



SALISBURY HIGH SCHOOL

Empowered to create successful futures

INFORMATION BOOKLET **2020**



Learn Think Create Flourish



Government of South Australia
Department for Education

Principal: Sylvia Groves | Deputy Principal: Adrienne Gregory
14 Farley Grove, Salisbury North SA 5108 | Ph 08 8182 0200 | Fax 08 8182 0201
Email dl.0892.info@schools.sa.edu.au | www.salisburyhigh.sa.edu.au



WELCOME TO 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. We focus on developing powerful learners who are resilient, resourceful, reflective and reciprocal through pedagogies that ensure our students accomplish successful learning outcomes within a positive and connected school community.

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.

TERM DATES 2019

- Term 1 29th January to 9th April
- Term 2 29th April to 5th July
- Term 3 22nd July to 27th September
- Term 4 14th October to 13th December

TERM DATES 2020

- Term 1 28th January to 9th April
- Term 2 27th April to 3rd July
- Term 3 20th July to 25th September
- Term 4 12th October to 11th December

TERM DATES 2021

- Term 1 27th January to 9th April
- Term 2 27th April to 2nd July
- Term 3 19th July to 24th September
- Term 4 11th October to 10th December

IMPROVEMENT PLAN FOR SALISBURY HIGH SCHOOL 2019 - 2021

Vision Statement

Empowered to create successful futures

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

We focus on developing powerful learners who are resilient, resourceful, reflective and reciprocal through pedagogies that ensure our students accomplish successful learning outcomes within a positive and connected school community.

Goals

Students at Salisbury High School will grow as balanced readers by developing their reading comprehension skills and understanding.

Students at Salisbury High School will have the skills, knowledge and abilities to achieve their SACE results to their highest level possible.

Targets

- 2019 55% above SEA in NAPLAN Reading at Year 9
- 2020 60% above SEA in NAPLAN Reading at Year 9
- 2021 65% above SEA in NAPLAN Reading at Year 9
- 2019 70% with As and Bs at Stage 2
- 2020 75% with As and Bs at Stage 2
- 2021 80% with As and Bs at Stage 2

Challenge of Practice

1. All English teachers will design and deliver differentiated, targeted and guided reading within explicit Literacy blocks informed by formative assessment.
2. All subject teachers explicitly unpack academic vocabulary.
3. All subject teachers teach the text type and comprehension relevant to their curriculum area.
4. All Year 8 and 9 students below SEA will participate in Literacy Levelled Interventions as required.
5. All teachers design and deliver quality teaching and learning programs that promote the development of powerful learners that encompass critical and creative thinking, intellectual stretch, student voice and rigour through intentional lesson planning and supply explicit individual feedback and feed forward.





SALISBURY HIGH SCHOOL

Quality Teaching Agreement

Salisbury High School aims to develop Powerful Learners who:



- ✓ are passionate, independent and curious
- ✓ have a sense of purpose with open doors to success
- ✓ are self motivated, interested, autonomous learners
- ✓ are deep thinkers, open minded and empathetic
- ✓ have drive, resilience and persistence
- ✓ are self aware, inclusive communicators empowered in decision making
- ✓ are team players who are open to responsive and constructive feedback
- ✓ who successfully manage their learning, relationships and emotions
- ✓ are literate and numerate

Teachers at Salisbury High School will:

Provide regular opportunities for students to:

- work together through structured collaborative learning
- use dialogue as a means of learning
- develop as balanced readers
- mentor and provide feedback to their peers
- reflect on and evaluate their learning
- ask their own questions
- co-design learning and assessment tasks
- explore ideas and issues from multiple viewpoints and to develop multiple solutions to problems
- develop critical and creative thinking skills

Establish:

- positive, professional relationships within the school community
- a community of learners within the classroom
- a safe, supportive, respectful and engaging classroom
- co-designed classroom norms
- high expectations

Model:

- passion and enthusiasm for the subject
- self-reflection
- lifelong learning
- respect
- positive language

Ensure they:

- are consistent in supporting site policies and procedures
- embed and promote Positive Education within their classroom
- know the content and how to teach it
- know their students and differentiate accordingly
- make learning intentions and expected outcomes clear to students
- explicitly teach subject specific reading comprehension skills (including academic vocabulary and genres)
- encourage students to seek feedback; provide regular, meaningful, relevant and explicit feedback
- design authentic and open-ended tasks
- ask open-ended questions that promote stretch in thinking
- celebrate risk-takers; model and value mistakes/failure as a part of the learning process to promote resilience
- modify their classroom practice in response to student feedback
- use a range of contemporary technologies
- provide and unpack exemplars with students
- display student work
- celebrate student progress and success



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 of secondary schooling.

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
- 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 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 DE 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.

CIA (Completion Is Achieved) and 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.

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 2.20pm 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.

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.

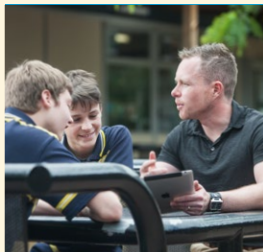
Students select courses that suit their abilities, interests and academic and vocational aspirations. It is important for options to be kept open as long as possible during the middle years, before students make selections according to their individual needs. Parents are invited to discuss with staff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

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.

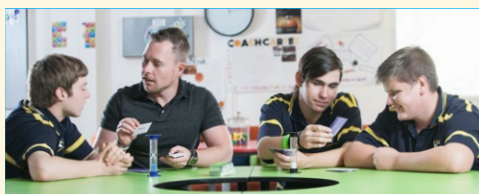
This easy-to-use system allows parents to create and manage their own accounts for Daymap Connect, requiring only one login and password to access details for all your children enrolled at the school. From the Parent Portal page, you are able to view attendance details, see homework requirements, assessment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



LEARNING SUPPORT

Intervention

Salisbury High School has a targeted Intervention Team that provides support through various modes and targeted to meet individual student needs. The focus of our work is on students with verified learning disabilities (Students with Additional Needs SWAN), as well as those who are below SEA (Standard of Educational Achievement) level. However, the Department for Education endeavour to support all students to achieve the highest educational outcomes possible.

Studio Classes

The studio classes provide targeted teaching and support in English, Literacy, Humanities, Maths and Science. Through providing a modified and supported learning environment. Students are able to improve their literacy and numeracy skills, as well as increase their confidence and independence in learning.

Learning Support and In-class Support

All students with additional needs (SWAN) have access to learning support, which is a small group learning environment. The provision of this intervention enables students to manage the demands of their schoolwork and receive more individualised support. SSO support is also provided in classes across the site to support the needs of students within the classroom, working with teaching staff.

One Plan Documentation

Salisbury High School is currently transitioning to the 'One Plan' documentation system. This document is a collaborative and working document, which gathers relevant information from students, parents/caregivers, teaching staff and relevant outside agencies. The child's "one plan" provides all involved with a clear rationale for support of the needs of individual student.

Levelled Literacy Intervention (LLI)

LLI is an intensive, small group, supplementary literacy intervention for students who find reading difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. All students below DE SEA level in Years 8 and 9 attend 3, 30 minute sessions of LLI each week. Students work in small groups of 4/5 students on a variety of literacy activities to support them becoming more balanced readers, developing their decoding, fluency, phrasing and comprehension skills.

Running Records

A running record, or reading record, is the coding, analysis, and scoring of a student's actual reading of a text, providing both quantitative and qualitative information. Running records are conducted on all Year 8 and 9 students to inform teachers about their student's current reading levels and areas for improvement. Trained intervention staff work with teaching staff to unpack the running records and utilise this information within guided reading sessions. Running record assessments is ongoing through the year to identify growth, as well as for diagnostic purposes.

LITERACY

Literacy (and in particular reading) is one of our two site goals as outlined in the Site Improvement Plan.

All students in Years 8 and 9 are screened for phonological awareness and participate in regular running records assessments. This information is used by English teachers during weekly literacy blocks. Students participate in both modelled reading activities and guided reading – explicit small group instruction using appropriate levelled texts.

Year 9 and 10 students have access both at school and at home to the online Literacy Planet Program.

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 and PAT Punctuation and Grammar helps to identify areas requiring attention and growth over time. These results are used to differentiate 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 DE standards.

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

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, Mathletics, Try Maths, Maths Olympics and after school maths tutoring.



PERSONAL DEVELOPMENT

Personal Development is compulsory across Years 8 to 12. Middle School students participate in activities in which they develop skills in establishing 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.

Senior School students identify plans and goals for their future, helping them to make informed decisions about their personal development, education and training. They explore and map their pathway to University, TAFE, apprenticeships, employment or community service. Students are supported by their care teacher and careers advisor to successfully transition to their chosen career.

Year 11 and 12 students select from a range of study group tutorial sessions to work with their peers and specialist teachers to improve their learning outcomes.

SCHOOL ACCOUNT

Parents have several options for paying school fees: part payments, cash, credit card, EFTPOS, online BPOINT 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 2020 at \$350.

SCHOOL CARD

If you think you may be eligible for School Card, you can apply online at www.sa.gov.au under the Education Skills and Learning heading. Alternatively, you can visit the Finance Office for an application form. Please bring your Health Care Card, Pensioner Concession Card or Centrelink Card.

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

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 Governing Council and is formulated to comply with the regulations and guidelines of the Department for Education. 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.

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 and well-being 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 and lead the discussion on their progress and their plans for improvement. Parents book their appointment online.

STUDENT REPRESENTATIVE COUNCIL (SRC)

The SRC gives students opportunities to develop leadership skills, voice their opinions, share concerns and promote positive school spirit. It 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 participation. SRC develops the **Leadership** skills, promotes personal **Growth** and empowers students to make positive **Changes**.

STRIVE CAMP

Successful students are celebrated through an annual STRIVE 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 WELLBEING

The Student Wellbeing 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. The team is also available to parents for support and have a range of community support agencies we can make referrals to.



POSITIVE EDUCATION

The Student Well Being Team plays 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.

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.



POSITIVE SCHOOL CULTURE

The Student Well Being 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

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.

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

We host 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.



FREQUENTLY ASKED QUESTIONS



First Day

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

Year 12 students also participate in Senior School Orientation.

Year 9, 10 and 11 students return to school on the following day. Year 8 parents will be invited to a BBQ early in term 1 to meet their child's Care Teacher.

Students meet their care teacher on their first day at Salisbury High School. They will remain in the same Care class throughout Years 8-10. As they enter Senior School, students will be placed in Care classes for the remaining 2 years of SACE study.

Dismissal time

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

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 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 36 degrees

When the estimated maximum temperature for the Adelaide Metropolitan Areas, as announced on radio at 7:00am or morning TV news, is **36 degrees or above for the third consecutive day in a school week**, families can opt to keep students in Years 8-10 home for the day. Year 11 & 12 students are expected to attend each day. On days when the expected temperature is forecast to be 40° or over families can opt to keep students home for the day.

To ensure the safety of students travelling to and from school, there is no early dismissal.

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

Stationery

All Middle School students will be provided with a student diary and exercise books.

School Photographs

Student ID and Family photographs are taken early in Term 1.

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.

TEACHING AND LEARNING PROGRAMS



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 characterisation, 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

TEACHING AND LEARNING PROGRAMS

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 - Certificate1 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. 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.

Modelled and guided reading activities occur in each literacy block, with teachers utilising running records to inform the choice of levelled texts.

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 2020 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.

Years 11 and 12

Stage 1 EAL allows students to fulfil the literacy requirements of the SACE.

Stage 2 EAL is a publicly examined subject which has a focus on developing student's academic literacy skills.

Contact

Raida Dally, Senior Leader English/EAL
Email: Raida.Dally357@schools.sa.edu.au

TEACHING AND LEARNING PROGRAMS



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. Food is a choice subject at 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.edu.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 particularly if they intend to continue with HPE subjects in Senior School.

Practical topics in Middle School (Years 8 to 10) include: Badminton, Athletics, Basketball, Volleyball, AFL, Netball, Ultimate Frisbee, Table Tennis, Soccer, Softcrosse, 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 from 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 AND SOCIAL SCIENCES

HASS 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.

HASS is a compulsory subject across Years 8 to 10.

At Stage 1 students can undertake studies in either Society and Culture, where students examine contemporary Australian issues including respect to current issues and sub cultures, or Modern History, where students examine the causes and effects of shifts in our national and international experiences since 1750.

At Stage 2 students can choose Society and Culture. This full year subject allows students to undertake several studies and assessment tasks around a variety of contemporary issues influencing and affecting Australian society.

Contact

Dora Bruno, HASS and Languages Coordinator
Email: Dora.Bruno121@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.

Languages is a compulsory subject for students in Year 8 for one Semester.

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. If students have completed minimal study in Italian they can take up SACE Stage 1 beginners Italian or Chinese at Year 11. As either 10 credit or 20 credit subjects.

Contact

Dora Bruno, HASS and Languages Coordinator
Email: Dora.Bruno121@schools.sa.edu.au

TEACHING AND LEARNING PROGRAMS

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 learned 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 across 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 proficiencies 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 numeracy blocks each week, planned by teachers to address individual student numeracy 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 Maths, Science 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 Maths, Science and Numeracy
Email: Rebecca.Ludewig133@schools.sa.edu.au





SENIOR SCHOOL

SENIOR SCHOOL PATHWAYS

The Senior School curriculum offers 3 pathways -

- University Pathway
- Vocational Pathway
- University/Vocational Hybrid Pathway

Each of these pathways allows students to complete the SACE.

The three pathways include supported learning for students as deemed appropriate. This may include -

- University and Hybrid Pathway – University visits and study skill development.
- Vocational Pathway – Workplace learning, career presentations and career counselling. Flexible subject delivery tailored to the individual needs of students.

After extensive information and exploration through the Personal Learning Plan (PLP) and Personal Development (PD) students nominate for a pathway – Pathway selection is determined by an interview process.

UNIVERSITY PATHWAY

The University Pathway provides students with a knowledge-based curriculum to highlight the many university options available. This pathway is for students who wish to receive an Australian Tertiary Admissions Rank (ATAR). Students who select a university pathway in Stage 2 are expected to excel in Stage 1 subjects in order to select Stage 2 Tertiary Admissions Subjects (TAS). Students must consult the University Guides for specific course information. Some courses have prerequisites and assumed knowledge. There are precluded combinations of subjects and counting restrictions to consider.

To be eligible to receive an aggregate, which is converted to an ATAR, students must complete the SACE and meet the subject requirements as follows

- complete at least 90 credits of study in Tertiary admissions subjects (TAS) and Recognised Studies at Stage 2.
- of the 90 credits of study a minimum of 60 credits of study must be from 20 credit TAS. e.g.
 - o Three scaled 20 credit (full year) TAS (tertiary admitted subjects)

Plus either 30 Credit flexible option

Your scaled score for the flexible option is the best 30 credits of scaled scores or scaled scores equivalents from

- The scaled score of 20 credit TAS
- Half the score of one or more 20 credit TAS
- The scaled score of one or more 10 credit TAS subject

(continued next page)

SENIOR SCHOOL

- Scaled score equivalents for Recognised Studies to the value of 10 or maximum of 20 credits. (Completed Certificate III for University/Vocational Hybrid Pathway students)

Please note that Recognised Subjects are those International Baccalaureate, interstate year 12, higher education studies or VET awards deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score.

It will be recommended that university pathway students enrol in four 20 credit (full year) tertiary admissions subjects and the Research Project with the common written assessment.

Students will have a wide variety of local and interstate University options. All offer a multitude of courses catering for a wide range of careers.

Students interested in University study are strongly recommended to obtain direct information from SATAC guides and universities, as entry requirements vary. Full details of university and TAFE entry requirements for are published Tertiary Entrance Booklet and available online. Go to the SATAC website for more information www.satac.edu.au

VOCATIONAL PATHWAY

General Information

The Vocational Pathway provides students with a broad curriculum which highlights the many and varied post-school options and provides them with skills for work, particularly in the trades industry. It allows students to gain dual accreditation, in both the SACE and an industry recognised qualification, whilst still at school.

This pathway may suit students who wish to enter TAFE, the Defence Force or employment. Students need to consult the TAFE guides or Defence Force entry requirements for prerequisites.

Students studying within the Vocational Pathway are able to:

- achieve SACE and VET qualifications.
Students can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus but students must complete the Personal Learning Plan, Research Project and Stage 1 literacy and numeracy requirements.
- meet nationally recognised, competency based assessment standards
- acquire industry specific skills and knowledge
- have a tailor-made timetable, designed to maximise and individualise learning
- work in business or industry
- make a smooth transition from school to work or further education and training.

Structured Workplace Learning (SWL) is an integral part of all VET courses. Students experience real workplace conditions and achieve specific outcomes, such as:

- demonstrating industry knowledge and awareness
- complying with relevant health and safety requirements
- identifying specific aspects of industrial relations
- applying written and oral communication skills
- interacting appropriately with both staff and clients
- demonstrating the ability to organise work tasks and manage time efficiently
- using a variety of equipment in a work place.

A range of VET courses, addressing the major economic, technological and social trends that individuals are likely to face are offered as four broad vocational pathway options. Several other VET courses are available through the region, and students should negotiate individual subject selection packages with the Vocational Pathway Manager.

• Agricultural & Science

- Certificate II Conservation and Land Management
- Certificate III Laboratory Skills

• Automotive

- Certificate I Automotive Vocational Preparation
- Certificate II Automotive Servicing Technology
- Certificate III Automotive Underbody Technology

• Construction

- Certificate I Construction – Plumbing
- Certificate I Doorways 2 Construction
- Certificate II Construction
- Certificate III Doorways 2 Construction + Brick/Block Laying (Partial)
- Certificate III Doorways 2 Construction + Carpentry (Partial)
- Certificate III Roof Plumbing (Partial)

• Electrotechnology

- Certificate II in Electronics
- Certificate II in Electrotechnology (Career Start)

• Engineering

- Certificate II in Engineering Pathways (Working towards)
- Certificate III in Engineering Pathways

• Hairdressing & Make Up

- Certificate I Directions in Hair & Beauty
- Certificate II Nail Technology
- Certificate II Retail Cosmetics
- Certificate II Salon Assistant
- Certificate III Beauty - Nail Focus (Working towards)
- Certificate III Hairdressing Pathways
- Certificate III Makeup

SENIOR SCHOOL

• Health & Community Services

- Certificate II Community Services
- Certificate II Aged Care
- Certificate III Aged Care
- Certificate III Community Services
- Certificate III Early Childhood Education and Care
- Certificate III Health Services Assistance
- Certificate III Individual Support – Ageing and Disability

• Hospitality, Tourism & Food Processing

- Certificate II Food Processing
- Certificate II Hospitality
- Certificate II Hospitality (Kitchen Operations)
- Certificate III Hospitality
- Certificate III Tourism

• Information Technology & Business

- Certificate I Information Technology
- Certificate II Information Technology
- Certificate III Business
- Certificate III Information Technology
- Certificate III Micro Business

• Music & Multimedia Industries

- Certificate I Creative Industries (Music)
- Certificate II Creative Industries (Media)
- Certificate II Music
- Certificate III Game Development Foundations
- Certificate III Music

• Sport, Fitness and Recreation

- Certificate III Fitness
- Certificate II Outdoor Recreation
- Certificate II Sport & Recreation

Contact

Nick Cotsaris, Senior Leader Senior School

Email: Nick.Cotsaris64@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.

Special Class – 2 Classes

Students undertake a 5 year program where they study both Australian Curriculum and Modified Stage 1 and 2 SACE subjects.

Year 8 and 9 Students

Develop an understanding of themselves, independent skills and work on appropriate social skills.

Year 10 and 11 Students

Also participate in City Based Program 1 day a week, incorporating SACE units, social skills and independent transport training.

Year 12 Students

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

Disability Unit – 4 Classes

Students undertake a 5 year program where they study both Australian Curriculum and Modified Stage 1 and 2 SACE subjects.

Year 8, 9 and 10 Students

Access 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 on to develop an understanding of their personal learning goals to work through their SACE program.

Year 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 8 to 10, students are placed in a care group with mainstream students as this provides consistency and the opportunity to develop positive relationships outside of 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

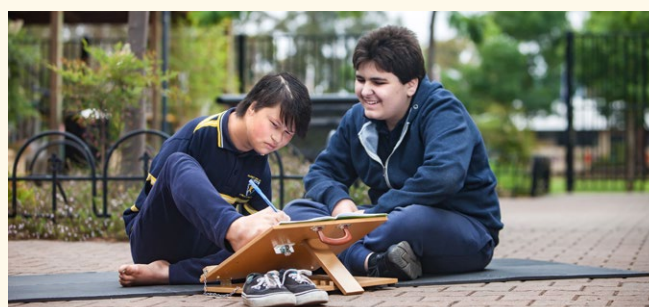
PLP is a compulsory SACE subject undertaken in Year 10. Students with disabilities complete Modified PLP with a Special Education teacher. The teacher develops content relevant to Personal Learning Goals for each student.

Transport Training

Salisbury High School has an expectation that, where applicable, students are off taxi transport during Years 9 and 10 in consultation with parents. 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
- SAASTA 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 Combined ATSI Literacy 210 minutes each week with ATSI Coordinator

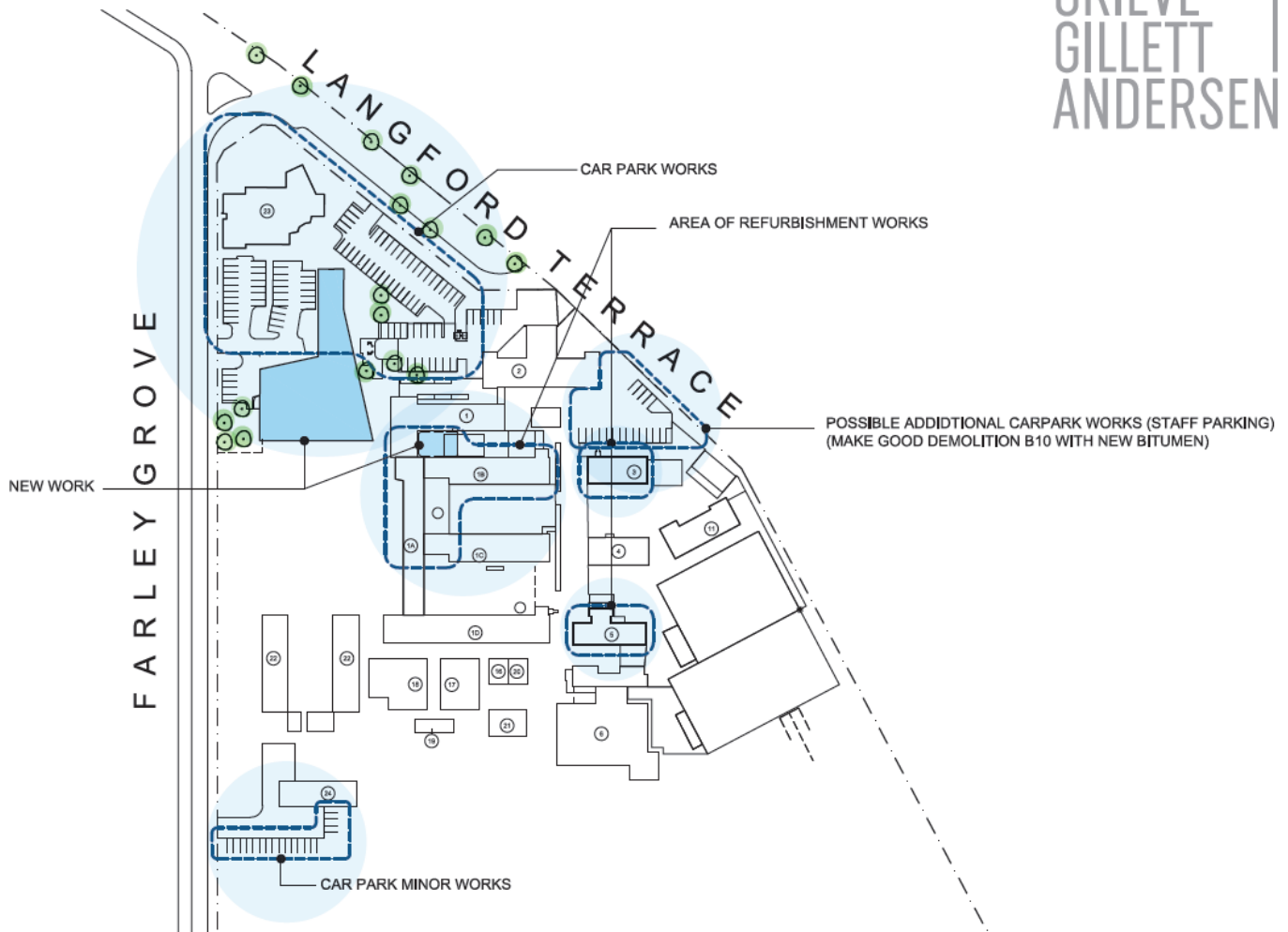
Contact

Stephanie Wilson, Aboriginal Education Coordinator
Email: Stephanie.Baker239@schools.sa.edu.au



\$10 MILLION SALISBURY HIGH SCHOOL REDEVELOPMENT

GRIEVE
GILLETT
ANDERSEN



SCHOOL REDEVELOPMENT

Planning is underway at Salisbury High School as the first stage of our redevelopment 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, food technology 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

Our Vision

Empowered to create successful futures.

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

