student



Salisbury High 2006
Salisbury High 2006
Salisbury High 2006
Salisbury High 2006

SPORTS DAY 2006

The team spirit was at an absolute maximum and we won. Go Floroy.

I loved the fact that there really was an event for everyone. I'm not that sporty but I really enjoyed the day.

Seeing all of the house colours splashed around the school looked amazing. Everyone really got into it.

I competed in three events but didn't win any of them. But I still had a great time.



HEALTH

Students studying Stage II Health this year have been involved in reflecting on their personal health as well as contributing positively to the community's health.

Throughout the course, emphasis has been placed on the impact that all components of our health have on one's well-being – the interaction of physical, social and mental (emotional) health.

Students were required to do a practical exercise to help the community. One group organised some teachers and students to donate blood, another organised a guest speaker for all Year 12 students, on depression. Several students collected for the Salvation Army's Red Shield Appeal, and another group visited a primary school and provided a Year 4 class with a healthy lunch.

Another practical task involved a lifestyle contract. Students identified an area of their lifestyle – diet, exercise, stress management that they wanted to improve and developed strategies to do this. Over the four weeks of the contract students increased fitness levels, drank less soft drink, drank more water and even attempted quitting smoking. They learnt about the benefits of making healthy choices and about their own ability to achieve goals.

One unit studied was Sexuality and Relationships and this leads itself to some interesting discussion about gender roles, stereotypes, diversity and parenting skills.

The health course allows students to do significant reflection and to be challenged about health issues. I've enjoyed the maturity and openmindedness students have brought to this course, and look forward to more insightful times with them.

Mandy Price – Teacher

"I liked doing the lifestyle contact – I got into some good habits for my health."

Senior Student





PHYSICAL EDUCATION

Physical Education

One of the interesting characteristics of Salisbury High is that nothing seems to stay the same for long. Our capacity to change and evolve keeps the atmosphere fresh and exciting.

Hayley Reid has been in Portland, Oregon on a teaching exchange and was replaced by Kathy Lange who proved to be an inspirational, highly skilled and popular addition to the staff. Although we will miss her it will also be great to have Hayley back. Leon Karvelis joined the faculty for a short time when Josh Coulter took on some more SWD classes and Ben Harker moved to the Flexible Learning position. Some more changes will happen for 2007. After a stay of four years Jonica Robson will be moving on to a new school and Kevin Smith will be on leave. Adam Carter will be back and will provide continuity within the group which will be important for next year's Year 12 PE class.

The Weights Room has continued to develop under the care of Adam Carter. We now have a lot of equipment and can accommodate PE classes and the lunchtime training group. A few staff members have also made use of the facility and perhaps after hours use of the room can be looked at in the future.

Leadership opportunities for students within the curriculum were increased this year with the addition of the "Essentials for Coaching Children" course. Sport Education has been a prominent component of our Middle School curriculum for many years and has provided opportunity for all Year 8 and 9 students to lead activities and umpire games. This year all of our Year 10 students studied the knowledge, skills and understandings needed in order to effectively lead others in sporting contexts. Many of them then made three trips to Direk Primary School to coach groups of children in soccer in order to complete the requirements of the course.

Movement Composition is one of the cornerstones of International Baccalaureate PE and has taken a number of forms. This year we experimented with jump rope, dance and karate and some entertaining performances resulted. This is certainly an area with great scope for development.

PE continues to change and to develop and while 2006 was a good year, 2007 promises to be even better.

Kevin Smith

Coordinator of PE and Sport

8 Ball

We attend 8 Ball every time it is offered and as usual Ms Stapleton took the team and brought back the trophy. Of course it is the champs in the team that do the hard work. Congratulations 8 Ball players!

Yr 8/9 Boys Knockout Cricket

Statewide knockout competitions offer students the ability to play at the highest possible interschool level and so it is a big thing for our boys to win through to the final and then convincingly beat the other finalists. On the way to the finals we had wins against Trinity College, Salisbury East High and Xavier College. Each team had one or two stars but none had the depth of our team.

Rock-climbing

Ms Madden took a group to Rock-climbing on the 7th of March. We didn't have as many climbers as usual but still won the girls' trophy. Plenty of people collected consent forms but then changed their minds which was disappointing. It's a lot of fun and no experience is necessary. Let's fill the bus next time!

SCHOOL SPORT 2006

The sport programme at Salisbury High provides a range of options for students. Each year is different depending on interest and the leadership expertise available but the structure remains the same.

Weekly sport for Year 8-10 students involves a range of popular sports in seasons of seven or eight weeks' duration. We play on a home or away basis and students enjoy both travelling to other schools and hosting them on our ovals and courts. This year we were highly successful in netball, 9 a side football, 5 a side soccer and basketball winning more than our share of premierships but more importantly in nominating teams in every competition. Many thanks are due to the staff who assisted with supervision and to senior students who acted as coaches and umpires.

Our State-wide Knock out entries wore down a little this year but we had some excellent successes. The Year 9 Boys Cricket won their pool and the Year 8/9 Boys Football progressed through four rounds before being eliminated.

Lightning carnivals provide intense involvement for a full day in a variety of sports and we entered teams in almost all of them.



SCHOOL SPORT 2006

Student coaches have played a major part with many Stage 1 Sport and Recreation students taking on coaching roles as part of their studies. Their contributions have significantly eased the burden of resourcing sport within school time while also being valuable learning opportunities.

At various times parents have been able to provide transport or other assistance during school hours. The help is greatly appreciated and has not only helped to make things happen and keep costs down on the day but has meant that money has been able to be spent elsewhere in sport to provide even more opportunities.

Thank you everyone who has contributed in any way this year and thank you as well to the "decision makers" within the school who continue to recognise the importance of sport to the lives of our young people.

Kevin Smith
Coordinator of PE and Sport



SALISBURY SHARKS

This year we started our first ever Ice Hockey Team. In term one we came third in the tournament, in term two we won the cup and in term three we came third. It was been a very proud year, watching these young men work as a team and achieve the goals that they set themselves. This year they were involved in the fashion parade, another proud moment. This team has grown from strength to strength, each challenge that has been thrown their way they have over come with a positive attitude. These young men have learnt many new skills which they are now using in other areas of their lives. They have also made new friendships with members from other teams. I would like to thank all of them for their team spirit and the respect that they have shown, not only to me, but also our coach and others who have supported our team.

Keep up the great work; I am proud to be a Shark.

Tina Camp - 23
Team Manager
Salisbury High School.

I have really enjoyed coaching the Salisbury Sharks this year. We have started to learn some of the more tactical aspects of ice hockey and the team has responded really well. It's always encouraging seeing how well the Sharks handle challenges both on and off the ice. The Sharks are very hard working and determined so watch out - they may just get their second championship!

Laurel Kohut

Student input:

This year at Ice Hockey I have learnt how to skate, the rules of ice hockey and how to be a good defender.

Shannon Bow - 17

This year I have started doing Ice Hockey and it's been great so far except for a few problems like breaking my arm while training. It has given me something to look forward to each week and make me work harder so I can go. I look forward to playing to Year 12.

Mitch Garden. - Assistant Captain 10

Since I started Ice Hockey I have developed lot more self-confidence. I think every school should be part of the Ice Factor program because it would help a lot of kids the same way it has helped me. I have enjoyed coming to school each and every week because I have made a lot more friends. Hockey is something I would like to do for a long time.

Shannon Lovison. - 1





SALISBURY SHARKS

This year in Ice Hockey I have learnt many things like how to skate while controlling the puck, stopping and also how to be a good defender. I have enjoyed being involved in Ice Hockey this year, I like playing the games and I like being defence.

Ryan Richardson, - 4

I like Ice Hockey because it gives me and my team a chance to play against other schools, and trying to win the trophy again. I look forward to coming to school everyday and I try to behave myself.

Los Sidoras - 14

Some proud moments by Hamish Goodall Captain (11) and Dale Glover Assistant Captain (8)

- Our first skating lesson was a disaster. We spent more time on our butts than on our feet.
- Shannon Levison managed to knock himself out during our first lesson.
- Dale's first goalie lesson was great. It felt really uncomfortable and was very hard to move.
- When we all got our gear, we found it really difficult to skate and play wearing it.
- In the first tournament Dale caught the puck in a penalty shoot out to beat the Reapers.
- When Shannon Levison scored the penalty goal to win our first game against the Reapers.
- When we got our jerseys.
- Having Laurel as our coach.
- Having a tour of the law courts with Judge Mario Shaw.
- It felt great to win the term 2 tournament. It felt like we had achieved something and all of our hard work paid off.
- It has also been a great experience to do the modelling fashion parade. It felt really good to know that everyone was there to watch and support us.
- In the term 3 tournament when Dom and Los Sidoras both scored a goal.
- Michael Suttie showing no fear and taking on even the biggest of the opposition players.

Overall we have had many great moments and those are just a few. We have learnt many new skills and had lots of fun doing it. From this opportunity we have had many new experiences that we might never have had. We are all very proud to be the Salisbury Sharks and look forward to many more years.

Go Sharks!



EARLY CHILDHOOD

Year 12 Early Childhood Studies

As a Stage 2 course, Early Childhood Studies has worked on a number of areas. The students have looked at the development of the child, alternate technologies for conception in a modern world, trends in language, nutrition and meal planning for children and economical considerations for outfitting your child. They also designed and made a nutritional lunch for small children at Child Care Centres.

This year the students have had the value of a first hand experience of a pregnant staff member who has been through the IVF program. She has been valuable in her open and honest accounts of her experiences. Thank you so much Ms Tina Camp and good luck for the future.

Debbie Haines



STUDENT WELLBEING

Salisbury High 2006
 Salisbury High 2006
 Salisbury High 2006
 Salisbury High 2006

Throughout the year, Steve Wadsworth, a drug diversion worker from Northern Area Community and Youth Services (NACYS), has been working with the Years 9 & 10 subject classes on Drug Strategy Harm Minimisation. Steve has also worked with the remaining Year Levels during Personal Development on Fridays.

The staff and students thought Steve was energetic, enthusiastic and friendly. He developed a positive rapport with everyone and he was often approached to work with other subject classes and with individual students on Drug Education.

Student Comments

"We learnt a lot about what drugs can do to you." "Steve was interesting to listen to."
 "Gee, drugs can be so bad for you!" "The Booze Goggles were cool fun."

Photo 1 A Yr 10 class with Steve Wadsworth from NACYS

Photo 7 Brooke Maynard wearing the Booze Goggles

Photo 8 Steven Halls wearing the Booze Goggles

Photo 9 Ethan Schoopf wearing the Booze Goggles

During Term IV, Kelly and Kristy, from Northern Area Community and Youth Services (NACYS), ran a Year 8 & 9 Girls' Program focussing on topics that the girls were interested in finding out more about.

Photos 2 -6 Some of the girls who were involved in the group.

Students Comments

"It was good."
 "I learnt a lot."
 "Kelly and Kristy are cool."
 "It was good to have people from outside of the school teaching us about things we wanted to know more about."



DRIVER EDUCATION

A highlight of the year included a visit by the SAPOL Driver education unit. The seminar was delivered to all Year 11 students.

Fifty year 9 students took part in the Society and the Environment – 'Young Drivers' Community and Service Elective in term 4.

Eighteen students received instruction in the Driver Education dual controlled Holden Astra car. Congratulations to the following eleven students who completed the Log Book training and have received their P1 licence.....Alex Smith, Justin Paarde, Zak Butagieg, Catherine Glazbrook, Jay Fitzgerald, John Harvey, Aaron Wiles, Jamie Duong, Luke Brooks, Daniel Wood, and Rob Long.

The Lions Club of Salisbury has generously donated a prize-an Advanced Defensive Driving Course- to one student for an essay competition. The winner of the essay competition is Rob Long.

Quotable quotes....

'This is the only school in the State where students can gain a P-licence.'

'I stayed on at school so I could get my P's.'

'I really did learn a lot about defensive driving and how to stay alive on the roads.'

'It was hard work learning to drive but I enjoyed it.'

'It was worthwhile in the end.'

Tim Bell

Accredited Driving Instructor



TECHNOLOGY



Spindle moulder use
Year 10-12



Year 10 Dart board cupboard



Junior Special Gardening tools



Teacher help but where is
the student?



We work under pressure!



Year 11



Sanding disk use Year 8-12



Year 10 Coffee table



Year 9 Toy design

PARALOWIE HOUSE

During the Student In Control Program we have done many exciting things, we had kick boxing lessons, we have made a movie about giving up drugs, we also went go karling.

Art has been a big hit. Lots of the students have enjoyed doing Dot painting.

At the end of last year we had an activity day. Lots of fun was had by all.

This year we finally got to bottle the wine from the grapes that were planted 7 years ago—Through the years many students have worked on this project.

We had to bottle the wine in the cellar where the wine barrel was stored and carry the bottles up stairs to cork and cap.

As part of our Catering Program this year we have cooked many dishes, including roast, BBQ's, pizza, home made pasta, lasagne, soups, pies, Italian dinner party, entrées and finger foods.

We have also made Mars Bar Cheese cakes, Lemon Cheese cakes, Tiramisu, and baked and decorated Christmas cakes.

We have catered for many functions that have included the students and staff of Paralowie House.

And we have made lots of produce as part of our Food Production program.

So from everyone here at Paralowie House at the end of 2005.

And the rest of us from 2006.

We wish you all the best!



Courtney is bottling the wine.



Josh, Dave, James, Kirk and Karen pressing the wine.





PARALOWIE HOUSE

Dearest Wendy,

What can I say

That I haven't already told you

What is there

That you don't already know

We shared our lives

Our hopes and dreams

Good times and bad

For sixteen years

Now...

Watch the lit candle, Wen

See through the flame into my heart.

We can still be together

Still be best friends

Watch the lit candle, Wen

Watch the lit candle

You said: "Friends for ever"

This is the only way

Watch the lit candle, Wen.

For ever...

Annie



MATHEMATICS

MATHEMATICS AWARENESS WORKSHOPS

THANK YOU and CONGRATULATIONS to the following year 10 students who were nominated and attended the Mathematical Awareness Workshops on Friday the 16th and 30th of June at Annesley College.

Wayne MORRIS
Ben NITSCHKE
Jason McVICAR
Ben LEPOIDEVIN
Tristan KAHL
Matthew SCHEER
Jake WILLIAMS

These workshops were run by The School of Mathematics & Statistics at the University of SA in conjunction with the Mathematical Association of SA to introduce highly motivated students to the new and modern areas of mathematics, together with their applications in the real world. The workshops also included a broad outline of the scope of application of mathematics in the community and potential career paths.

The students from our school conducted themselves in an outstanding manner and we all learnt a lot from the two sessions. I am proud to say we were the only school from the North and the only Public school represented.

CENSUS AT SCHOOL

During 2006 the Australian Bureau of Statistics offered a survey online to all schools in Australia for students to complete. CensusAtSchool allowed students to get random samples of data about Australian students. 112,000 students (11,928 SA) provided data for the database.

Questions included things like - how they travelled to school, how much time is spent on homework, what types of pets students had and how many pets they had. One exercise involved them measuring height, foot size and the height of their navels.





MATHEMATICS

In July this data became available online and students were able to view and download the data from which they were then able to draw conclusions about questions they were investigating.

Some of the questions students investigated were:

- Are males better drivers than females? – based on reaction times.
- What is typical? – looking at ways students travel to school
- Mirror, Mirror.....Who is the sloopest of them all?
- Students were also able to investigate questions they found interesting.

Using real, raw data that is about themselves, in investigations that they initiate is likely to engage students in learning. Students found the activity challenging but enjoyable and in the process found out more about themselves and the world in which they live.

John Mackey (Maths Teacher)



MATHEMATICS

NATIONAL NUMERACY WEEK

The Theme of Numeracy Week this year was 'Learning Together'

Below is a summary of the week's activities.

- Care Challenge – scavenger hunt, maths scattogories and lolly estimation competition

WINNERS – Ms Worswick, Ms Stapleton and Ms Dally Care Classes

- Daily questions and interesting statistic in the morning bulletin(s)

WINNERS – Ms Worswick (teacher), Ms Westell (SSO), Matt James, Yolandi Bezuidenhout, Diane Bell, Mr Mackey (teacher), Tiarn Blue, Deb Johns (teacher) and Huy Pham

- A huge Maths Club in the library at lunch on the Wednesday MATH-E-MANIA for all year 8 maths classes, on the Monday and Thursday. Designed for students in years 4 – 10, it uses a range of specially designed puzzles to extend and develop students' mathematical skills. Students use maths skills such as measurement, number manipulation, shape comparisons, logical reasoning, trial and error, and algebra to solve a range of fun and exciting puzzles. A great hands on experience (see photos).

- Participation in Reach for the Stars 2006. This year, classes and schools all around Australia conducted "balloon relays" and then explored the mathematics and numeracy associated with the theme "How fast is your class?"

RESULTS Schools across Australia reported that their 'Reach for the Stars' activities for National Literacy and Numeracy Week 2006 involved:

40 652 participants;
1880 groups; and
3325 relays.



MATHEMATICS

Salisbury High 2006
 Salisbury High 2006
 Salisbury High 2006
 Salisbury High 2006

In total, the balloons and other items were apparently:

- conveyed 1176 km;
- carried for 512 421 seconds (or about 23 'school days'); and
- handed from one person to another 99 148 times.

This collective effort would be the equivalent of moving a balloon from Canberra to Adelaide at an average speed of around 8.3 km/h (which is faster than Leisel Jones was swimming when she set a new 'short course' world record for the 100m breaststroke event in Hobart on Sunday 27 August 2006!).

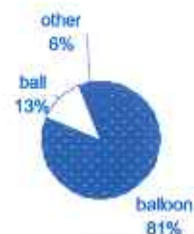
From the totals of the data shared by schools all around Australia, we might calculate that the 'average' relay used a balloon, involved about 22 people, was 354 m long, took 154 seconds, and included 30 handovers. How does this compare with your relay(s)? Do you think any of the relays were really like this?

WINNERS

- Session 1 – Amber Coombo, Kristy Blue, Katie Broad and Carol Willis.
- Session 2 – Amy Brown, Meagan Pitts, Jesse Antolis and Karina Bryant.
- Session 3 – Tom Wilton, Dayna Watmore, Daniel Thomas and Brad McVicar.



Different relay objects: what did you use?





MATHEMATICS

- In school MATHLETICS Championship

WINNERS

Level 1 – Stefanie Dale

Level 2 – Aaron Errington

Level 3 – Shannon Bow

Level 4 – Leigh Handl

Level 5 – Bradley White – Luetkens

- Guest speaker from UniSA to talk about possible careers in mathematics for interested year 11 students.
- Related assembly.

STUDENT HOSTS – Talia Nitschke and Krystal Hodson

MATHLETICS

This year the Maths faculty has tried a number of innovative programs designed to re-ignite students' interest in Mathematics. I must say that we have been successful in our endeavours, with numbers at Tuesday after school sessions, well up.

One of the in-class programs used to enthuse students was "Mathletics". Mathletics is a software program that our students used on the internet to "compete" against students from all over Australia. The idea is that you try to successfully complete as many problems as possible within sixty seconds whilst a running graph runs simultaneously and tells you how your opponent is going.

Mathletics starts out as a basic speed test but the levels extend to Algebra. Some students worked on their scores at home.

The students enjoyed the competitive aspect of this program and it was fun. Similar, and more sophisticated programs, are being purchased by the Maths faculty and will be available for use in 2007.

It is great to use technology to see students getting fun out of Maths and we as a staff will continue to seek more ways of using technology to stimulate further interest and improvements in Maths.

Terry Johnke



MATHEMATICS

"Maths Let's Do It" 2006

A group of about ten year 8 students from Salisbury High School attended an afternoon Mathematics session in the third term at the Education Development Centre, Milner Street, Hindmarsh. A different group went to another session in the fourth term.

The Mathematical Association of South Australia runs these sessions which target students who like Maths, are good at it and would like to participate in extracurricular activities that extend their skills and allow them to make contact with other, like minded students.

Our students performed well and had a great time. They enjoyed the activities and cooperated to solve various puzzles and questions for points and prizes. The participants would recommend these sessions to other people.

Ovidiu Apostol

Maths Tutoring

This year the maths teachers have again offered after school maths tutoring from 3.00pm to 4.00pm each Tuesday for any students wanting some extra help in maths. Tutoring has been well attended. Some students have attended regularly while others have come to get help with particular problems. All students have appreciated the opportunity of uninterrupted individual help and the teachers have enjoyed the chance to offer it.



INFORMATION TECHNOLOGY

Being a Cert 4 student we get to fix, rebuild and maintain computers around the school. We recycle all the old computers once they have been checked and ticked off. We migrate to new technology when needed. We connect routers and workstations together and test the connectivity. We configure routers from scratch as well.

For our Stage 2 Integrated Learning project for Ms Prime we had to host a game tournament. We chose the game Unreal Tournament from some survey results we gathered. The tournament consisted of nine teams of five members and the game was played at recess and lunch time. It seemed as if they all had a good time. We made a movie to advertise the tournament and we managed to get nine teams in the tournament.

For my work experience I had to teach teachers how to use computers after school with Jamie Green and Jeremy Alderman and we have had a few teachers who we have had to teach. For the first week of teaching we had to teach Ms Fragnito and Ms Didio. When we finished the teachers were able to get their Certificate 1 in Info Tech. We were given the title of Tech Mate Gold.

I have been doing my work experience at my school Salisbury High School with two other students. We have been helping teachers to get their Certificate One in computing.

We have had to teach them how to use basic programs on a computer from Word, where they had to write a little about themselves and place a picture on the Word document. We had to show them how to put a clip art on the document and how to use two different fonts, change font size, font colour and font background colour. Most of the teachers learned to do this in about five to ten minutes but there were some who took the hour to be able to do the first task on their list of six. With the second task the teachers had to use the internet and take screen dumps. What they had to do was visit google.com, cardmaster.com, their Email Inbox and either the Adelaide Crows or Port Power web site.



Salisbury High 2006
Salisbury High 2006
Salisbury High 2006
Salisbury High 2006

DOORWAYS 2 CONSTRUCTION

A unique program offered to students to experience the building industry while still at school. The program offers students the chance to rebuild two Housing SA dwellings. Skills learnt include bricklaying, plastering, carpentry, painting, etc.



VOCATIONAL MATHEMATICS

This year, students who chose this career path had a *definite advantage* in the fields of:-

HAIR and BEAUTY
HOSPITALITY
BUSINESS and INFORMATION & COMMUNICATION TECHNOLOGY
BUILDING & CONSTRUCTION
AUTOMOTIVE & ENGINEERING TRADES.

The curriculum, which we have, is based upon close liaison with the community SMALL BUSINESSES and the TAFE COLLEGES in the state.

Most of the courses, which we have provided, are in fact those, which are repeated, in further educational institutions.

The students who have studied the courses this year have thoroughly enjoyed the experiences, which involved a mixture of both *theoretical* and *practical* mathematics.

Some of the educational experiences, which the students have enjoyed, have been: -

- Mixing ratios of hair dyes.
- Preparing business budgets using excel spreadsheet
- Measuring volumes of cylinders involved with car engines both practically and theoretically
- Calculating and appreciating power weight ratios of cars
- Visiting worksites to experience their future career
- And many other experiences.

The photographs show the practical side of vocational mathematics, which our students enjoyed.

Rod Gerlach.
Physics Mathematics Teacher





WESTPAC AWARDS

THE AUSTRALIAN MATHEMATICS COMPETITION FOR WESTPAC AWARDS

On Thursday the 27th of July, 33 year 8 –12 students competed in this year's competition. This competition contains twenty five multiple-choice problems and five integer questions that students attempt to answer in seventy five minutes. The students use a special answer sheet which is processed and marked by a computer. Students whose achievements were outstanding were awarded Certificates of Credit and Distinction. Most notable achievements were:

- Year 8 Steven Wellington – Certificate of Distinction, Highest Achievement in Year 8, and Highest Achievement in the School
- Bradley McGrath – Certificate of Credit
- Zak Harvey – Certificate of Credit
- Timothy Lolou – Certificate of Credit
- Scott Page – Certificate of Credit

- Year 9 Jake Clark – Certificate of Credit and Highest Achievement in Year 9
- James Wilkinson – Certificate of Credit

- Year 10 Ben Nitschko – Highest Achievement in Year 10

- Year 11 Viet Pham – Certificate of Credit and Highest Achievement in Year 11
- George Dimitroff – Certificate of Credit
- Matt Robinson – Certificate of Credit
- Natasha Reddy – Certificate of Credit
- Nikki-Jo Rew – Certificate of Credit

- Year 12 Diane Bell – Highest Achievement in Year 12

The AMC has run every year since 1978 and is one of the largest competitions of its kind in the world per capita. In 2005 hundreds of thousands of students sat the competition from a record number of schools in thirty eight countries. We congratulate all our thirty three students who participated.

YEAR 12 CAKES

It's great to develop an idea and see the cake actually become a finished product, I was so proud of myself.

Year 12 Student

The students spend 5 weeks making and decorating these cakes. We have a professional Cake Decorator come in and teach the students specialised techniques, like how to make roses or lace work. As you can see the students have created some beautiful cakes.

Trish Houllihan

Year 12 Food and Hospitality



Renee Le Raye



Louise Cowling



Ryan Smith



Nicole Size



Nicole Donnelly



Elle Paterson-Montgomery



Melissa



Adrian M

YEAR 8 FOOD & TEXTILES

This year is the first year that Home Economics has been divided into Food Technology and Textile Technology.

Food is a compulsory one term unit and Textiles is an elected one term unit.

The focus in the food unit is five weeks on Hygiene and Safety in the Kitchen and the second five weeks is Entertaining a Guest.

At the completion of the Entertaining a Guest unit the students invite guests to join them for either a morning or afternoon tea. They learn how to write invitations, decorate the table, table manners and to cook a variety of food to be served.

This turns out to be a most enjoyable event, for both the guests and the students.

The Textile unit is based around making a decorated product containing a zip, such as a pencil case or cushion. Basic machine skills are learnt and hopefully encourage students to continue with Textile Technology in years 9 & 10.



SCIENCE REPORT

2006 has been another eventful year for Science students at Salisbury High with many exciting activities being offered to broaden their experience and engage in a meaningful way in Science and Technology.

NAMIG Project

Mrs Stewart's and Ms Worswick's classes participated in the NAMIG (Northern Advanced Manufacturing Industries Group) Concept 2 Creation project. The students worked in teams to develop a product from an idea to a reality. In so doing, they modelled closely the processes used in industry. The focus was on electronics and in total, fourteen different projects were constructed and presented at the Concept-2-Creation Expo at the Playford Civic Centre on 15th November, 2006.

During the project students went on an industry visit to Codan, an electronics company, where the experience helped increase their awareness of the wide range of careers in the electronics industry, the academic qualifications they would need to enter this field and the range of different pathways people follow to take up positions in a company like Codan.

Three of these students were also part of an industry based project run collaboratively with BAE Systems and UniSA. The students built a robotic stabilising device that was also presented at the C-2-C Expo.

Robotics Peer Mentoring

The Robotics Peer Mentoring Program was delivered to the year 11 Physics class and four year 10 Science and Electronics classes. The response from students in the program has been excellent with many appreciating the opportunity to be involved in building with electronics components and learning how to use the software to control how the components function.

A highlight for the year 10 students was their participation in the State Robotics Peer Mentoring Competition. Two of our students were very successful with Colin Montgomery-Patterson and Kelly Jones finishing runners-up in the advanced and standard level categories respectively.



SCIENCE REPORT

Science and Engineering Challenge

Earlier this year, a group of thirty year 9 and 10 students participated in the Science and Engineering Challenge held at the Investigator Science Centre. The students worked in teams on activities including constructing a catapult, building bridges, designing a moon buggy and sailing ship, delivering electricity to a city in a cost effective way, designing an air cannon and finding the most efficient pathway through a maze. All students worked effectively as team members and Salisbury High finished a creditable fourth out of the eight teams competing on the day. The level of engagement of our students and their ability to apply their knowledge and skills was commendable.

Science International Competitions and Assessments for Schools

Twenty five students entered this international competition. Students whose achievement was outstanding were awarded Certificates of Credit and Distinction. Most notable achievements were:

Year 8

Ryan Sahb – Certificate of Distinction, Highest Achievement in Year 8 ,Highest Achievement in the School.
Courtney Ryan – Certificate of Credit

Year 9

Zoe Hammond – Highest Achievement in Year 9

Year 10

Ben Nitschke - Highest Achievement in Year 10

Year 11

Hoang Tran – Certificate of Credit, Highest Achievement in Year 11.
Jasper Olanio – Certificate of Credit

Year 12

Geoffrey McLean - Highest Achievement in Year 12.

Middle School Science Activities

Our middle school curriculum gives our students a broad exposure to all the different science disciplines. Lessons are largely activity-based to actively engage the students in the learning process, develop their problem solving skills, think independently and become self-reliant learners.

As part of their studies on simple machines, Ms Platts and Ms Bereny arranged a catapult competition between their year 9 classes. Competition was fierce, with the students having to construct their own catapult to throw a tennis ball as far as possible. Ms Bereny's group won, but a good time was had by all.





SCIENCE REPORT

All year 8 classes studied Forensic Science last term. After learning a range of skills the students applied them to help solve the crime of who stole Ms Tronwith's car. The students were presented with a range of evidence, including fingerprints, video surveillance footage and interviews of suspects. The students used their detective skills and problem-solving ability to determine who the perpetrator was and what was the scenario.

Jenny Stewart

Science Coordinator

Stage 1 Physics

In our first semester of Stage 1 Physics we studied electric circuits, light and waves, and we also had some peer mentors from UniSA help us with robotics. In the second semester we studied motion, vectors and energy.

I found Physics a real challenge this year even though I achieved good results. Mrs Platts set up excellent practical activities for each topic to help us understand how what we were learning applied to real life situations.

This semester our class didn't achieve such good results as we had in the first semester and the end of year exam was so much harder, but this was just Mrs Platts' way of showing us how hard Stage 2 Physics would be and preparing us for next year.

Nikki Jo Rew (year 11)

BAE Systems/UniSA Electrical Engineering project.

In order to extend students' knowledge of where what they learnt in Robotics actually fits into society, some of the extension Science students were involved in an extra-curricular project. This project was a collaboration between a number of schools, such as Parafield Gardens High, Craigmare High, Smithfield Plains High, Valley View Secondary School and of course, Salisbury High.

The students were commissioned by a Defence company called BAE Systems to build a Video Stabilisation System, which would be mounted on a moving buggy. As the buggy travelled over rough terrain, the camera on top of the buggy would be continually changing its pitch and roll (move up and down or side to side) so that the camera could focus on an object in the distance as it moved towards it and the footage it was taking of the object would be moving around as little as possible.

The schools were divided into teams; a mechanical team, an electrical team, a software team and a testing team. Ben Lepoideven, Stef New and Tristan Kahl, from Salisbury High, were given the task of the mechanical team. They quickly set about designing and building the box that would hold all the software to move the camera and the moving plates on top, with the much appreciated assistance of their mentor from UniSA, Darren, and UniSA technician, Nigel.

The task of designing and building the box seemed fairly easy at first, but the students quickly came to realise that they actually had a very difficult and important job to perform. If their box did not meet the specifications of BAE Systems, it would need to be changed. The students were continually trouble shooting and re-designing their box.

SCIENCE REPORT

Finally the box was accepted by BAE Systems, and the other teams were able to start to assemble the electronic components and program the software. The box was presented at the Concept to Creation Expo on the 15th of November.

Alana Madden
Science Teacher

CONCEPT-2 CREATION PROGRAM – A SENSATIONAL EXPERIENCE

The Concept-2-Creation Programme or Northern Advanced Manufacturing Industry Group Project provides students with the chance to gain some practical experience in Advanced Manufacturing. Throughout the duration of the NAMIG Project, the students identified electronic components and accessories and learned about their significant functions in an electronic circuit board. Classroom activities and research assignments were used in order to teach the topic. Then once the students recognised and possessed an understanding about these electronic components, they were instructed to manufacture some simple device using the knowledge that had been gained. The students were then required to construct a more complicated design in groups, using a creative and enthusiastic approach. The students also participated in an educational excursion, touring the local CODAN Electronics Industry.

Those participants in the NAMIG Project learned a great deal from attending the educational excursion, assisting them in creating their electronic circuit board designs. I believe that it was quite frustrating to encounter difficulties during the designing process; however, overcoming the problems encountered was an awesome and satisfying feeling. Once the circuit board designs were completed, we then presented our models at the Concept-2-Creation Expo. I believe that the NAMIG Project has been a fantastic learning experience. The Concept-2-Creation Expo has given those participating a great understanding about the occupational career opportunities available in these electronics industries.

Michele Pagano – Year 10 student





MUSIC

2006 has been a very busy, very productive year for music at Salisbury High School.

My second year. Easier than the first. More established. Programs/routines established.

My role as Arts Coordinator.

We have some great computing facilities at the school and some very talented students so this year I have focussed on integrating more IT based learning into the teaching program and in providing our young musicians with a greater range of performing opportunities.

We've had some brilliant contributions from music students at assemblies throughout the year plus some special events like the Shedley Arts Showcase in June, the Rock Fisteddfod Showcase in the gym and third term an assessment concert in Drama.

We also have a number of aspiring student organised groups that I am keen to encourage. Some of our senior students have presented music performances at local primary schools as part of their Community Studies projects. They have been warmly appreciated.

This year the choir was taken by Heather Wray who provided some inspired and generous leadership. The group has concentrated in performing for patients and staff at two local Nursing Homes, Helping Hand and Marron. It's also provided an important forum for year 12 music assessments.

Thanks to the many instrumental staff who help make music a vibrant part of the school. Without these dedicated teachers who give so much to our students, we could not run an effective music program.

They are David Blight-voice, Dave Clark-brass and reeds, Carmine Russo-guitar,

Rob (Aria Award Winner) Evers-drums, Jenna Bonavita-bass and of course Heather Wray-Choir and keyboard.

We are going to miss our enthusiastic year twelve music students who have given so much to the school community. All the best for your future. I know music will always be a central part of your lives.





THE ARTS

ROCK EISTEDDFOD 2006

"This was my first Rock Eisteddfod and I can't wait for next year. I loved being a part of it because I had heaps of fun and made some good friends."

"I really enjoyed Rock Eisteddfod this year. I thought we went in with a really unique idea and a powerful message, and it was really freaky that another school had the exact same idea as us. There were penguins everywhere at the Entertainment Control!"

"Rock Eisteddfod was a blast! It was a really long day which I thought might get a bit boring at times, but there was always stuff to do. I loved watching all the different ideas that the other schools came up with."

"I thought we did really well this year and the judges' comments were really positive and encouraging. I can't wait to do it again next year, because I think our idea and performance will be bigger and better. It would be wicked to win!"

"I had so much fun at Rock Eisteddfod. I loved dressing up like a penguin and waddling all over the place and making people laugh."

"Being involved in the Rock Eisteddfod was a really great experience which I would definitely do again and would recommend to anyone who likes performing or being part of a hard working, but fun loving team."



THE ARTS

SHEDLEY ARTS SHOWCASE 2006

"The Shedley performance was really exiting! There was a lot of hard work involved but it all paid off in the end and I think everyone had a good time."

"You could tell that the year 12 dance girls were really nervous about their moderation performance so everyone tried really hard to do their best performance to support them."

"I had a really great day at the Shedley Arts Showcase. It was really cool getting to know some students from other year levels who like doing the same stuff I like doing. I hope I get to be in it next year!"

"The Arts Showcase Rocked! It's excellent to get the chance to show other people what we have been learning and working on in class. I love performing for an audience and hearing their applause, cheers, and whistles!"



Salisbury High 2006
Salisbury High 2006
Salisbury High 2006
Salisbury High 2006
Salisbury High 2006

YEAR 12 ART



ART EXCURSIONS

On Wednesday 30th of August, our art class went on an excursion to two art galleries in town. They were the SA museum, and the Artspace Gallery. This is an essay about what we did on the day.

The day started with morning lesson, and I was excited to be going on another art excursion, especially since the last one was really great. We were to leave near the end of recess and walk to the train station to catch the train to Adelaide. It was going to be a good day to walk, as it was about 27 degrees and fine.

We were in town at about 11:30, and walked to the S.A Museum because they had an exhibition there called 'the Waterhouse Art Prize'. Everyone was fascinated by the huge meteor as we walked in, and the dinosaur. I wondered if it was real or not, it certainly looked it. We all walked around with our paper and pens and tried to find a couple of pieces that we liked. There were many different types of artwork, and some had won prizes, and several up for sale. I couldn't pick one favourite piece, so I wrote down all my favourites, well... the ones that I had time to write about without falling behind the rest of the class anyway.

The first picture that caught my eye was a beautiful acrylic painting of two rainbow lorikeets on canvas. It was called 'RAINBOW GAZING', and was priced \$3,200. Matthew Welsby from South Australia painted it. Matthew began enjoying art when he was twelve, and earned a bachelor of illustration design through Uni, and he specialises in acrylics.

The next piece that I personally found interesting was a pencil drawing on board by self-taught artist Rob Freeman from Victoria. He won the Waterhouse for Works on Paper Prize. His piece was called CHAMBERS PILLAR NT, and was a drawing of several different owls.

The next piece really caught my attention. It was a model of a kangaroo, made from what seemed to be bark from trees. It was called 'MALLEE MOTHER: WESTERN GREY KANGAROO' by Rosemary Woodford Ganf from South Australia. It is made from the bark of mallee, molaleuca and mistletoe trees. This piece is worth a whopping \$25,000. Rosemary won the people's choice award, and Category C Second prize.

The last piece that I had time to write about before we left was intriguing because it was made from scrap paper, line and a branch. It was called 'FLUTTER BY' and was made by Annika Robertson, originally from Sweden. It is worth \$1,200. The reason I found this so intriguing is because it is a branch, with hundreds of scrap paper origami butterflies stuck to the line. It is so interesting because it is unique.

After everyone had written down information about a couple of pieces, we all walked to the Myer centre to go to the food hall for lunch. After fifty minutes, we all met up on North Terrace, ready to go to our last gallery for the day. We went to the 'OUR MOB' an Australian Aboriginal Artists' exhibition at the Artspace Gallery (part of the Festival Centre). There was one main picture that fascinated me, which was an Aboriginal painting titled 'JIDIRAH THE WHALE AND GAMBA THE SERPENT'. It is beautiful acrylic on canvas and painted by Verna Lawrie. It is a series of dots, symbolising a whale at the top and a snake coiled around the bottom.

We left for the train station at about 1:45pm and caught the earlier train back to Salisbury. By the time we were back at school, we only had 15 minutes to go well ready to have a rest after all that walking around.

All in all, I thought that the day was really good, and I would have liked to have more time to look around town, and go into the new library they built recently. There was a lot of interesting artwork around, and it has inspired me to continue with my hopes and dreams of becoming a successful artist/illustrator/cartoonist/interior decorator/tattooist.

This is the second art excursion this year. We also went to the Art Gallery in term 1 for the Festival of Arts Exhibition.





DANCE CONNECTION

SALISBURY HIGH & SALISBURY PRIMARY DANCE CONNECTION

For all of this year, I have been visiting Salisbury Primary School twice a week to teach dance to a group of year 7 students, in an attempt to build a stronger relationship with the school and students and to encourage them to continue their education at Salisbury High. The group consisted of about 30 students who had varying dance experience, ranging from a few years training at private dance schools to absolutely no idea. So there was a definite challenge ahead for them and me!

The fantastic students involved in this program have had the opportunity to perform for a range of audiences. So far they have danced for a group of over 50's at the Jack Young Centre, performed for a large group of School Principals, and had the honour of entertaining Premier Mike Rann, and Salisbury Mayor, Tony Zappia (we were all really nervous that day!) at the opening of the new building at their school. In week nine, they will also be dancing at their own graduation ceremony.

Throughout my time with these students they have learnt three different dances each of which has grown in complexity, to the point that they are now probably on a par with our year 8 students. This is a big benefit to these students as they will feel more confident when doing dance in year 8 and they will already know one teacher (me!) when they enter the big wide and sometimes scary, high school world.

These students will also be a big asset to our school's dance and performing arts program as they will enter year 8 already having experience in dance and performing to various audiences. This can only make our Shedley Arts Showcase and Rock Eisteddfod stronger and more successful for 2007.

I have really enjoyed working with the staff and students at Salisbury Primary and I think we have all learnt and grown from the experience. I know the kids have enjoyed themselves and have benefited in many ways from taking part in this program. I hope it continues in the future, so we can keep building strong relationships between people, schools and our community.

Sarah Macaskill

Dance Teacher



DANCE PERFORMANCE

Last week we performed at the Shedley Theatre. The stage there was really big so it was easier to dance. No one made mistakes which was really good. I was really tired when I got home but I was so happy.

Jenna Schepp – Year 9 student

Last night was a great experience. It was fun. We all had loads of fun. I loved it because I like to dance in front of people. Thanks to Ms Shannon for teaching us the dance.

Arnie Eckert – Year 9 student

Yesterday was heaps fun. It was so exciting to get up and perform at the Shedley. In the first show everyone was a little nervous. The last show we did everyone was a lot more confident. My whole family enjoyed it, we all had fun and that is what counts.

Kym Van Boekel – Year 9 student

What a great success.

Direk Primary School, Elizabeth South Primary School and Salisbury High School students attended the matinee and were very supportive. The evening went very well as there were many family and friends in the audience, which was fantastic.

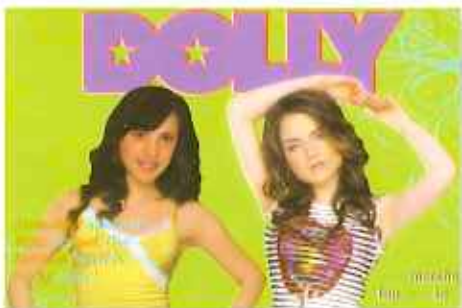
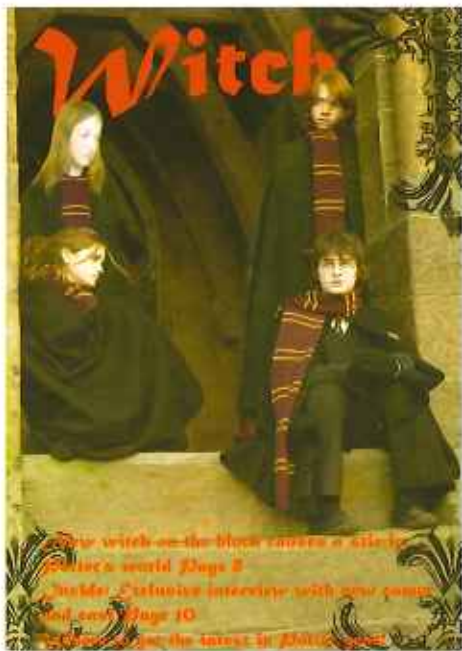
Congratulations to the choir, band, Dancers and especially to our Year 12 dancers Ella Montgomery Paterson, Tarah Edwards and Krystal Buttigieg.

Thank you to staff and students.





MULTIMEDIA





ITALIAN

On Thursday the 14th of September my Italian class went on an educational excursion to the Central Market. Once our entire class arrived at school our teacher Mrs. Fragnito distributed an Italian Excursion Booklet to the class. These booklets provided a number of exercises for the students to perform based on aspects of the excursion. The booklets required students to use their Italian vocabulary and also included several activities, which focused on our understanding about measurements and packaging. Following a thirty-minute train ride to Adelaide, our class then started walking to the Central Market, our excursion destination.

On our route to the Central Market we passed several famous and historic buildings, such as Parliament House. The Central Market was indeed a multicultural place; due to the large range of shops and stores selling all sorts of foods, from a variety of nationalities. Once the class arrived at the Central Market, our teacher Mrs. Fragnito instructed the class to begin answering the questions in our Italian Excursion Booklet. Leone Miliado, Aaron Haythorpe and I decided to work together to complete our booklets in order to ease the difficulty of the task. As our group began searching for the answers in the Central Market we could see various shoppers from different nationalities, shopping at their cultural stores. The market was indeed quite noisy and busy. There were people moving boxes, and packing and unpacking foodstuffs. There were also a great deal of people exploring the market, dressed in their finest. I was amazed and startled to see so many other schools exploring the market, performing a similar booklet task. Mingled in with the usual sounds of a market place a baby's cry could be heard occasionally.

In the Central Market it was quite common to see a group of ethnic people and workers discussing something in their native tongue (e.g. Italian, German, Vietnamese). The Central Market also provided the strong smell of foods; the most powerful smelling food items were indeed the meats and fish products. Also I was amazed to see a chef at one of the small-meat-shops cooking the food fresh in the market. I believe that this smell was aromatic and pleasant.

Leone, Aaron and I located several shops, which sold Italian food products. The store called Lucia's Pasta provided a fabulous selection of Italian foods and popular drinks, though several of these products weren't familiar to me. The store workers at the Central Market were some of the nicest and friendliest people that I've met. One Italian lady who owned the Coffee Bean Shop generously assisted me in locating several of the food items that I was required to list in the Italian Excursion Booklet. For example, she named several cheese products that were made from goat's milk. I believe that this question was one of the hardest to answer. This Italian lady also explained the essential coffee bean products used to prepare European style drinks. Her assistance was much appreciated and I made sure to be polite and thank her.

There was a great deal of noise in the Central Market, due to the large number of customers who elect to shop there. Almost every small-store in the Central Market that I passed was offering free food samples for visitors, which I believe was a great gesture. These people were polite and friendly, and didn't hesitate in giving directions or assisting customers who required some urgent help. As I continued to progress through the Italian Excursion Booklet, I soon became quite engaged in the activities due to the fact that I was learning a great deal about cultural food products and their influences on Australia. Also it was interesting to view the unusual shapes of some of the famous Italian breads that were available at the market. For example, the Italian Ciabatta Loaf was a crusted square shape, which I believe was quite unusual in comparison to Australian breads. While exploring the multicultural market, I couldn't resist visiting an Italian cake store. One of these Italian desserts I sampled was so delicious, that it made regular Australian sweets seem tasteless. I believe that the chocolate éclairs were the most tantalizing sweets available at the Central Market.



ITALIAN

Once the Italian Excursion Booklet was completed I decided to continue to explore the Central Market. While exploring the market stores I believe that I saw Nathan Bassett from the Adelaide Crows Football Club. Unfortunately I wasn't able to get an autograph, though seeing this football legend was a great thrill, and made the excursion even more enjoyable. I believe that the ethnic influences on Australian food and culture are astronomical. Italian food products are considered to be one of the most popular in our modern society, and it is common to see some of this traditional international food incorporated into our Australian dishes and meals. Also various fruits and vegetables that are not popular with or commonly eaten by Australians can be imported from overseas.

The European based breads are another popular food item amongst Australians, which were introduced through ethnic cultures. Fish and rice is also a plentiful meal that has been made popular through the Asian cultures. Ethnic cultures have also introduced different cooking methods and developed more appealing tastes to their foods. Also there has been the introduction of new cooking and eating utensils. For example, the Asian cultures have introduced chopsticks to Australia.

Following an intriguing session of exploring the Central Market, it was soon time to leave. Once the students arrived at the Adelaide Train Station, I decided to purchase a cold, refreshing drink before boarding the train. The train ride home was the perfect time to unwind from a tiring and eventful excursion. Once the class arrived at school, we were dismissed, and our day at the Central Market had come to an end.

I quite enjoyed this excursion to the Central Market. I believe that the trip was educational and practical, due to the fact that it concluded our learning about Italian foods, measurements and packaging, which was an interesting topic. Also I feel that the excursion provided students the opportunity to use their knowledge and understanding about Italian foods in a practical exercise, due to the fact that our Italian Excursion Booklets required students to search for several Italian food items and use their vocabulary to identify Italian stores and shops. Also I believe that the Central Market was the ideal destination to venture to on this Italian excursion because it provided a good mixture of international and continental food products, made from a wide range of cultural groups. This excursion was certainly an unforgettable trip.

After gaining some experience from this excursion concerning international food items and cultural products, I believe that other nationalities have had a significant influence on the eating habits in South Australia. Chinese, Indonesian and Indian cooking has introduced a number of spices and herbal products, which has added a bouquet of flavour and characteristic to our state's traditional dishes and meals. Also European countries have introduced pastries and sweets as well as food products that are high in carbohydrates (e.g. pasta and spaghetti). This has altered and had a substantial influence on the eating habits of South Australians. In order to conclude this report I believe that other nationalities have influenced the eating habits of South Australians due to the fact that the common and popular meals eaten in the modern era in our state consist of the famous food products and items from other countries.

By Michole Pagano





ENGLISH 2006

There has been some great student work submitted this year. Students have many choices available to them in terms of assessable tasks, including film making and reviewing, student newspapers, reports, debating and creative tasks such as poetry, story writing, making artworks and three dimensional models representing some of the works they have created or analysed. Literacy is a strong focus of English and so we continue to encourage the links between reading and literacy. This year over sixty students in year 8 completed the Premier's reading challenge, and next year this will be extended to year 9 as well. It is expected that all students in these year levels will participate and hopefully next year we'll see our first Gold medals. This year silver medals were awarded to

Ryan Fleet,

Rohan Michael Schrapel, and

Kyamma-Marie Stevens. Well done!

Go for gold in 2007!!!

This year we also farewelled Barb James, who has been a popular and valuable member of the English team, and indeed the whole school community since the beginning of 1998. Good luck Barb.

Now please enjoy the student (and staff) writing that you will find in this Yearbook!

Ros Belle, English/Literacy Coordinator

Year 10 English

These are two argumentative essays that represent the students' work in our English class for Term 3, 2006.

The essays tie in with the novel 'Letters from the Inside' which the year 10 students were required to read. There were a lot of groans and whistles as to why they had to read this novel, but in the end, most of the students have grown to like the idea.

After the summative work, we invited one of our counsellors in school, Tina Camp to talk about her previous job at the Juvenile Detention Centre. In this way, the students have more ideas and a clearer picture of how life is for a young detainee inside a detention centre, coming from a person who has a real personal experience of working there. The students were encouraged to ask sensible questions about her job and other information that young people might want to know about detention centres.

The final stage of the required summative task was to create an argumentative essay on the topic that 'Juvenile Detention Centres are good places to reform minor offenders of our society'

Ms Pat Lopez-Good



ENGLISH WORK

Juvenile detention centres are good places to reform minor offenders of our society.

I agree with the statement because the minor offenders should not be allowed to get away with the crimes they committed.

The Juvenile Detention centres are a good place for the minor offenders to be disciplined and to have schooling, also learning about the world from inside a Juvenile detention centre.

The residents of Juvenile detention centres are in a safe environment so they can not harm themselves or anyone else.

In the Juvenile detention centres there are many guards and people around to stop fighting and self harm.

The residents still are allowed to have visitors and some personal things there, and they get fed very well.

The Juvenile detention centre is a place of violence between the residents so they are a little scared but the security is maximum.

The Juvenile detention centres are big and have lots of room and no more than 12 people are in a block in the centre at a time.

That is why I agree with the topic.

By Sarah Rowberry

Juvenile detention centres are around, not to harm or be harsh on young law offenders. They are there to show them that what they did was wrong and try to turn their lives around so later on in life they will be better people.

Juvenile detention centres are made to reform the young people who broke the law. Some of the young offenders may not know any better. They could have come from a family where the parents are not much better themselves. They are influencing their own children.

Some young people might not even have a home, so they do things to get them into a Juvenile detention centre. They wish they could have a warm place to sleep and food to eat for free.

Some young people may do things in anger which is totally out of personality for them, then ruin their lives. Juvenile detention centres can help these kids. Yes, they are still doing time for crime, but it would be better for them in a juvenile detention centre than in a normal jail mixed in with hardened criminals.

In the juvenile centres, they still get schooled and pick up skills, whereas in a normal jail they wouldn't get any further knowledge than what they have already.

In conclusion I strongly agree that juvenile detention centres are much better places for young offenders to be put into.

By Cassie Bampton



ENGLISH WORK

Stereotypes

A stereotype is an overview of a person or group by looking at them. Most people decide whether a person is attractive or trustworthy in the first ten seconds of seeing or meeting someone. This is without a word even being said.

Some people create stereotypes because they are unable to collect all the information that is needed to make a fair judgement on a person. Others just do it because they don't want to bother to get to know someone.

Without the "total picture" stereotypes let our minds create a false illusion about a person. As a society we often develop stereotypes that lead to unfair discrimination and maltreatment of a person, group or race. Why? Why do we create these overviews before even talking to or really meeting these people?

Usually the media creates a bad image of a group of people; for example, teenagers. If you were at a train station at night and you saw a group of teenaged boys coming towards you, you are more likely to think something bad will happen than if it was older men with walking sticks.

Stereotypical people meet a person and automatically think that they possess the same quality as the people they hang around with, for example a few "P plate" drivers drink drive and cause accidents, and society assume that all "P plate" drivers are the same.

Sometimes one idiotic person creates a bad impression in society and we jump to conclusions about that person's family, schooling or friends. For example, one student at a school is caught with drugs in their possession and is taken away by the police. The people who witness this tell friends and family who then tell others and the community bases their opinions of that school on the behavior of that one bad student.

Understanding the nature of prejudice, stereotypes, and discrimination is the first step in fighting these practices. All of us have prejudices about other people different from ourselves. We should, however, recognize that we are not acting fairly if we treat people differently because of these stereotypes and prejudices. Each one of us deserves to be considered a unique human being.

By Lisa Kennedy and Rachel Lee

Cinquain

Me

Outgoing, different

Dancing, talking, singing

Happy person: always smiling

Nicole



ENGLISH COMMUNICATION

Year 12 English Communications

"How NOT to get straight A's"

Have you been a nerd your whole life? Do you struggle with the embarrassment of straight A's on your report cards? Are you afraid of becoming the next Albert Einstein or another famous freak who was extremely smart? Then this is the guide for you.

As the top of this page suggests this is a guide on NOT getting straight A's at school. With a little help from me, I will turn you, the egg headed, computer and teacher loving individual, into an excellently crafted B grade student or below (more than likely below).

The first thing you have to do if you don't want to get straight A's is ditch your friends (if you have any), and find a new group of people to hang with. There are a couple of different options; there's the smokers, who spend their lunch and recess smoking cigarettes behind the trees at the back of the oval, and talking about how wasted they got on the weekend. Goths or "emos" as they are now popularly known are probably the best option for you. However to join them you will need to dye your hair (most commonly black) and wear tight jeans and have bizarre piercings, but they are quite accepting of different types of people. The popular people are also an option but not recommended, as the fact that you have been getting straight A's in reports severely damages your chances of joining them.

Now that you have your new group of friends the rest is easy. You now have to ignore all authority at school. Start ignoring the teachers in class by creating distractions for yourself. Play with your mobile phone, draw pictures in the back of your book, talk to your new friends, or make plans for the weekend or that night. Depending on what you want your final grades to be, is an indication of what amount of work you should do. Doing nothing is the preferred option for most.

Skipping classes is also a good way for you to not get straight A's. Where you go when you wag depends on the locality of your school. If you live near your house then that is your best option, otherwise try places like shopping centres or friends' houses. Take away outlets are also popular, because this is usually where the cool people go to skip class.

Now if you want to not get straight A's but want to make it look like you're still a nerd, then do your work. But do it really badly. Do not use punctuation or correct grammar. Paragraphs are acceptable but not recommended. Spelling mistakes are a good idea and so is bad presentation. Write your work out on scrap bits of paper, always use a red pen and never use a computer unless you are going to plagiarise.

Major assignments should be done at last the last minute to reduce the risk of being told do redo them. Plagiarise in your major assignments, chances are you'll be caught out and that will be an instant zero.

So now, that is everything you need to know on not getting straight A's. If you follow all my instructions correctly, then you should be on your way to achieving your goal of being a garbage collector or welfare bludger when you leave school, instead of a rocket scientist or lawyer.

Ryan Smith.



ENGLISH PROSE

The Amulet

Once upon a time when magic was strong in the land, an evil swordsman had a magical amulet he was using to drain the land of its beauty. Seas that were once sparkling clear, were polluted to the extent that all the wonderous marine animals were forced to live at the bottom of the sea where the pollution couldn't reach them. The forests that had been green, full of animals and seemingly never ending shrunk back into unnatural blackened trees. To go along with that the earth itself began to crumble. However, one would not stand for it, a sorcerer known as Coracle. After word of the amulet reached the ears of Coracle he started the trek to the ancient, abandoned castle where the amulet was stored.

When Coracle reached the castle he stood in awe at the sheer size of the castle. After he regained his wits Coracle entered the castle and moved into the first room, the monastery. To his surprise there was someone there wearing a brown robe, praying at the altar. "I am Monk Ceng", the man stated in a soft gentle voice, "and I know why you are here. However, to defeat the swordsman Zeverfar you will need a magical shield which you can find in the dungeon of the castle." With that Coracle left the dungeon and Monk Cong continued praying.

Coracle entered the dungeon and was surprised to find odd semi-transparent people. Then Coracle realised they were ghosts. One approached him and said, "We are those who have died trying to reach the shield. Let me tell you this is no more a dungeon than a labyrinth! But with our guidance you can find it." The ghosts led Coracle to the shield. It was a golden shining shield. He clasped it in his arm, returned to the exit, thanked the ghosts and left.

Coracle followed the main hallway down until he reached a set of double doors. He didn't know why but he was sure that Zeverfar and the amulet were in the room. He pushed the doors open and saw the swordsman. Zeverfar took his chance and swung one of his swords. Coracle simply blocked it with his shield and Zeverfar disappeared never to be seen again. Coracle took the black diamond amulet from its pedestal, put it on his neck and left the castle. That was all it took and the world's beauty was entirely restored.

By Tully Crout

I AM LIKE FATE

I am like fate because no one knows how I'll end up and
I am forever changing.

I am like fate because I will not let anyone control me and
I'll make my own choices.

I am like fate because I will not stop,
For good or bad.

I am like fate because some people like me,
But some don't.

I am like fate because I am not forgotten easily,
I'll be remembered.

Sam Hogan – Year 9

My brother is like a dog.

My brother is like a dog because he can be nice when you do what he wants.

My brother is like a dog because he lashes out and attacks people when they don't do what he wants.

My brother is like a dog because he needs to be kept on a leash.

My brother is like a dog because if he is given too much rope, he bites free and goes on a run.

My brother is like a dog because he likes to 'roam free' and disregard what others say.

My brother is like a dog because he barks all of his opinions all of the time.

My brother is like a dog because no matter how he acts, no matter what he does to you, no matter what he puts
you through, and no matter what trouble he gets you in, he's still your friend.

Nathan Sahb



POETRY

A traveller's prayer

Greetings from L.A.,
A warm afternoon, long done,
Tim sang so sweetly, as did his son.

And my good Peter, once seventeen,
Boy surfer, still a gentle man
Another drizzly country night,
A stobio pole: The two wheel pride
Tossed uselessly aside.

See John
He sits upon his own
In front of television the favourite chair remains
The screen intact, still hisses on,
Both needle and the fire are out.
Viewers we are closing for the night.

And you my dear, confident green eyes,
While the world got stuffed
You practiced your lettering,
Calmly predicting in Gothic capitals

I AM GOD

Yet vanished without a trace,
(Self confessed great artist)
Into your own oblivion,
Or the public service.

Our loves, our friends,
How soon we die.
Grant us this day,
No last goodbye.

Ros Belle.

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