

SALISBURY HIGH SCHOOL

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EMPOWERED TO CREATE SUCCESSFUL FUTURES



INFORMATION BOOKLET 2018

Our aim is to see every student successfully placed in higher or further education, training, employment or community and service

Principal
Senior Leader Middle School

Sylvia Groves
Debbie Haines

LEARN

THINK

CREATE

FLOURISH

Teaching and Learning Plan 2016 – 2019

The Salisbury High School teaching and learning plan provides a map for the school for the next three years.

The plan is dynamic. It reflects connected emerging priorities in the school and the Department of Education and Child Development (DECD).

The plan supports global changes and has a focus on improvement and accountability. We are driven by success using quality teaching and strong leadership through whole site commitment and evidence based approaches ensuring all learners have opportunities to achieve excellence. We place students at the centre of all our work.

Vision

Empowered to create successful futures

Our aim is to see every student successfully placed in higher education, training, employment or community and service.

Values

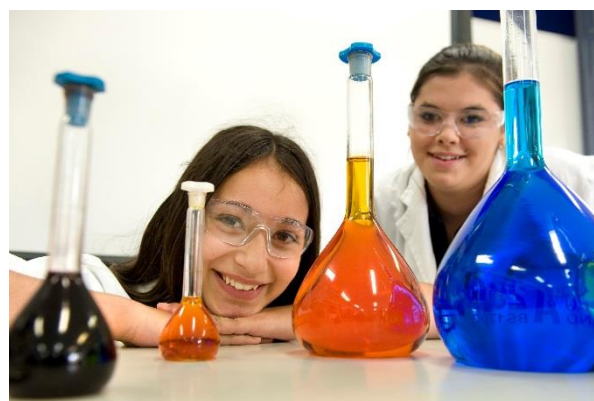
Our plans, decisions and actions are guided by our values of:

- Honesty
- Success
- Organisation
- Respect
- Relationships

Within a connected community we develop students who:

Learn Think Create Flourish

- are accomplished inquiry learners
- mindfully reflect upon their ideas and experiences
- communicate confidently and creatively
- learn collaboratively and independently
- plan, organise, strategise and respond using their executive functions
- are resourceful, utilising reasoning and making links beyond the classroom
- are both literate and numerate
- are respectful, responsible and well balanced with a positive self-belief
- value the wellbeing of themselves and others
- prepare effectively for post school study and work



SALISBURY HIGH SCHOOL

Salisbury High School provides excellence in education for students. Over recent years we have won recognition for our strong focus on student success through building positive and respectful relationships with all community members.

The school prides itself in providing students with pathways to success, in a positive and innovative culture. Fostering students' unique skills and talents in areas such as the Arts, Music, Science, Leadership, Sport and ICT, is seen as an important element in developing young citizens who contribute towards creating a better future world.

Our Shared School Values are:

Relationships

fostering personal attributes and interpersonal skills

Respect

valuing diversity

Success

striving for achievement and excellence for all students

Organisation

setting and achieving individual learning goals

Honesty

building integrity and trust

We believe that high expectations, a safe and secure learning environment and opportunities for students to pursue individual interests are essential elements of an outstanding education.

COMMUNICATION

Communication between parents/caregivers and the school is vital for the success of students.

The Care Teacher is the first point of contact for students and families. Care Teachers monitor attendance, achievement, wellbeing and school pathways. Parents/Caregivers are regularly informed of school events and their child's progress through:

- Care Teachers
- Newsletters
- Mid-term snapshots
- End of term reports
- Student Led Conferences
- The school diary
- Daymap Connect

Parents with mobile phones are notified by text message each day if their child is absent.

Email contact with parents/caregivers is regularly used.

DAYMAP

Daymap Connect harnesses the power of Salisbury High School's Learner Management System to bring communication in the school community full circle. By using Daymap Connect, parents gain their own identities in Daymap to assist in staying informed about school matters and their child's progress. It is accessible from any computer that has internet access.

This easy-to-use system allows parents to create and manage their own accounts for Daymap Connect, requiring only one login and password to access details for all your children enrolled at the school. From the Parent Portal page, you are able to view attendance details, see homework requirements, assessment information and results and access school messages and notices.

DIARIES AND HOMEWORK

All Year 8 to 10 students are provided with and expected to use a school diary. It is optional for Years 11 and 12. We know that successful students complete their homework. All students from Years 8 to 12 are expected to complete homework, with the following times as a guide:

Year 8 1 hour per week night
Year 9 1 ½ hours per week night
Year 10 1 ½ hours per week night
Year 11 2 hours plus per week night
Year 12 3 hours plus per week night
Homework tasks will be recorded by subject teachers in DayMap.

CIA (Completion is Achieved) plus Homework Club

Salisbury High School has developed a culture where completion of tasks is a requirement of every student. To assist students and ensure accountability the **CIA** or **Completion is Achieved** process is in place.

If a student does not complete a task in class or for homework then they are placed on the CIA lunchtime support list.

The students have time and your support to complete the work before the next CIA session. As soon as they do complete and submit the task, the teacher will remove them from the list. The goal is not to detain the child but to ensure completion of tasks.

We have seen a positive attitude towards this process, as it is seen by students to be motivating and equitable.

Where students attend CIA three times or more in one term, they are placed in the compulsory **Homework Club**, whereby every Wednesday afternoon they go to the Library and access support from 2.15pm to 3.30pm. This continues for the remainder of term. Normally each Wednesday students are dismissed early, but for these students, support will be provided.

It is important to note that **every** student in the school can access the Homework Club if they wish. The aim is to see every student at Salisbury High School achieve their full potential.

LITERACY

Teachers in all learning areas help students develop effective literacy skills together with an understanding of the literacy demands of individual subjects through reference to the Australian Curriculum Literacy capabilities and SACE. Diagnostic testing using PAT Reading helps to identify areas requiring attention and growth over time. These results are used to differentiate learning in the classroom through 60 minute weekly literacy blocks across Years 8 to 10

All students in Years 8 to 10 use Spellodrome to assist their learning. Year 9 students participate in NAPLAN. Intensive literacy support occurs for ATSI and EAL students in addition to students whose reading skills are below DECD standards.

After school tutoring is available for all students. The Premier's Reading Challenge and Debating are also supported.

LEARNING SUPPORT

All students in Years 8 to 12 with an NEP have access to learning support either directly in the classroom or via small group tutoring. Intensive tutoring occurs in Senior School and supports these students with the demands of their SACE subjects. A select number of Year 8 and Year 9 students are taught by the same teacher across 5 subject areas to provide intensive curriculum support and build literacy and numeracy skills. All NEPs are updated annually during Student Led Conferences or by appointment.

NUMERACY

Teachers in all learning areas help students develop effective numeracy skills together with an understanding of the numeracy demands of individual subjects. Selected students receive additional intensive learning support in Numeracy across Years 8 to 12 through reference to the Australian Curriculum Numeracy capabilities and the SACE capabilities.

Students and teachers in Years 8, 9 and 10 use PAT Maths results – to identify areas requiring attention and address these through differentiated weekly numeracy blocks.

All students across Years 8 to 10 use Mathletics to assist their learning. Year 9 students participate in NAPLAN.

Programs include Certificate I Financial Literacy, Try Maths, Maths Olympics and after school maths tutoring.

PERSONAL DEVELOPMENT

Personal Development is compulsory across Years 8 to 12. In middle school students participate in activities which raise awareness of developing and maintaining positive relationships with others and increased opportunities in learning through mindfulness and Positive Education.

They discuss a wide range of contemporary issues such as racism, harassment and bullying, drug and alcohol awareness.

Students develop an awareness of career planning and employment skills and skills in self-reflection and goal setting for their learning. They participate in citizenship activities.

In Senior School students identify plans and goals for the future, helping them to make informed decisions about their personal development, education and training.

They explore and map their pathway to University, TAFE, and apprenticeships or employment.

Students are supported by their care teacher and the careers advisor to successfully transition to their chosen career.

SENIOR SCHOOL STUDENT SERVICES

The Senior School team provides support services for students including:

- SACE information and results
- University and TAFE application support and counselling
- VET administration
- Career counselling
- Holiday seminar applications
- Resume and application writing
- Police clearance applications
- Casual and full time employment
- Trainee and apprenticeship assistance
- Interview preparation



SNAPSHOTS

How will you know your child is progressing?

Grades based on formative and summative assessment tasks are completed in week 5 each term. Students share this information with their parents.

STUDENT LED CONFERENCES

Student Led Conferences are held on the last Wednesday of Terms 1, 2 and 3. An invitation is emailed and a text is sent home from the school. Times are available from 12.30pm to 6.45pm. Students are required to attend to lead the discussion on their progress and their plans for improvement. Parents are expected to book their appointment online.

SCHOOL CARD

If you think you may be eligible for School Card, please contact Elaine Warner in our Finance office.

Please remember that you must apply every year your child attends school.

COURSE SELECTION

Course selection for the following year takes place in two stages: In Term 3, parents and students discuss subject choices for the coming year and an individual appointment is made for Year 10 and 11 students with a member of the Subject Counselling panel. Year 8 and 9 students complete the process through their Care Teachers.

At the end of Term 4, subjects are confirmed. Parents, students and teachers are integral to this process at both stages.

Students select courses that suit their abilities, interests and academic and vocational aspirations. It is important for options to be kept open as long as possible during the middle years, before students make selections according to their individual needs. Parents are invited to discuss with staff at any time.

SCHOOL UNIFORM POLICY

Salisbury High School expects every student to wear school uniform every day. To ensure this occurs we have invested in a number of uniforms to support students who have difficulty on any given day. Any student not in full school uniform is required to exchange their non-uniform clothing for supplied uniform for the day. These uniforms are available from Room 1 on a daily basis and are washed after use.

Wearing of the school uniform reinforces school pride, respect and positive relationships. The Uniform Policy is endorsed by the Salisbury High School Council and is formulated to comply with the regulations and guidelines of the Department for Education and Child Development. Care teachers follow up students who are inappropriately dressed in the first instance.

UNIFORM CHOICES

- Unisex striped Polo Shirt with school logo
- Dark blue or navy pants, shorts or skirts.
No jeans or leggings may be worn.
- Salisbury High School windcheater

Physical Education Uniform

Sky blue Sports Polo shirt with school logo.
Navy blue shorts, netball skirt or navy blue tracksuit pants.

Footwear

Closed in shoes or sneakers are the only acceptable footwear. **No open shoes, ugg boots or thongs may be worn.**

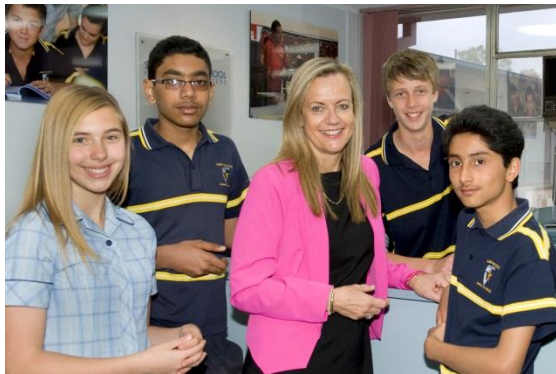
SCHOOL ACCOUNT

Parents have several options for paying school fees: part payments, cash, credit card, EFTPOS, online (Bizgate) through the Salisbury High School website www.salisburyhigh.sa.edu.au and Centrepay.

If you would like to discuss any of these options, please contact our Finance Office on 8182 0200 which is open 8:30am to 4:00pm daily.

Your child's materials and services fees will be mailed to your address early in January along with dates to pay the account and purchase school uniforms.

Payment of materials and services fees is due by the end of Term 1 unless other payment arrangements have been discussed with our Finance Office. Governing Council set the materials and services fees for 2018 at \$325.



TERM DATES 2018

Term 1	29 th January to 13 th April
Term 2	30 th April to 6 th July
Term 3	23 rd July to 28 th September
Term 4	15 th October to 14 th December

TERM DATES 2019

Term 1	29 th January to 12 th April
Term 2	29 th April to 5 th July
Term 3	22 nd July to 27 th September
Term 4	14 th October to 13 th December

SUCCESS CAMP

Successful students are rewarded through an annual Success Camp which occurs during Term 4. Positions are open to students in Years 8, 9 and 10 and leadership roles are offered to Senior School students. Students are selected on the basis of nomination:

- for academic success
- for sporting success
- for individual success
- by a peer

STUDENT REPRESENTATIVE COUNCIL (SRC)

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

The SRC 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, SRC promotes positive change through involvement in school projects and community events and causes.

SRC 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. SRC develops students **Leadership** skills, **Grows** them as individuals and empowers them to make a positive **Change**.

Contact

Sarah Buttle – SRC Leader

Email

Sarah.Graetz675@schools.sa.edu.au



STUDENT WELLBEING

The Student Counselling team provides a range of services to students, parents and staff, including addressing personal, educational, health and social issues.

Whilst the majority of counselling time is spent with students, we are aware of the changing nature of society more recently which contributes to the already complex job of parenting a teenager. As Counsellors, we are available to parents for support and have a range of community support agencies we can make referrals to.

Positive Education

One of the school's priorities is incorporating positive psychology into our school culture. By encouraging students to focus on their strengths and learn skills that enhance their resilience, we aim to provide an environment that encourages them to flourish. Counsellors play a significant role in implementing positive psychology principles by reinforcing the importance of personal development, self-reflection and a positive approach to their thinking and treatment towards other people.

Positive school culture

Embracing a positive school culture is an underlying theme at Salisbury High School. The Positive Education team raises awareness about wellbeing, positive education, positive relationships and anti-bullying strategies to develop a safe, caring and connected school environment. We facilitate numerous workshops around Martin Seligman's PERMA Model. The Model identifies five essential elements of wellbeing. By focusing on all five elements, students can flourish both emotionally and academically.

1. **P**ositive emotions
2. **E**ngagement
3. **R**elationships
4. **M**eaning
5. **A**ccomplishment

Our team provides counselling services to students who need support. Our aim is to guide them to function better, improve relationships with others, and realise their potential.

Community engagement is another focus within our school. The Positive Education team hosts an annual wellbeing day to raise awareness about the importance of wellbeing, including stress management, healthy eating, coping with mental illness, embracing diverse cultures and safety.

Various youth organisations attend the event and provide wellbeing related information and workshops to the students around wellbeing.



We are fortunate to have an in school psychologist who provides **free** psychological services to students and their families on site. The service is bulk billed to Medicare for eligible students. The psychologist sees students who have a referral from their GP under Medicare's Better Access to Mental Health Care initiative (Mental Health Care Plan), which allows the psychologist to provide 10 sessions per calendar year. As In-School Psychology bulk bills to Medicare there is no out of pocket cost for the family.

The psychologists from In-School Psychology are experts in child and adolescent psychology and dedicated to providing outstanding and comprehensive services to assist children and adolescents, their families and their schools.

Counselling is an effective way of helping adolescents struggling with some aspect of their lives, from feeling anxious or depressed, to experiencing bullying or having difficulties controlling their anger. It can help them recover and help prevent recurrence.



FREQUENTLY ASKED QUESTIONS

First Day

Year 8 students meet in the School Gymnasium where they are allocated to their Care groups and participate in orientation activities throughout the day.

Year 12 students also participate in Senior School Orientation. Please note that school finishes at 3:10pm except Wednesday which is 2.30pm. Year 11 students are expected to arrive at 1.10pm on the first day to begin their orientation. Year 9 and 10 students return to school on the following day.

Your Child's Care Teacher

Your child will meet their Care Teacher on the first day. Students have the same Care Teacher in Years 8, 9 and 10 where possible

Care Teachers may change when students move into Year 11 and 12.

You will be invited to a Year 8 Parent/Caregiver BBQ early in Term 1 to meet your child's Care Teacher.

Concerns/Issues

If you have concerns or issues about your child please contact their Care Teacher or the Senior Leader for Middle School.

Dismissal time

Monday, Tuesday, Thursday and Friday dismissal is at 3.10. Wednesday dismissal is at 2.20pm.



Laptops

Year 8 students receive a school funded Laptop for their classroom learning and home studies. This is in line with the schools 24/7 Anywhere Anytime ICT integration. Students have access to free loan devices when their school provided 24/7 laptop is being updated, repaired or if the battery is flat.

Newsletter

The School newsletter is emailed to all parents and students twice a term. It is also available on our web site.

Sick Room

If your child feels unwell they should report to the Front Office. If the problem is serious, Parents/Caregivers are contacted.

Due to Department for Education and Child Development policy we are not able to issue paracetamol. Students may carry and administer their own. Please ensure that the school has names and phone numbers for emergency contacts.

Extreme Hot Weather Policy —Third Consecutive day over 38 degrees.

When the estimated maximum temperature for the Adelaide Metropolitan Areas, as announced on radio at 7:00am or Channel 7 Sunrise program, is **38 degrees or above for the third consecutive day in a school week**, students in Years, 8, 9 and 10 who have written permission can be dismissed at the beginning of lunch.

Senior school students will continue as normal in order to enhance SACE achievement. Classes will be conducted in the coolest rooms available.

Stationery

Stationery can be purchased locally at Big W, Coles, Target, Officeworks etc. A list of requirements will be sent to parents with the school accounts at the beginning of each year.

School Photographs

Student ID and Family photographs are taken early in Term one.

School Accounts

Your school account will be posted to your address early in January. The dates to pay your account and purchase the school uniform will be included. Accounts can be paid by instalments but must be finalised by the end of Term 1. Please advise us if you have changed your address or phone number. School Card details will be included with your account. Please note, you need to **reapply every year** - this is not automatic.

SENIOR SCHOOL CURRICULUM

The Senior School curriculum offers two pathways - University and Vocational.

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

Available Vocational Course Options:

Automotive

Certificate I Automotive Vocational Preparation
Certificate II Automotive Servicing Technology

Construction

Certificate I Doorways 2 Construction
Certificate II Civil Construction
Certificate II Furniture Making
Certificate III D2C+ Brick/Block Laying
Certificate III D2C+ Carpentry

Electro technology

Certificate II Electronics
Certificate II Electro Technology Career Start

Engineering & Construction

Certificate II Engineering
Certificate II Engineering – Fabrication

Hairdressing and Makeup

Directions in Hair and Beauty
Certificate II Nail Technology
Certificate II Retail Make-Up and Skincare
Certificate II Salon Assistant
Certificate III Beauty Services (Make-up focus)
Certificate III Beauty Services (Nail Focus)
Certificate III Hairdressing Pathways

Health and Community Services

Certificate II Community and Health Services
Certificate III Community and Health Services
Certificate III Early Childhood Education and Care
Certificate III Health Services Assistance
Certificate III Individual Support

Hospitality, Tourism and Food Processing

Certificate II Food Processing
Certificate II Hospitality
Certificate II Kitchen Operations
Certificate III Hospitality
Certificate III Tourism

Information Technology, Entrepreneurial and Business

Certificate II Information Technology
Certificate II Business
Certificate III Business
Certificate III Information Technology
Certificate III Micro Business

Music and Multimedia

Certificate I Creative Industries (Music)
Certificate II Creative Industries (Media)
Certificate II Music
Certificate III Media (Screen and Media)
Certificate III Music

Sport, Fitness and Recreation

Certificate III Fitness

Transport

Certificate II Warehousing Operations
Certificate III Driving Operations

Indigenous Programs

Certificate II Conservation and Land Management



THE ARTS

The Arts give students opportunities to develop skills and understanding and an awareness of the world through a variety of Visual and Performing Arts disciplines.

Studying the Arts allows students to explore their creativity and develop self-expression, whilst increasing their higher order thinking and problem solving abilities – helping to boost their capabilities and success across other subject areas.

Visual Arts



Through an extensive study of the Arts, students experience a range of expressive and imaginative media techniques. Students are encouraged to search for independent expression and insight and observe, interpret and communicate their ideas through drawing, painting, printmaking, sculpting, mixed media and multimedia. Students may study Visual Arts from Years 8 to 10 and Art Practical in Years 11 and 12.

Performing Arts - Dance

Dance is a form of expression and communication through movement that provides students with opportunities to create, rehearse, perform, appreciate and analyse, through a variety of dance activities and experiences. Students can choose dance as a subject from Years 8 to 10 and may continue with dance in Years 11 and 12 following consultation with the dance teacher.

Students build their skills and understanding through activities that focus on technique and a variety of dance styles, such as jazz, hip-hop and contemporary. They explore composition/ choreography, dance appreciation, analysis and history with students having the chance to attend professional performances. Students perform in the classroom, at school events, such as the school musical, sports day and wellbeing day.

Drama

Through Drama, students study various aspects of dramatic performance. They study and compose scripts, develop an understanding of characterization, rehearse and prepare for performances. They practice analysing, understanding and appreciating the performances of others and the history of acting and the theatre. Students can choose Drama as a subject from Years 8 to 10 and can continue in Year 11 and 12 through Integrated Learning – Stage Production, which allows them to experience a variety of roles and responsibilities associated with producing a large scale musical production.

Music

Through Music, students participate in a variety of learning activities that help to develop practical skills, knowledge of music history and the appreciation of music theory. Students use digital music programs for composing, recording and editing music.



In Years 8 to 10, the emphasis is on learning the basics in small group performances within the classroom. Students can continue with Music in Years 11 and 12, when the course becomes more specialised. Students work on independent learning and ensemble performance tasks for the wider community.

Students can receive individual tuition in vocals and a variety of musical instruments through the Instrumental Music Service, but must be enrolled in classroom music to be eligible.

Contact

Sarah Macaskill – Arts Coordinator

Email

SarahJane.Macaskill23@schools.sa.edu.au

DESIGN TECHNOLOGY

Design Technology is an exciting, practically based subject where students experience hands on learning, creating projects to take home. Students are guided through the Design Cycle in a safe workshop environment where their individual progress and development is encouraged.

The areas of learning available to students include:

- Woodwork
- Metalwork
- Furniture Construction
- Doorways 2 Construction
- Doorways 2 Construction +
- Engineering Technology
- Masters Tech

Programs

Students in Senior School select Wood and Metal based SACE subjects. Within their chosen subject, they will be given a construction task and use the Design Cycle to construct a major project which satisfies the design brief.

Contact

Jason Price – Senior Leader Technology and ICT Systems

Email

Jason.Price447@schools.sa.edu.au



DOORWAYS 2 CONSTRUCTION - Certificate 1 in Construction

The D2C program runs one day a week for a full year. Students work from the Salisbury High Trade Training Centre and off-site, renovating a Housing SA house.

They gain skills and knowledge of the construction industry and complete their Certificate 1 in Construction. SACE credits are given for the completion of Vocational units. Students complete three weeks of Structured Work Placement throughout the year.

Whilst renovating the house, students experience:

- Demolition
- Carpentry skills
- Bricklaying and Plastering
- Plasterboard fixing and flushing
- Painting and decorating
- Concreting
- Plumbing and electrical
- Landscaping
- White card Induction course

DOORWAYS 2 CONSTRUCTION + (D2C+)

Students have the choice of either Certificate III in Carpentry (Partial) or Certificate III in Bricklaying (Partial) or

D2C+ is open to students that have completed Certificate 1 in Construction (D2C). The program runs one day a week for a full year and allows students to start Certificate III in a Construction pathway. D2C+ students work predominately in the Salisbury High School Trade Centre and complete modules towards their Certificate III.



Areas covered throughout the year include

- Tools and equipment
- Plant and machinery
- Site layout and Scaffolding
- Reading and interpreting plans
- Advanced trade skills

Accreditation for work completed contributes SACE Stage 2 credits. Students complete twenty days of Work Placement throughout the year.

Contact

Adrian Mann – Vocational Pathways Coordinator

Email

Adrian.Mann52@schools.sa.edu.au

ENGLISH

English is compulsory from Years 8 to 11. Students develop skills in speaking and listening, reading, viewing, and writing.

Years 8 to 10

The English program is framed around the Australian Curriculum. Students explore texts with issues suited to their year level, often featuring central characters of their own age. They maintain a regular program of independent reading and participate in the Premier's Reading Challenge.

Students across Years 8 to 10 participate in 60 minute literacy blocks each week, planned by teachers to address individual student literacy growth.

Years 11 to 12

Students must complete at least two semesters of any Stage 1 English course, with at least a C grade in each semester in order to fulfil SACE requirements.

Stage 1 English prepares students for English Literary Studies or English in Stage 2 (Year 12).

Stage 1 Essential English is offered to senior students and can lead to the further study of Stage 2 Essential English or English. Students look at the way language is used in different vocational, social and cultural contexts.

Stage 1 Essential English Literacy is designed for students whose literacy is an identified capability for improvement. This subject is offered at Stage 1 only.

Stage 2 English Literary Studies is a publicly examined subject which focuses on the study of literature.

Stage 2 English focuses on the use of language for a wide variety of purposes and is less literature-based. Work in this subject is assessed by the teacher and then moderated externally.

Stage 2 Essential English

A good understanding of English and language is fundamental to all future pathways, whether they are academic, career oriented or personal.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)



EAL develops competency in spoken and written English for students who communicate in a language other than standard Australian English.

Students are:

- Immigrants, either recently arrived or long term residents
- Students born in Australia, who have grown up in a home in which English is not the only language used
- Aboriginal and Torres Strait Islanders
- Temporary residents, exchange students or those on student visa
- Long term International students

EAL classes will be offered at all year levels in 2018 and across the core subjects of Humanities, Science and Mathematics in Years 8 to 10.

Support is provided by trained teachers and an EAL and New Arrival Support Person. Tutoring is offered at lunch times, during study lessons and after school for interested students.

Contact

Raida.Dally – Senior Leader English/EALD
Email - Raida.Dally357@schools.sa.edu.au



FOOD TECHNOLOGY

Food Technology aims to help students develop knowledge and a range of skills in food preparation, safe management practices and recipe analysis. This supports them to make informed decisions about their health, lifestyle and nutrition.

Programs

Food and Nutrition is studied in Year 8. A second unit of food is optional in Year 8 and Food is a choice subject in all other year levels. The Design process requires students to identify and investigate a need or opportunity, develop ideas, create a solution and evaluate products and processes.

Year 8 students experience an introduction to safe management practices and participate in practical applications. Year 9 and 10 are full semester courses and offer a range of topics. Senior school, students choose a variety of courses including Food and Hospitality, Food Innovation and Child Studies.

Contact

Jason Price – Senior Leader Technology and ICT Systems

Email

Jason.Price447@schools.sa.ed.au

HEALTH AND PHYSICAL EDUCATION

Our courses aim to provide students with the skills and knowledge to make informed decisions about their health, lifestyle and physical activities. HPE is compulsory in Years 8 and 9 for the whole year. In Year 10 HPE is compulsory for one semester; however, students can elect to study HPE for the entire year if they desire.

Practical topics in Middle School (Years 8 to 10) include: Badminton, Athletics, Basketball, Volleyball, AFL, Netball, Ultimate Frisbee, Table Tennis, Soccer, Sofcrosse, Floor Hockey, Cricket, Softball, European Handball and Indigenous Games. Theory topics include: Human Body, Sexual Health and Relationships (Shine SA program), Fitness Components, Health and Energy Systems. Students in Year 10 have the opportunity to undertake a four week introductory unit in Outdoor Education.

In Years 11 (Stage 1) and 12 (Stage 2) students can choose from a variety of subjects including Stage 1 and 2 Physical Education, Stage 1 and 2 Health and Stage 2 Sport, Health and Physical Activity (Integrated Learning). Students from an Indigenous background can elect to study SAASTA Certificate III in Sport and Recreation at Stage 1. Stage 1 SAASTA students can also elect to study Aboriginal Studies in Semester 1 and Cross Disciplinary Studies in Semester 2. Stage 2 SAASTA students can elect to study Integrated Learning.

SPORT

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.

Lightning Carnivals offer the opportunity for students to take part in intensive competition. Indoor Cricket, Football, Beach Volleyball, 5-a-side Soccer, Tag Rugby, Ten Pin Bowling, Rock Climbing, 8 Ball, Basketball, Netball and Super 8s Cricket are offered in Northern Zone Lightning Carnivals and Come 'n' Try Days for various organisations are always popular.

Other major events are the School Athletics Carnival followed by the Combined Northern and Vista Zone Athletics Carnival (held at SANTOS Athletics Stadium). 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 run in blocks of 3-4 weeks and often culminate in a Staff v Students round to finish the block. 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 social kick / throw / hit.

Contact

Leon.Karvelis – Health and Physical Education Coordinator and

Todd Symons – Sport Coordinator

Email

Leon.Karvelis253@schools.sa.edu.au

Todd.Symons909@schools.sa.edu.au

HUMANITIES

Humanities provide a wide range of courses covering diverse aspects of our world, society, culture and environment.

Subject content in Years 8 to 10 is shaped and themed by the Australian Curriculum including Ancient Australian History through to contemporary issues and events.

Students develop knowledge, skills and values which enable them to participate as ethical, active and informed citizens, in a democratic society within both the local and global community.

Humanities is a compulsory subject across Years 8 to 10. In senior school students can select to study History, Geography or Society and Culture.

Contact

Evan Polymeneas – Humanities Coordinator

Email

Evan.Polymeneas42@schools.sa.edu.au

LANGUAGES

Studying a second language provides opportunities for students to develop a greater appreciation of, and tolerance towards, cultures other than their own. The study of languages contributes to the overall education of students in areas such as communication, cross-cultural understanding, literacy and general knowledge and supports the development of executive functions.

Language is a compulsory subject for students in Year 8. Students select from either Chinese or Italian.

In Year 8 the course involves an appreciation of cultural aspects and an understanding of the basics of the chosen language.

Throughout Years 9 and 10, students can continue to study the language they have chosen to specialise in.

Languages at Stages 1 and 2 follow the SACE curriculum and are generally taken up by students at the Continuers level after they have studied the language throughout the middle school. These courses are full year (2 unit) courses.

Contact

Dora Bruno - Languages Coordinator

Email

Dora.Bruno121@schools.sa.edu.au

ICT and DIGITAL TECHNOLOGY

Salisbury High School has a ratio of one computer for every student. Every classroom is networked with Internet access, file sharing, huge storage facilities, protection, security and print sharing capabilities.

We have an advanced WiFi network providing full mobile coverage within the school. All classrooms are equipped with Interactive Whiteboards or data projectors. Students have the latest software at their fingertips, with current versions of Microsoft Office, Adobe Creative Cloud, Comic Life and subject-specific applications on their 24/7 laptops.

Digital Technology is an exciting and diverse subject encompassing robotics, coding, 3D printing, animation, graphics, game development, web-design, film, photography and digital publishing. Students learn using industry standard technologies that include:

- Intel 21.5" iMacs
- Adobe CC suite which includes Photoshop, Flash, Dreamweaver, Illustrator and InDesign
- Final Cut Pro X video editor
- Colour laser printers up to A3 in size
- Sound recording and podcasting equipment
- Stop-motion animation
- Broadcast Quality video equipment including HD cameras
- Digital SLR cameras
- High-speed internet connection

Students produce digital media products including 2D printed designs, interactive content for the web, videos and digital animations. Photography provides students with opportunities to explore visual communication in a creative way.

Students can study Digital Technology from Years 8 to 12. The middle school program focuses on development of fundamental skills and understanding, the senior program provides training to equip students to meet the continuing growth in industry demand for professionals in multimedia and web design. They develop skills in multimedia development, design practices, content creation and web publishing fundamentals as well as experience in a range of creative and technical aspects of print, screen, 2D and 3D animation and graphic design.

Contact

Jason Price – Senior Leader Technology and ICT Systems

Email

Jason.Price447@schools.sa.edu.au

MATHEMATICS

Mathematics at Salisbury High School is taught within a context which promotes an appreciation of the usefulness, power and beauty of the subject. Students are equipped with a solid base of mathematically related skills and attitudes that enable them to adapt as the need arises.

Extensive use of technology, such as graphic calculators and computers, is integrated into the curriculum which assists with the exploration of more complex real life situations than would otherwise be possible.

Students study a full year of Mathematics in Years 8 to 10 based on the Australian Curriculum. Four branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability) are studied.

The curriculum focuses on developing and refining proficiency in fluency, understanding, reasoning and problem solving. These capabilities enable students to respond to familiar and new contexts by employing mathematical strategies to make informed decisions and solve problems efficiently.

Cross curriculum planning especially with Technology and Science allows for numerous STEM projects throughout the year.

Numeracy skills and mathematical concepts are developed and reinforced through inquiry tasks, problem solving activities and the use of the online educational program Mathletics.

Students across Years 8 to 10 participate in 60 minute literacy blocks each week, planned by teachers to address individual student literacy growth.

In Stage 1 all students must successfully complete at least one semester of Mathematics at C level or higher to meet SACE requirements. Mathematics is optional at Stage 2.

Contact

Rebecca Ludewig - Senior Leader STEM and Numeracy

Email

Rebecca.Ludewig133@schools.sa.edu.au

SCIENCE

Science classes at Salisbury High School have a focus on inquiry into aspects of Biology, Chemistry, Physics and Earth and Space. Students develop an understanding of the scientific method, and both inquiry and problem solving skills.

Science as a human endeavour is a major focus throughout all units, improving students' understanding of the role of science in society.

Cross curriculum planning especially with Technology and Maths allows for numerous STEM projects throughout the year.

Students study a full year of Science across Years 8 to 10. Senior school Sciences offered include Biology, Chemistry, Physics, Psychology and Scientific Studies.

Contact

Rebecca Ludewig: Senior Leader STEM and Numeracy

Email

Rebecca.Ludewig133@schools.sa.edu.au

STUDENTS WITH DISABILITIES

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 the Disability Unit at Salisbury High School is by a central placement process. Speak with existing school or contact Disability Services on 8314 4000 to enrol into either a Special Class or Unit Class.

Junior Unit Class – Years 8/9

Each student accesses 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.

Middle Unit Class – Years 9 and 10

Students are members of the Middle Unit Class for two years where they undertake studies in both Australian Curriculum and Modified SACE Stage 1. Students further develop an understanding of themselves and work on appropriate social skills in a variety of settings.

Senior Unit Class – 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

Junior Special Class – Years 8 and 9

Students are members of the Junior Special Class for Years 8 and 9. The program rotates through a two year period. Students develop an understanding of themselves, independent skills and work on appropriate social skills.

Middle Special Class – Years 10 and 11

Students are members of the Middle Special Class for two years where they undertake studies in both Australian Curriculum and Modified SACE Stage 1. A focus for this class is a City Based Program, students participate in a full day that incorporates SACE units, social skills and independent transport training.

Senior Special Class – Year 12

Students are members of the Senior Special Class for Year 12.

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

Care Group

In Years 8 to 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.

Modified PLP

PLP is a compulsory SACE subject undertaken in Year 10. 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. Explicit training is conducted to walk, take a bus or train to and from school.

Contact:

Christine Cole, Senior Leader, Students with Disabilities

Email:

Christine.Cole527@schools.sa.edu.au

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 enhancement
- Literacy and numeracy improvement planning
- Individual learning plans
- Attendance tracking
- School and Community Partnership
- Specialised programs

Programs available include:

- Mentoring
- Academic recovery tutoring
- Study line tutoring
- SAATA Power Cup – Years 11 to 12
- Certificate III in Sport and Recreation
- Work About Centre programs – 5 Steps to Work Readiness and Driver Education
- Aboriginal Leadership Team
- Year 8 and 9 reading program
- Middle school Maths support

Contact

Stephanie Wilson – Senior Leader
Aboriginal Education

Email

Stephanie.Baker239@schools.sa.edu.au



Attendance

We work with parents to provide a caring and engaging learning environment. To reach their potential students need to attend regularly.

Attendance is a major factor contributing to student well-being and academic achievement.

Why is attending school regularly important?

Success in learning is strongly linked to regular school attendance and participation. Children should attend school every day, except in cases of illness or emergency. Regular attendance and punctuality are habits that are expected and appreciated at all levels of schooling and in the workplace.

It is impossible to replace the learning that occurs on any school day with *catch up* work. Help your child to achieve excellence through attendance. By encouraging their regular attendance and participation you will positively influence your child's learning and opportunities in life.

Interesting Data

1 day a week absent amounts to an entire year of learning lost over 5 years secondary school

What can parents do to help?

- Encourage your child to attend by taking a positive approach to school and school activities
- Send a written note to school on the same day your child returns after being absent or phone the school on the day they are absent
- Respond to text messages sent from school regarding school absences
- Read the Salisbury High School Student Diary regarding information about daily school attendance
- Attend meetings and Student Led Conference nights to support your child's learning \Avoid planning family holidays during the school term.

Expectations of Students:

Attend school and all classes on time each day.

- Participate in school work, prepare for all classes, complete all assignments, participate in class discussions, and follow directions given by your teachers
- Take responsibility for your actions and behaviour

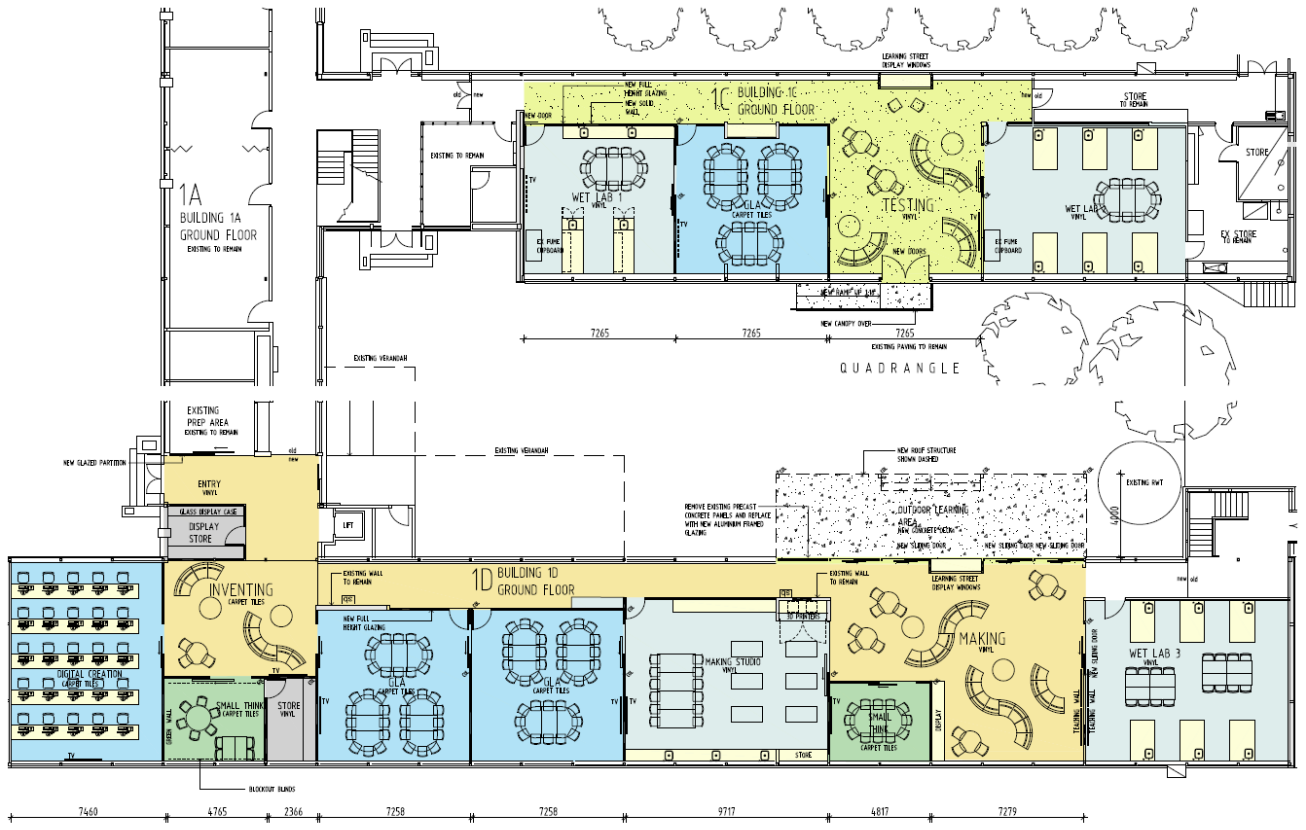
School Responsibilities:

- Daily Attendance recorded in care and all lessons
- Text message sent at 9:30am to caregivers for students who have not attended / or signed in for AM Care
- Students absence codes recorded
- Contact home to advise the caregivers of attendance concerns
- Care Teachers contact home to arrange Student Led Conference
- Chronic absence cases referred to appropriate Senior Leader for Middle or Senior school
- Referral to the DECD Attendance Officer where appropriate

Assistance Available

If attendance concerns persist you can ask the school to seek assistance from the Student Attendance Counsellor who is located at the District Office.

STEMWORKS \$2.5 MILLION RE-DEVELOPMENT



GREENWAY ARCHITECTS

PROJECT NO: G16052

SCALE: 1:150 @ A3

**FLOOR PLAN STAGE 2
SALISBURY HIGH SCHOOL STEM WORKS**

FARLEY GROVE SALISBURY SA

SD.42
ISSUE DATE: 23.08.2017

BUILDING BETTER SCHOOLS

Planning is underway at Salisbury High School as the first stage of their Building Better Schools upgrade.

The plans propose that transportable buildings are demolished near the carpark entry on Farley Grove to make way for a new facility with a prominent street frontage.

Plans for the new building will provide contemporary learning spaces for art, home economics and languages with connection to flexible outdoor learning spaces.

A new covered walkway from the new building is planned to link to the school's existing science, technology, engineering and maths (STEM) building.

Other plans include landscaping to various outdoor spaces across the school and upgrades to the main building and administration area. These initial plans are subject to further planning and may change.





SALISBURY HIGH SCHOOL

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