



SCHOOL CONTEXT STATEMENT

Updated:

School number: 0892

Updated: February 2025

School name: Salisbury High School

General information

School Principal name: Mrs Sylvia Groves

Deputy Principal: Mrs Danni Margan

Year of opening: 1959

School Classification: Category 2

Region: Northern

DECD Partnership: Orion

Disrict: Salisbury

Postal Address: 14 Farley Grove, Salisbury North SA 5108

Location Address: 14 Farley Grove, Salisbury North SA 5108

Distance from GPO: 22 km

Telephone number: 08 8182 0200

School website: www1.salisburyhigh.sa.edu.au

School e-mail: dl.0892_info@schools.sa.edu.au

Child Parent Centre (CPC) attached: N/A

Out of School Hours Care (OSHC) service: N/A

Student enrolment trends

Student numbers increased during the period 1995 to 2010 from 500 culminating in over 1000 students. From 2010, numbers have fluctuated and currently sit at around 1085 in 2025. We are experiencing an increase in enrolments with waiting lists required to be in place. Priority is given to in-zone students.

In 2025 we will be at capacity in most year levels.

Staffing numbers (as at January 2025):

87 Teaching staff. This includes the Principal, plus 3 permanent TRTs, 23 part time staff and 64 fulltime staff.

74 SSOs. This includes ancillary staff who work in Admin, Students with Disabilities, Learning Intervention, Classroom support, 3 ACEO (Aboriginal Community Education Officer), 3 GSE (Groundsmen), 2 BSSO (Billingal Support Officer).

Public transport access: Many students walk or ride bicycles (a securely locked bicycle area is provided). Some senior students drive cars. Some students use the bus and trains available at the Salisbury Interchange, which is within five minutes walking distance. Other buses are available from Waterloo Corner Road, which is within a five minute walk to the school.

Special site arrangements

- Special Education Unit

Students (and their welfare)

General characteristics

The student population is culturally diverse, with nearly thirty different nationalities represented. The socioeconomic status of families is mixed, with approximately fifty-six per cent on school card. Students are staying on longer at school and pursuing multiple pathways through a flexible senior school curriculum.

Student well-being programs

Salisbury High School has a Care Management system which encourages a positive, lasting relationship between *student*, *care teacher* and *parent/caregiver*.

The care program involves Care teachers building positive relationships and working with a small group of students daily through Years 7, 8, 9 and 10. Students in the senior years move into care groups they remain with during their senior years.

Student support offered

Care Management

- The following support structures are in place:
- 1 x 10 minute care period before recess on four days with extended Care on Wednesday (30 minutes). Students meet with their Care Teacher to check Daymap notices and messages, monitor attendance and check task completion.
- 1 x 60 minute Personal Development lesson each week. Students participate in activities relating to Positive Education, Career Education,

Pathway Planning and preparation for subject selection. The activities are intended to support students' reflection and personal development throughout their transition to secondary school.

Student Wellbeing

Maintaining the physical, spiritual and emotional wellbeing of our students is the primary concern of the Wellbeing Team. Our approach is based on ensuring that the needs of these individuals are dynamically met. Building protective strategies, developing resilient mechanisms and providing a framework of support and guidance is aimed at allowing students to thrive. Fostering positive relationships, listening with a non-judgemental view and collaborating with external sources ensures that our students have the flexible options that they require to succeed. Collaboratively, the Wellbeing Team work with Leadership, Care teachers, subject teachers, parents/guardians, and the wider school community to ensure that wellbeing is the focus of all of our interactions.

The concept of wellbeing permeates all that we do as members of the SHS community and it is with this concept in mind that we share with you how wellbeing looks at SHS

Pastoral Care Worker (PCW)

The Pastoral Care Worker (PCW) supports the school and the wellbeing team in its aim to be a safe and supportive learning environment, by providing social, emotional and spiritual support, role modelling and mentoring, engaging in school internal and external activities, and being the link between the community and the school. They do this by being a listening ear, a source of encouragement and friendship, promoting positive wellbeing, facilitating community engagement through seminars and activities, and offering referral to the appropriate support services. A PCW does not promote nor discriminate on the grounds of any particular ideology, but works to enable a supportive, inclusive and caring learning environment within the school for all students

Breakfast Program

The Breakfast Program at Salisbury High School runs Monday to Friday morning from 8:00am – 8:35am. The Breakfast Program is free and available to any student who would like something to eat in the morning. Toasted cheese sandwiches, toast and milo are available.

Thank you to Kickstart for Kids who support our school breakfast program by providing us with the goods needed for the breakfast.

Dental for Schools 'Oral health Program'

Dental for Schools 'Oral health Program' provide dental check-ups and treatment/s onsite. The program is run with the help of Medicare and the Child Dental Benefit Schedule (CDBS) so all children who are eligible* pay no out of pocket expense. The mobile dental clinic will arrive on the specified dates and will only see children who have filled in a parental consent form.

Once your child has been seen you will receive an oral health report which will have notes written by the dentist as well as any necessary referrals at the end of the visit.

SENIOR CENTRAL

Year 11 and 12 students have access to Senior Central study centre which is shared with Senior School staff. The facility supports a range of learning styles with two private “breakout” rooms for group work and peer learning. The furnished courtyard is available for students who prefer a private outdoor learning environment.

Modern fully appointed kitchen and toilet facilities are available for senior students within the centre.

Positive Behaviour for Learning (PBL)

There is a clear student behaviour management policy and procedures are based on the shared school values of Kindness, Achievement and Respect. This code of behaviour is agreed to by staff, students and parents and all classes negotiate class rules and consequences which focus on Positive Behaviours for Learning.

Students are acknowledged for their positive behaviours and supported to maintain them. Care Teachers are informed of inappropriate behaviours, including bullying and harassment issues, through ‘referrals’ from staff members and they then determine the level of support required for each student within their Care Group. Care Teachers are the first point of contact for parents/care-givers and ensure they are informed and involved in the progress of their children.

Leadership manages suspension and exclusion processes and contact parents/care-givers when district support providers are involved. Leadership and Student Counsellors continue to support Care Teachers, students and parents in their management of student behaviour.

Student Leadership Team (SLT)

The SAT gives students opportunities to develop leadership skills, voice their opinions, share concerns and promote positive school spirit.

The SAT is a proactive group of student leaders who have a desire to see their leadership skills developed. This growth and development will take place through internal leadership forums, public speaking opportunities and outside leadership conferences and events. In addition, SAT promotes positive change through involvement in school projects and community events and causes.












SAT Leaders represent their peers and provide a student perspective on decisions that may affect the student body. It gives students a platform to express their opinions and ideas, and to be responsible and active citizens who make a significant contribution in their school and community. SAT develops student’s leadership skills, grows them as individuals and empowers them to make a positive change.

Special programmes

- Flexible Learning Options (FLO)
- Youth Opportunities – a personal planning course.
- Northern Opportunities
- KAIN Foundation Mentoring

Key School Policies

Site Learning Plan

 						
 Collective responsibility	FOCUS: To foster student collaboration through "Learning Conversations" <small>*Learning conversations encompass dialogic teaching practices to promote talking for learning between peers, small groups, the class, and teachers and students</small>					
	 Engaging with children and young people STUDENTS	 Effective teaching TEACHERS	 Strengthening support SSOs	 Empowered leadership LEADERS	 Partnering with families and communities Family & Communities	 Resourcing and investment SITE
What does it look like for...	<ul style="list-style-type: none"> • Students discussing lesson content and direction, sharing their understanding and thinking processes. 	<ul style="list-style-type: none"> • Teachers plan with intention to provide students with structured opportunities to engage in learning conversations. • Teachers provide feedback to students (positive reinforcement) • Teachers create a supportive environment to encourage engagement in learning conversations. 	<ul style="list-style-type: none"> • SSOs asking questions to probe for student answers. • SSOs modelling learning conversations (questions, responses etc) 	<ul style="list-style-type: none"> • Leaders will need to facilitate opportunities for teachers and SSOs to have PD and sharing of good practice – with a focus on promoting learning conversations. • Monitoring of implementation and impact 	<ul style="list-style-type: none"> • Parent/Guardians engaging in learning conversations with their children (formal and informal). • Parents/Guardians utilising information and supports from site to engage in learning conversations. 	<ul style="list-style-type: none"> • Every classroom talking about learning.
What actions do they need to take...	<ul style="list-style-type: none"> • Students need to be willing to be brave/vulnerable. • Students need to engage in conversations (active listening, sharing opinions/thinking). • Students asking questions. • Students need to be respectful in their interactions with others. 	<ul style="list-style-type: none"> • Teachers need to plan for learning conversations. • Teachers need to implement, adjust and persist with learning conversations. • Teachers (may) need to provide structure, prompts and model. 	<ul style="list-style-type: none"> • SSOs use prompts and supports to support learning conversations. • SSOs will need to prepare to model and prompt learning conversations. • SSOs will need to be mobile to look for opportunities. 	<ul style="list-style-type: none"> • Leaders allocating time through faculties and whole staff for PD and sharing of good practice. -PLI -Whole Site PL -Leaders Meetings -Curriculum Meetings (fixed agenda item) 	<ul style="list-style-type: none"> • Parents/Guardians talking to children about their day at school. • Parents/Guardians accessing child's learning (DayMaps Quizzes, Timetables, Tasks) • Parent/Guardian engagement at SLCs, other community forums and with site communications. 	<ul style="list-style-type: none"> • Learning walks • Monitoring of impact • Resourcing -PL opportunities -Time (incl. release) • Site to provide information and education sessions for parents to support engagement.
What challenges will they face...	<ul style="list-style-type: none"> • Students are comfortable with failure/make mistake. • Students wanting direction. • Students not knowing where to start. • Students not having the language to share. • Social anxiety 	<ul style="list-style-type: none"> • Teachers feeling uncomfortable/under skilled to lead learning conversations. • Teachers being uncomfortable whilst students/teachers are in the "learning pit" of implementing new pedagogies. 	<ul style="list-style-type: none"> • SSOs not having access to PD opportunities to build skills to support and model learning conversations. • SSOs feeling a need to 'rescue' students who are struggling. • SSOs being able to support in unfamiliar classes with unfamiliar content. 	<ul style="list-style-type: none"> • Leaders managing inconsistencies across learning areas and within teams implementation, curriculum barriers, confidence, experience, knowledge) • Leaders monitoring for implementation. • Leaders knowing how to identify and measure impact 	<ul style="list-style-type: none"> • Access to learning • Knowledge and understanding to engage in conversation. • Language/Literacy barriers • Time and opportunity • Parents dispositions to learning. • Internet access 	<ul style="list-style-type: none"> • Conflicting priorities • Monitoring impact (HOW?) • Engaging with the parents/community - - need to determine effective modes of engagement.
 Evaluate for impact How will we know if we are having an impact? (When?)	Students achieving better outcomes: <ul style="list-style-type: none"> • Reduction in failing grades – Ds, Es and Ns • Reduction in "Needs Improvements" for effort. Higher SLC attendance. Through Learning Walks and observation – Noticing: <ul style="list-style-type: none"> • Increased engagement in lessons. Reduction in off task behaviour • Students able to articulate their thinking and understanding. • Learning conversations occurring in all classes. Students more comfortable in engaging with others. • Students more resilient when failing or making mistakes. 					 Effective learners

SLP Thinking Tool 3 – Developing a Collective Responsibility

<p>FOCUS: To foster student self-efficacy through goal-setting practices that promote ownership of their learning.</p>						
Collective responsibility	Engaging with children and young people	Effective teaching	Strengthening support	Empowered leadership	Partnering with families and communities	Resourcing and Investment Improvement and Responsibility
	STUDENTS	TEACHERS	SSOs	LEADERS	Family & Communities	SITE
<p>What does it look like for...</p>	<ul style="list-style-type: none"> Students set a PBL goal aligned with school values (initially) - achievable goal with strategies on how they will monitor and achieve. Students will start to set additional goals (e.g. 5/10/num) once practice is established. Student will know how to set a SMART goal 	<ul style="list-style-type: none"> Teachers (care) delivering "goal setting" lesson in care classes. Teachers (care) supporting students to set relevant and appropriate goal. Teachers (care) supporting students to monitor their progress towards goals. Teachers (all) will know student goals and support them to achieve. Teachers to consider goals in their task design. 	<ul style="list-style-type: none"> SSOs (in care) will consult with students to support them to develop relevant and appropriate goals. SSOs (all) will know student goals and support them to achieve. 	<ul style="list-style-type: none"> Leaders will need to ensure that PD lessons and appropriate resources are created and provided to care teachers. Leaders will need to ensure that staff understand the purpose and importance of supporting these processes. Leaders will need to ensure staff have the knowledge and skills to support processes. 	<ul style="list-style-type: none"> Parents will know students goals. Parents will discuss goal with their child and support them to monitor process. Parents will engage with care teacher to reflect on progress towards goals (SLC, IAC meetings, phone, DayMap). Mini PDP for kids that goes home to parents. 	<ul style="list-style-type: none"> Site will develop a rubric to be used with snapshot/reporting. Site processes that support "goal setting". Engagement with "goal setting" practices across site. Celebrating success
<p>What actions do they need to take...</p>	<ul style="list-style-type: none"> Students will set goal. Students will monitor their own goal (through pre-determined process) and reflect. Students will be able to articulate their goal to teacher and parent (followed by peers once competent) 	<ul style="list-style-type: none"> Teachers deliver lesson provided in PD program. Teachers supporting students to articulate and record goals. Teachers checking in with students on progress (when and how) Teachers recognising achievement (rewards?) 	<ul style="list-style-type: none"> SSOs will review student goals once recorded. SSOs will check in with students to see how they are progressing towards goal. SSOs will understand how students are monitoring and support them with this process. 	<ul style="list-style-type: none"> Leaders will need to provide time in meetings for feedback/ feedforward. Leaders will need to support staff with resourcing, information and PD to support processes. Leader will need to monitor the implementation of processes. 	<ul style="list-style-type: none"> Parents will need to discuss goals with child. Parents will need to engage with care teachers. 	<ul style="list-style-type: none"> Review snapshot and reporting processes to embed "goal setting" practices. Provision of time and PD for development of rubric. Align PD program to embed goal setting practices Delivery of PD for staff on purpose and structure of goal setting practices. Develop processes for goal sharing and monitoring for staff, students and families.
<p>What challenges will they face...</p>	<ul style="list-style-type: none"> Students may struggle to set a goal. Students may struggle with self-monitoring and regulation. Students lose motivation may not achieve goal (impact on their efficacy and capacity to determine next steps). 	<ul style="list-style-type: none"> Teachers not having enough time to support goal setting (identifying, monitoring etc) Teachers not having confidence to lead goal setting processes. Teachers resistance practices. 	<ul style="list-style-type: none"> SSOs may not have time to support students with goal setting and processes (conflicting responsibilities). SSOs may be impacted by compassion fatigue. 	<ul style="list-style-type: none"> Leaders may identify staff who do not follow processes (time, capacity, understanding) Leaders will need to monitor impact/implementation. 	<ul style="list-style-type: none"> Parents may not have capacity to support child with goal setting and monitoring processes. Parents may struggle to engage their child in these conversations (time, knowledge, relationship, access) 	<ul style="list-style-type: none"> Staff capacity to embed practices Time to onboard staff in goal setting practices.
<p>How will we know if we are having an impact? (When?)</p>	<p>Students achieving better outcomes:</p> <ul style="list-style-type: none"> Reduction in failing grades – Ds, Es and Ns Reduction in "Needs Improvements" for effort. Increase in attendance and reduction in lateness. Increase work completion: Reduction in TCT enrolment and increased % attendance at TCT/work completed prior to TCT. <p>Students can set appropriate SMART goals, articulate them and how they are progressing towards achievement – this is translated to their learning. Goal reflection becomes an embedded part of the PD program and SLC processes.</p> <p>Increase in student resilience.</p>					<p>Learner agency</p>

Recent key outcomes

- Throughout the previous years we have worked towards parents achieving a number of goals, individually, in teams and as a whole school providing many opportunities for our students to be successful. Looking at the growth across all year levels, it is clear that our staff make a significant contribution to student learning. SACE completion was well above State average with our school achieving 100% SACE completion for the 12th year in a row. Our A and B grade percentages were high with a staggering 83.59% of our grades falling in this range. This exceeded state average.

The divide between the advantaged and disadvantaged was widened with the covid impact and efforts and results during this time are even more of an achievement.

2024 stands out. It was even more problematic, challenging and required significant flexibility and adaptability for our staff than we expected. The continuation of Strive Camp was a huge success and an important part of celebrating the success of our students.

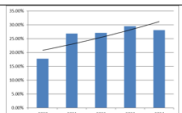
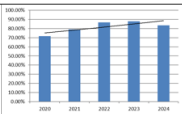
- We had numerous students receive scholarships in 2024 where Salisbury student representatives flourished in the public arena.

These scholarships were strongly supported by the hard work of our teachers. Already we have students who have won scholarships for 2024 and beyond.

- Our vocational students showed persistence in the challenges this year provided. 2024 Indicators of success were; Once again, strong Year 12 results – 100% SACE completion – 107 in total, 5 Merits, 89 A grades, an impressive 87.93% of students achieved A and B grades, 7 students achieved ATARs above 90, highest unadjusted score was 97.75. 33.64% of our students achieved their SACE using VET. University entry saw 100% of our students who applied, gain entry.

Updated: 16/12/2024 11am

Salisbury High School SACE Data Trend 2020-2024

	2008	2020	2021	2022	2023	2024	
SACE Potential Completion Percentage October Enrolment	57.7% 57 Students	100% 131 Students	100% 127 Students	100% 98 Students	100% 100 Students	100% 107 Students	*Source: SACE Board of SA School Data & DE Education Dashboard
SACE Completion Percentage February Enrolment	N/A	89% 147 Students	79% 161 Students	78% 125 Students	82% 122 Students	TBA	
Mean ATAR	51.5	63	68.87	76.37	70	71.6	
Mean Stage 2 Grade	C+	C+	B	B	B	B-	
Total Number of Offers	8	50	57	29	48	TBA	
A Grades (Stage 2) (A+, A, A-)	26 7.8%	68 17.76%	105 26.85%	77 27.03%	93 29.52%	89 28.08%	
Merits	1	0	2	1	4	5	
A & B Grades (Stage 2)	152 35.1%	275 71.81%	309 79.03%	282 86.87%	277 87.93%	265 83.59%	
D+ - E Grades (Stage 2)	112 33.5%	4 1.04%	2 0.52%	0 0%	0 0%	0 0%	
Certificate III Participation (%)	-	44.32%	61.84%	44.70%	57.88%	41.68%	

100% staff involvement in Professional Learning Teams focused on quality task design and explicit lesson planning.

Literacy and Numeracy Intervention continued and is supported by an amazing team of English and Maths teachers along with support staff resulting in significant improvements in reading and numeracy outcomes for our students.

Successful and much needed Wellbeing Day
16th Musical performed.

The School Governing Council continues to review, discuss and work together towards achieving the best outcomes for the school, students, staff and community. We look forward to another successful and full year ahead including the transition of Year 6 students into our school, the continuing success of Wellbeing Day & the importance it carries in building student support systems, NAIDOC week, numerous cultural events and events led by our very proactive Student Leadership teams. These are only a small cross section of events on the Salisbury High School calendar.

Curriculum

Subject offerings

Junior and Middle School

The school is committed to engaging students in learning through a relevant, flexible and challenging curriculum which supports student pathways and promotes retention. The school offers a curriculum in line with the Australian Curriculum framework.

SENIOR SCHOOL CURRICULUM

The Senior School curriculum offers two pathways –

1. University & Hybrid Vocational
2. Vocational Pathway

UNIVERSITY PATHWAY

The University Pathway provides students with a curriculum which highlights the many and varied university options available. This pathway is designed for students who want to achieve an Australian Tertiary Admission Rank (ATAR). Students who undertake and complete a full Certificate III Vocational Education and Training course can use the certificate as one of the 20 credit flexible options to contribute to their ATAR. Students select from a range of subjects that enable university entrance. In collaboration with universities we provide numerous opportunities for students to visit university campuses and get firsthand experience of campus life.

VOCATIONAL PATHWAY

The Vocational Pathway provides students with opportunities to undertake nationally accredited Vocational Education and Training (VET) in a chosen pathway in preparation for employment and further training.

This pathway is flexible and may suit students who wish to enter Vocational Training, the Defence Force or employment. Students who complete Certificate III level or higher qualifications are encouraged to apply for entry to University.

The Vocational Pathway allows students to gain dual accreditation, in both the SACE and an industry recognised qualification, whilst in a supportive school environment.

Students studying within the Vocational Pathway are able to:

- explore vocational options and
- undertake traineeships and apprenticeships within a broad education

INCLUSIVE EDUCATION

The Inclusive Education team at Salisbury High is a dedicated team that has been established to support Students with Additional Needs (SWAN). These may include students with Verified Disabilities, Specific Learning Difficulties and students

requiring additional support with Literacy and Numeracy development. The Inclusive Education team works collaboratively across the site to support SWAN students, their families and staff to ensure that these students have the opportunity to access education on the same basis as their peers. This is achieved through;

- Information and Documentation
- Adjustments and Support
- Identification and Verification
- Monitoring and Review

The Inclusive Education Team also supports and implements a variety of interventions across the site. These interventions are targeted to meet the needs of the individual students and include programs such as;

- Literacy Support
- Numeracy Block Support
- Middle and Senior School Learning Support
- Social Skills Program
- Executive Functioning Support
- Studio Classes
- In-class support
- Running Record Diagnostics
- Case Management

TAILORED LEARNING

2025 will see the evolution of our tailored learning provisions (TLP). This includes a variety of programs that meet the complex and diverse needs of our learners. Students will have the opportunity to access a broad range of programs both on and offsite to support their growth and development. This includes, on and offsite case management, literacy, numeracy and personal development programs. Access to VET programs, Australian Curriculum and SACE subjects. This new model allows students to create tailored programs with targeted intervention and flexibility. The site has employed 2 onsite case managers and restructured the leadership team to provide these opportunity for our learners.

ABORIGINAL EDUCATION

The Aboriginal Education team provides a range of programs to support Aboriginal and Torres Strait Islander (ATSI) students and their families.

Our aims are to:

- foster strong and rich interactions between families, school and the

community, promoting the importance of cultural knowledge and identity in the development of resilience.

- maximise potential in literacy and numeracy skills, attendance, engagement, leadership, SACE completion and post school options.
- actively involve every ATSI child by empowering them in their learning through an effective and regular cycle of planning, review and reflection.

The team supports students & families via:

- Case management
- Performance reporting
- Academic recovery and tutoring
- Literacy and Numeracy improvement planning
- One plan documentation
- Attendance tracking
- Specialised programs
- Development of the site Reconciliation Action Plan (RAP)

Programs available include:

- Mentoring
- Academic recovery tutoring
- Study line tutoring
- SAASTA – Years 11 to 12
- SAASTA Certificate III courses
- Work About Centre programs – 5 Steps to Work Readiness, Driver Education, introductory courses
- Year 7 and 8 literacy class
- Clontarf Academy
- Sista Gurlz Group

ENGLISH AS AN ADDITIONAL LANGUAGE PROGRAM

At Salisbury High school, we value the cultural and linguistic diversity of our students and continually aim to address the needs of those students who need support to develop their skills in the English language.

Salisbury High School has a range of cultural and linguistic backgrounds; Arabic, Nepalese, Afghani, Dutch, Burmese, Chinese, Italian, Greek, Vietnamese, Indian, Africans (different countries), Filipinos and Aboriginal. These groups are growing considerably every year with the influx of cultural groups from Syria and Nepal in particular. According to our statistics, at Salisbury High School we have 304 NESB students (30 different languages) 60% of whom need to do English as an additional language (EAL) to become proficient communicators who are able to:

1. Evaluate important information, details and ideas presented in spoken, written and visual language in social and academic contexts.

2. Analyse the information, draw conclusions and make inferences about ideas, opinions, and attitudes implied in a wide range of spoken, visual and written texts.
3. Engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanations.
4. Organise information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audience, and for a variety of social and academic purposes.

Many of our new arrival students attended the New Arrival Program at Adelaide Secondary School of English for a year. At our school, we are committed to develop an inclusive teaching and learning environment as well as instilling the values and guiding principles of internationalism across all curriculum areas. The celebration of cultural events; Well Being Day, Harmony Day and Refugee week, are seen as essential elements in actively involving students in developing understanding of inclusiveness and cultural diversity.

Fortunately, we have great support from the community who are encouraged to contribute and shape the ethos and values of our school. All students also encouraged to contribute to multicultural and international aspects of school life and understand the impact they are able to have at a local and global level.

EAL students need to learn the language of instructions in English to improve their literacy skills as well as meeting curriculum expectations.

English as an Additional Language Program aims to:

- Engage students in the study of many aspects of the language and culture of the community.
- Develop the student's language, specifically their reading, listening, writing, speaking, viewing and critical literacy skills.
- Provide a linguistic and academic challenge for students in order to give them the best possible educational experience and develop their language skills to their full potential.
- Offer a study of a wide range of text types, writing styles and techniques across all year levels.
- Develop programs that foster student voice to maximise student learning outcomes – ARA Youth Ambassadors Program, Kain's Lawyers initiatives.
- Encourage and value parent participation and involvement at all levels through events, school visits and community general meetings.
- Provide a culturally inclusive curriculum in which methodologies, content and practices enable each student to reach their full potential.
- Collaboratively plan, implement and evaluate classroom units of work (literature, modelled and guided reading) to further ensure each student develops a wider perspective about the world they live in.

- Provide support teaching programs for the EAL students where there is a specific need. This includes assisting individuals (one on one) on Tuesdays, and small groups in the mainstream classes.
- Provide opportunities for all learners to develop cultural understanding.

The English as an Additional Language Program supports whole school practices by:

1. Organising translators and interpreters for general meetings at school as well as the parent interview nights at the end of each term.
2. Coordinating the translation of school documents.
3. Developing, monitoring and updating school database on EAL students for classroom, school based and departmental requirements.
4. Ensuring that parents and caregivers have access to Bi-Lingual school support officers if required.

STUDENTS WITH DISABILITIES

Special needs

Salisbury High supports Students with Disabilities by delivering a curriculum which enables them to achieve individual success. The curriculum focuses on functional lifelong skills so that students can achieve productive and purposeful post-school lives.

Unit and Special Classes

Enrolment into both Unit and Special classes at Salisbury High School are through a central placement process, please speak with existing school or contact Disability Services on 8314 4000.

Special Class – 3 Classes

Students undertake a 6-year program where they study both Australian Curriculum and Modified Stage 1 and 2 SACE subjects.

Year 7, 8, 9 and 10

Students develop an understanding of themselves, independent skills, and work on appropriate social skills, including independent transport training.

Year 11 and 12

Students complete Stage 2 Modified SACE whilst developing their post school pathway and gaining various support services such as Disability Pension, access to specialist employment agencies and links with employment. During this year students can participate in an extensive work placement program.

Disability Unit – 3 Classes

Students undertake a 6-year program where they study both Australian Curriculum and Modified Stage 1 and 2 SACE subjects.

Year 7, 8, 9 and 10

Students access a learning modified to suit their needs. Students develop an understanding of themselves, independent skills, and work on appropriate social skills in a variety of settings. Students go onto develop an understanding of their personal learning goals to work through their SACE program.

Years 11 and 12

Students have the opportunity to develop individual post-school pathways. There is extensive work placement program and students are supported to link with a variety of agencies.

Students participate in developing their post school pathway and gain various support services such as Disability Pension, access to specialist employment agencies and links with employment.

Care Group

In years 7-10, students are placed in a care group with mainstream students as this provides consistency and the opportunity to develop friendships outside special education. The needs of the students change in Year 11 and 12 therefore students are allocated a special education care teacher where post school options can be explored.

Literacy and Numeracy

Literacy and Numeracy lessons are held at the beginning of each day to achieve core learning outcomes for students. Reading and phonics testing are utilised to place students into ability level classes, these classes are targeted to build students capacity to read and comprehend text.

Modified PLP

PLP is a compulsory SACE subject undertaken in Year 11. Students with disabilities complete Modified PLP with a Special Education teacher. The teacher develops content relevant to Personal Learning Goals for each student.

Transport Training

Salisbury High School has an expectation that, where applicable, students are off taxi transport during Years 9 and 10 this is in conjunction with parents. Explicit training is conducted to walk, take a bus or train to and from school.

Sporting Activities

Salisbury High School is affiliated with the SA Secondary School Sports Association and operates as a member of the Northern Zone which gives us opportunities to participate in a range of sporting competitions.

School Sport Carnivals offer the opportunity for students to take part in intensive competition with students from other schools in the Northern Zone. Indoor Cricket, Football, Beach Volleyball, 5-a-side Soccer, Tag Rugby, Ten Pin Bowling, Rock Climbing, Basketball, Netball and T20 Cricket are offered in Northern Zone Inter-Schools Carnivals; and Coaching clinics from various organisations such as Cricket SA and the Adelaide United FC are always popular.

Other major events are the School Athletics Carnival followed by the Combined Northern and Vista Zone Athletics Carnival (held at Bridgestone Sports Field). The involvement of senior students in coaching or umpiring and in running lunchtime competitions is encouraged and is often part of the Physical Education curriculum.

Lunchtime Sport in the Gym runs every day and students can partake in a wide variety of sports including Basketball, Soccer, Badminton, European Handball and Volleyball. These sports are organised as a tournament with students nominating their own teams and each sport on alternate days and terms. Every lunch break, students can use their School ID Card to borrow a piece of equipment to use out in the yard either competitively or for a friendly social competition.

Other Co-Curricular Activities

- Student Action Team
- House System
- Assemblies are held once a term with students seated in the Gymnasium. Student and staff speakers deliver topics on the agenda. Student performers and invited and Multi-cultural groups are encouraged to perform. The aim is to have as many students as possible speaking or performing at an assembly to increase their confidence and public speaking skills
- Student Clubs run during lunchtime by staff include; Lego club, Magazine club, Choir club, Chess club, Dungeons and Dragons club, Meditation Club, Soccer Club, LKBA Basketball club, Volleyball Club, Table Tennis Club to name a few.
- Music
- School Musical
- All Year 7 students and parents are involved in orientation activities early in the year.
- City Bound Discovery Program for Year 9 students
- Most curriculum areas enter students in state and national competitions
- Arts exhibitions held each year
- Excursions and camps take place according to subject needs
- English and Maths Club
- Involvement in Community projects
- Harmony Day

- Wellbeing Day
- Lunchtime activities
- Youth Opportunities
- Breakfast Club
- Homework Club
- Tutoring for Year 12 students
- Power Cup, SAASTA
- Levelled Literacy Intervention program in place and showing improvement
- Guided and Modelled reading occur during weekly literacy blocks
- Ongoing NASSA Maths Olympics involvement

Staff

Staff profile

The teaching staff varies in age from first year teaching to very experienced teachers. We have a very stable and consistent staff. This is indicative of the strong support With the induction programs we have in place and the positive learning environment for both staff and students.

Leadership structure

Principal Sylvia Groves

Deputy Principal Danni Margan

Senior Leaders	Christine Cole	Students with Disabilities
	Therese Musolino	Director of Wellbeing & Tailored Learning
	Leon Karvelis	Middle School
	Rebecca Ludewig	Maths, Science & Numeracy
	Adrian Mann	Senior School
	Todd Symons	Junior School
	Jason Price	Director of Innovation & Improvement
	Dale Merrett	Wellbeing Lead
	Julianne Welk	Business Manager
	Ann-Marie Hurley	Principals PA

School Leaders	Dora Bruno	HASS & Languages
	Alex Creten	PBL Senior School
	Lachlan Cross	Extra Curricula Facilitator
	Emma Munday	Vocational Pathways
	Jonathan Houghton	EIF & Career Education
	Megan Hughes	English & Literacy Improvement
	Jason Roe	Health & Physical Education
	Sarah MacAskill	ARTS
	Tate Giadresco	SAASTA/AET
	Ali Van Hoof	Aboriginal Education

Christine Zientara	Research Project
Eleni Galanos	SAT
Steph Simunsen	Students with Disabilities
John Dalton	STEM
Ashley De Pasquale	Sports
Todd Symons	PST/ECT Facilitator
Robbie Daly	Coordinator FLO
Jude Dunn	Leader Tailored Learning
David Eldridge	Data & TT
Richard Phillipson	PBL Middle School
Amanda Millar	PBL Junior School
Courtney Jamar	Inclusive Education
Carla Freedman	EAL & Cross Curriculum Literacy
Jamie Humphrys	Numeracy
Eden Houghton	Inclusive Education Teacher Leader
Darren Woolford	Design Technology & D2C

Staff support systems

The Executive team meet once a week to discuss upcoming events and organisation requirements. The School Leaders team meets twice a term to discuss curriculum guidelines. All staff meetings are held once each term.

Performance Management

All staff have clear roles and responsibilities including teachers and Care Teachers, with leaders ensuring there are clear improvement goals and priorities for student learning. All staff meet with their Line Manager for performance development planning.

There is a strongly supportive culture with many opportunities for professional learning and to initiate and manage change to improve school and student outcomes.

Incentives, support and award conditions for Staff

This is a Category 2 school site which allows permanent staff in teaching positions to have unlimited tenure.

School Facilities

Buildings and grounds

The school was built in 1959. The original building is a double storied air-conditioned complex with several connecting wings. Further buildings have since been established on the site including a fully sized gymnasium, Design Technology, Senior School, Performing Arts, Food Technology, Visual Arts and buildings containing further general learning spaces. The front of the school is lined with established large gums. The lawn areas of the school

include garden beds surrounding school buildings. The school is fully fenced around the school's buildings and oval. Salisbury High School is an air-conditioned school. Additionally the existing Library was refurbished in 2021.

Heating and cooling

The school is fully air-conditioned including the Gym and Performing Arts

Centre Specialist facilities and equipment

At Salisbury High all students are issued with a laptop for their learning. In Digital Technology/Media students have access to 2 iMac suites and a Specialist Microsoft suite for desktop publishing, video editing, coding, photography, CAD and app development. Music incorporates a specialist iMac suite with electronic keyboards to assist students in producing and enhancing their own musical compositions.

Our school has embedded ICT into the teaching and learning with the student laptop program and interactive classrooms. An extensive wireless network allows for constant high speed Internet connection, shared resources and roaming personal profiles.

Student facilities

A Student Services area is available with support. A canteen with seating nearby is provided for student use at recess and lunchtimes with improved seating and covered areas for students. Senior students have a Senior Study area, with smaller breakout areas for group and private study

Additionally, our Front Office, Front Foyer and Student Services has been completely refurbished to improve functionality for all. Lastly a lightweight technology centre has been built to accommodate variations of technology and design including activities like robotics, jewellery making and electronics.

There are dedicated rooms for Aboriginal students and staff.

A Year 11 and 12 study area, Senior Central, has been developed to support senior students. A culture of learning and support is the focus of this space. A committed Senior School Counsellor and Careers Advisor is positioned as part of the School Wellbeing Team. They provides advice and guidance for students on career, job opportunities, resumes etc

Access for students and staff with disabilities

The school has an internal lift, which connects the ground floor with the first floor in the main building. All other buildings have ramps for easier access or the rooms are at ground level. There are allocated parking bays in the car park for the arrival and departure of students and staff with disabilities

Access to bus transport

At the Salisbury Interchange there is both bus and train transport. It is a 5 minute walk to the Interchange from the school. Buses are also available on Waterloo Corner Road, which is less than 5 minutes from the school.

School Operations

Decision making structures

The school has a clear purpose with well-developed processes and operating principles, using codes of conduct for staff, students and Governing Council. There are clear decision-making processes and grievance procedures in place.

The consultation process occurs in a range of forums and ways eg via staff meetings, cross-curriculum teams, year level teams, curriculum teams and Governing Council meetings. Curriculum Leaders manage teaching and learning programs in the school, supported by Senior Leaders.

Regular publications

The school newsletter is emailed to all parents and students twice each term and is an important link between school, community and home. Staff and student notices appear each day and are conveyed to students during morning Care. A designated school Facebook page shares regular information about the school with families and the local community. An online Curriculum Guide, with all courses offered at the school, is updated each year to coincide with Subject Selection.

Staff are able to access the Handbook via the school intranet. The school website is updated regularly. It includes upcoming events, curriculum information, newsletters and school policies. Display LED screens throughout the school (Canteen, front foyer, Resource Centre and Senior School study centre) highlight daily events

Other communication

Parent-Teacher evenings are held on the last Wednesday of Term 1, 2 and 3 for student led conferences and report collection. Parent contact by Care Teachers via phone and/or email. Letters are sent home to formally inform parents of action undertaken at school or to update parents on relevant information. A new app, SZapp, provides our community with updates on newsletters, the school calendar, forms and documents, canteen and regular bulletins. Snapshot student results are sent home midway through each term.

DayMap provides access for students to assessments and learning programs both on site and from home.

The school holds an Open Night, Sports Day, Athletics and Year 7 Transition visits, Year 10 Graduation, Year 12 Formal and Student Learner Profile night for Transition students.

Assemblies are held once a term.

Speech Day and farewell celebrations occur at the end of each year.

School financial position

Salisbury High School is funded through a Resource Entitlement and through the collection of school fees, which were \$396 per student but due to state government rebates parents only need to pay \$196 for 2025. The school's Finance Team operates effective policies and procedures to ensure that the many successful programs and initiatives that operate can do so with adequate resourcing. Additional resources are sought through applying for grants, sponsorship or from establishing partnerships. Salisbury High School has a Financial Advisory Committee, which operates as a sub-committee of the Governing Council.

Local Community

General characteristics

The local area is under redevelopment and many Housing Trust homes are being demolished and making way for privately owned homes. The Salisbury Swimming Centre is adjacent to the school and shares our back boundary fence. There is a direct access path to the Salisbury Interchange from the back corner of the school oval. One side of the school is bounded by the railway line. The school occupies the entire length of Farley Grove. There are over 30 cultures and languages represented in the school,

Parent and community involvement

There is strong parental and community involvement in the school. Parents are welcome to school events and are active participants at our Wellbeing Day, Athletics Day and Speech Day.

The Governing Council is a representative sample of the available parents. The school expects that all parents will collect student reports from Care Teachers on the last Wednesday of Term 1, 2 and 3. Term 4 reports are posted home. Old Scholars and business and industry actively support the school in many ways eg mentoring, work placement expertise and resources for Speech Day Student Awards.

Feeder or destination schools

The school has over 26 feeder schools, the four zoned schools are Salisbury Primary School, Salisbury North Primary School, Salisbury Park Primary School and Brahma Lodge Primary School. Our closest primary school is Salisbury North R-7 School.

Other local care and educational facilities

Sharing the school boundary is the Salisbury Swimming Centre. The local hospital is the Lyell McEwin Health Service. There are medical centres within 3 kms of the school. Sports facilities include Salisbury United Soccer ground, Salisbury North Football facilities, a par 3 Golf Course, lawn tennis courts and various grassed ovals.

Commercial/industrial and shopping facilities

The school is close to Salisbury City Centre and Parabanks Shopping Centre. There are neighbourhood shopping centres close to the school in Salisbury North. Parafield Airport is approximately 5 kms south of the school. On Main North Road, at the Salisbury turn off, there are a range of large businesses. Edinburgh Park Industrial Precinct is 3.2 kms north of the school.

Other local facilities

Sharing the school boundary is the Salisbury Swimming Centre. The local hospital is the Lyell McEwin Health Service. There are medical centres within 3 kms of the school. Sports facilities include Salisbury United Soccer ground, Salisbury North Football facilities, a par 3 Golf Course, lawn tennis courts and various grassed ovals.

Local Government body

The local area is covered by the Salisbury Council.

Further Comments

The school places each child at the centre of its business. Staff work together as a team, providing support and care for all members of our school community. Parents / Caregivers are integral to our school and they are regularly invited into the school. Student and staff successes are celebrated regularly.