



SALISBURY HIGH SCHOOL

Empowered to create successful futures

INFORMATION BOOKLET 2023



Learn Think Create Flourish



Government of South Australia
Department for Education

Principal: Sylvia Groves | Deputy Principal: Danni Margan
14 Farley Grove, Salisbury North SA 5108 | Ph 08 8182 0200
Email dl.0892.info@schools.sa.edu.au | www1.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.

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 2023

- Term 1 30th January to 14th April
- Term 2 1st May to 7th July
- Term 3 24th July to 29th September
- Term 4 14th October to 15th December

TERM DATES 2024

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

TERM DATES 2025

- Term 1 28th January to 11th April
- Term 2 28th April to 4th July
- Term 3 21st July to 26th September
- Term 4 13th October to 12th December

IMPROVEMENT PLAN FOR SALISBURY HIGH SCHOOL 2022 - 2023

Vision Statement

Empowered to create successful futures

Our aim is to see every student successfully placed in 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.

Students at Salisbury High School will improve their achievement in the area of numeracy.





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 and caregivers to provide a supportive 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 by encouraging their regular attendance and participation, which positively influence their learning and opportunities in life.

Interesting Data

1 day absent each week results in the loss of an entire year of learning over 5 years of secondary schooling.

What can parents and caregivers 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 learning activities, prepare for all classes, complete all assignments and follow instructions given by your teachers
- Take responsibility for your actions and behaviour

School Responsibilities:

- Daily Attendance recorded in care and all lessons
- Text message sent to parents and caregivers for students who have not attended / or signed in for AM Care
- Students absence codes recorded
- Contact home to advise parents and caregivers of attendance concerns
- 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 Support Services Social Worker (truancy) who is located at the District Office.

Task Completion Time (TCT)

Salisbury High School has developed a culture where completion of tasks is a requirement of every student. To assist students and ensure accountability the **Task Completion Time (TCT)** process is in place.

Salisbury High School has developed a culture where completion of tasks is a requirement of every student. To assist students and ensure accountability the Task Completion Time (TCT) process is in place. When a task is not completed, a student will be enrolled in a scheduled learning area TCT. Parents/caregivers will receive a text message informing them of the enrolment. TCT sessions will run either during lunchtime or after school. This process is for all students in Years 7 – 12. Students will be supervised by curriculum coordinators, subject teachers, leadership and TRTs. Completion of tasks is not optional at Salisbury High School, it is essential.

Students have time and your support to complete the work before their enrolled TCT 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 student but to ensure completion of tasks. We have seen a positive response to this process, as it seen by students to be motivation and equitable.

Homework Club/Tutoring/English Club

In addition to TCT, Mathematics/Science will run tutoring on Tuesday after school and English/EAL will run an English Club on Thursday after school. These will be run separately to learning area TCT sessions. Students can not be enrolled in these sessions as they will attend voluntarily.

Homework Club will be on Wednesday after school and will be compulsory for students who do not attend 3 TCT sessions in a term, without an approved reason. Homework Club can also be attended by any student voluntarily to further support their learning outcomes.

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
- 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.

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 (Terms 1 and 3 are face to face interviews and Term 2 is via telephone). An invitation is emailed and a text is sent home from the school. Times are available from 1.30pm 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.

DAYMAP

Daymap Connect harnesses the power of Salisbury High School's Learner Management System to bring communication in the school community full circle. Parents gain their own identities in Daymap to stay 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. In the Parent Portal, you are able to view attendance details, homework requirements, assessment information, results and access school messages and notices.

HOMEWORK

We know that successful students complete their homework. All students from Years 7 to 12 are expected to complete homework, with the following times as a guide:

Year 7 - 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

Inclusion

Salisbury High School has a targeted Inclusion Team that provides support through various modes to meet individual student needs. The focus is on students with verified learning disabilities (Students with Additional Needs - SWAN), as well as those who are below SEA (Standard of Educational Achievement).

Studio Classes

Studio classes provide targeted teaching and support in English, Literacy, Humanities, Mathematics and Science. Through providing a modified and supportive learning environment, students improve their literacy and numeracy skills, increase their confidence and develop independence in learning.

Learning Support and In-class Support

All SWAN across years 7-12 are supported by the Inclusive Education Team, through small group learning support and/or within the classroom. Intensive tutoring occurs for senior school students to meet the demands of SACE subjects.

One Plan

One Plan 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 students.

One Plan documentation is updated annually and reviewed by parents/caregivers at Student Led Conference night or by appointment.

Levelled Literacy Intervention (LLI)/Phonics

LLI is an intensive, small group, supplementary literacy intervention for students who find reading difficult. The goal of LLI is to increase the literacy achievement of students who are not achieving grade-level expectations in reading. All students below DE SEA in Years 7- 8 attend 2, 45 minute sessions and some select Year 9 students attend 1, 45 minute session for added support of LLI each week. Students work in small groups of 4/5 students on a variety of literacy activities to support them in becoming more balanced readers, developing their decoding, fluency, phrasing and comprehension skills.

Students are also screened for phonics and phonemic awareness. Identified students will go into a targeted synthetic phonics program to support growth.

LITERACY

Salisbury High School is committed to a site wide literacy approach. Being one of our Site goals in the Site Improvement Plan (SIP), literacy is embedded in every curriculum area to ensure consistent and wholistic literacy growth amongst our students. Each faculty is committed to teaching explicit literacy relevant to their curriculum, including: text type specific structure, language features, vocabulary and writing skills. Additionally, each faculty embeds explicit comprehension strategies into their classroom practices, embodying before, during and after

reading strategies, as well as guided reading and close reading models. Our site-wide approach to literacy ensures that students are exposed to consistent teaching of writing and comprehension skills, knowledge of text type specific text structure and language features, as well as consistent technical vocabulary in each class.

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 7, 8 and 9 students to inform teachers about their student's current reading levels and areas for improvement. Trained support staff work with English teachers to analyse the running records and utilise this information within guided reading sessions. Running record assessments are ongoing through the year to identify growth, as well as for diagnostic purposes.

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.

Years 9 and 10 Literacy Blocks have a strong focus on developing writing skills essential for success in the Senior Years.

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 capability and SACE Diagnostic testing using PAT Reading helps to identify areas requiring attention and growth over time. These results are used to differentiate learning.

Intensive literacy support occurs for ATSI and EAL students in addition to those whose reading skills are below DE standards in NAPLAN Reading.

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.

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.

Programs include Certificate I Financial Literacy, Mathletics, 6 Big Ideas in Number, Maths Olympics and after school tutoring.

PERSONAL DEVELOPMENT

Personal Development is compulsory across Years 7 to 12. Junior and Middle School students participate in activities which develop their skills in establishing and maintaining positive relationships with others and increase opportunities for learning through mindfulness and Positive Education. They discuss a wide range of contemporary issues such as racism, harassment and bullying, drug and alcohol awareness. They develop an awareness of career planning and employment skills and skills in self-reflection and goal setting for their learning. Students also participate in citizenship activities.

Senior School students develop 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.

COURSE SELECTION

Course selection for the following year takes place in two stages: In Term 3, parents/caregivers 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 6 students will choose subjects during the enrolment process for starting High School. Year 7, 8 and 9 students complete the process through their Care Teachers.

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

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

SCHOOL ACCOUNT

Families have several options for paying school fees: part payments, cash, credit card, EFTPOS, direct debit through the Salisbury High School website www1.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 2023 at \$370.

SCHOOL CARD

If you believe that you may be eligible for **School Card in 2023** you must apply as soon as possible. Did you know that you can also apply online? Other forms are available from the school if your circumstances are different to those required for School Card eg: 'Hardship' or 'Change of Circumstances'. If you are unsure please speak to one of our Finance Staff on 8182 0200.

For more information please go to:

<https://www.sa.gov.au/topics/education-an-learning/financial-help-scholarships-and-grants/school-card-scheme>

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 Student Services 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
- Short sleeve white shirt/blouse and school tie
- Dark blue or navy pants, shorts or skirts
- **No jeans or leggings may be worn**
- Salisbury High School windcheater or jacket

Physical Education Uniform

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

Leggings may only be worn if students are participating in Physical Education, Sport or Dance.

Footwear

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

Salisbury High School uniforms are available to purchase at LOWES located in the Parabanks Shopping Centre, Salisbury. There are four 20% off days throughout the year. www.lowes.com.au/schools-online/salisbury-high-school

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
- Resumé and application writing
- Police clearance applications
- Casual and full time employment
- Trainee and apprenticeship assistance
- Interview preparation

STUDENT ACTION TEAM (SAT)

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

SAT Leaders represent their peers and provide a student perspective on decisions that may affect the student body.

It gives students a platform to express their opinions and ideas, and to be responsible and active citizens who make a significant contribution in their school and community participation. SAT develops the **Leadership** skills, promotes personal **Growth** and empowers students to make positive **Changes**.

NORTHERN OPPORTUNITIES

Officially launched in 2020 at Salisbury High School, Northern Opportunities (NOP) is one of the Kain Foundation's many projects, alongside work in Uganda and other South Australian projects like Work Inspiration, Drumbeat and housing projects. In its 4th year in 2023, the program continues to evolve with a focus on maximising student interest and the program's impact on these young people.

This unique, award-winning 4-year program supports selected students from Year 9 through to Year 12 to equip them with tools, networks and confidence to help them reach their full potential in their lives and careers. Salisbury High is the only school in the world to access this suite of support!

In Term 4 each year, Year 8 Care Teachers nominate students who they believe would benefit from this program. These students attend an information session, before completing an application form, and attending an interview, so the program coordinator and the Kain Board can determine who would best fit into this competitive, rewarding program. Each year, we welcome another cohort of 15 students to begin the journey.

NOP is proudly sponsored by the Kain Foundation in collaboration with corporate and community partners, such as Kain Lawyers, Raise, Youth Opportunities, Ecstra Foundation, Australian Space Discovery Centre, and industry leaders, alongside many others.



STRIVE CAMP

Successful students are celebrated through an annual STRIVE Camp which occurs during Term 4. Positions are open to students in Years 7-10 and leadership roles are offered to Senior School students. Students are selected on the basis of nomination for consistently demonstrating the school values of:

- Respect
- Relationships
- Honesty
- Organisation
- Success

Students may be nominated by teachers, peers or via self-nomination.



STUDENT WELLBEING

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

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

The Wellbeing team provides 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.

Pastoral Care Worker (PCW)

The Pastoral Care Worker (PCW) supports the school and the wellbeing team in its aim to be a safe and supportive learning environment, by providing social, emotional and spiritual support, role modelling and mentoring, engaging in school internal and external activities, and being the link between the community and the school. They do this by being a listening ear, a source of encouragement and friendship, promoting positive wellbeing, facilitating community engagement through seminars and activities, and offering referral to the appropriate support services.

A PCW does not promote nor discriminate on the grounds of any particular ideology, but works to enable a supportive, inclusive and caring learning environment within the school for all students

Breakfast Program

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

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

USEFUL INFORMATION TO GET YOU STARTED AT SHS



Executive Team



Sylvia Groves

Principal

Email: Sylvia.Groves476@schools.sa.edu.au



Danni Margan

Deputy Principal

Email: Danni.Jones733@schools.sa.edu.au



Adrian Mann

Senior Leader – Senior School

Email: Adrian.Mann52@schools.sa.edu.au



Leon Karvelis

Senior Leader – Middle School

Email: Leon.Karvelis253@schools.sa.edu.au



Therese Musolino

Senior Leader – Junior School

Email: Therese.Musolino521@schools.sa.edu.au

First Day

Year 7 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 8, 9, 10 and 11 students return to school on the following day.

Students meet their care teacher on their first day at Salisbury High School. They will remain in the same Care class throughout Years 7-10. As they enter Senior School, students will be placed in Care classes for the remaining 2 years of SACE study.

Year 7 parents will be invited to a BBQ early in term 1 to meet their child's Care Teacher.

Dismissal time

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

Laptops

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 7-10 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.

School Photographs

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

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 7 to 10 and Art Practical in Years 11 and 12.

Media Arts

Media Arts focus on processes and practices of creating animation and the art of film making using a variety of technologies and creative tools. In Film Making, students experience the process of film production through cinematography, digital editing and post-production elements/effects and gain expertise in utilising various digital devices and digital software to produce media content that fits with our online world and meets industry standards. (eg: Premier Rush, iMovie, Adobe Creative Suite & mobile Apps)

In Animation, students study with an emphasis on stop motion and digital design. Students learn how to use industry standard software (eg: Stop Motion, Claymation, PowerPoint animation, etc) to bring artwork to life on screen and create content that is interesting and entertaining for modern audiences.

At this stage, students can study Media Arts from years 8-10 with Senior School pathways currently under development.

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 7 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, contemporary, musical theatre and cultural. 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 improvisation and performances of others and the history of acting and the theatre. Students can choose Drama as a subject from Years 7 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 7 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 Certificate II in Construction
- Doorways2Construction Stackables
- Engineering Technology

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

Alex Cretan, Coordinator Design Technology
Email: Alex.Cretan652@schools.sa.edu.au



Doorways2Construction Certificate II in Construction

The D2C program operates 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 2 in Construction. SACE credits are given for the completion of units of competency. Students complete 10 days of Structured Work Learning 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

Doorways2Construction Stackables

Students who have completed a Certificate II in Construction have the choice of either the Advanced Carpentry Safety Skills (stackable) or the Advanced Brick and Block (stackable). Each program operates one day a week for one semester. Students work predominately in the Salisbury High School Trade Centre and complete modules towards their Certificate III in Carpentry or Bricklaying.

Accreditation for work completed contributes SACE Stage 2 credits.

Contact

Briianka Daniels, Vocational Pathways Coordinator
Email: Briianka.Daniels324@schools.sa.edu.au



ENGLISH

English is compulsory from Years 7 to 11. Students develop skills in speaking and listening, reading, viewing, and writing.

Years 7 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 7 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 are offered in the core subjects of Humanities, Science and Mathematics across Years 7 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

Carla Freedman, EALD Coordinator
Email: Carla.Freedman814@schools.sa.edu.au
Megan Haronen, English Coordinator
Email: Megan.Haronen558@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 7 and 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 7 and 8 students experience an introduction to safe management practices and participate in practical applications. Year 9 and 10 are semester courses that offer a range of topics. Senior school students choose from courses including Food and Hospitality and Food Innovation.

Contact

Jason Price, Director of Innovation & Improvement
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 7, 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 7 to 10) include: Athletics, Games of Low Organisation, Fundamental Movement Skills, Invasion Games, Net-Divided Games, Target Games, Striking and Fielding Games and Indigenous Games. Theory topics include: Human Body, Sexual Health and Relationships (Shine SA program), Fitness Components, Health and Nutrition. 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 Wellbeing, Stage 1 and 2 Outdoor Education, Stage 2 Sport, Health and Physical Activity (Integrated Learning) and Stage 1 and 2 Child Studies. Students from an Indigenous background (Years 10 to 12) can apply to be a part of the Salisbury SAASTA academy. If selected, students in Year 11 and 12 will study Stage 2 Integrated Learning/Health and Wellbeing. Students in Year 10 will participate in the Aboriginal Careers Exploration (ACE) program.

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. Carnivals offered include; Indoor Cricket, Football, Beach Volleyball, 5-a-side Soccer, Tag Rugby, Ten Pin Bowling, Rock Climbing, Volleyball, Basketball, Netball and Super 8s as Cricket and beach Soccer.

The 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 Bridgestone 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, Futsal, Badminton, European Handball and Volleyball. These sports alternate daily. 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

Jason Roe, Health and Physical Education Coordinator
and Lachlan Cross, Sport Coordinator
Email: Jason.Roe772@schools.sa.edu.au
Lachlan.Cross258@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 7 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 7 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, Coordinator HASS and Languages
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.

Italian is a compulsory subject for students in Years 7 and 8. Students are required to complete 1 semester in Year 7 and 1 semester in Year 8. Students have the option to continue their studies in full year courses in Years 9-10.

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 at Year 11 as either 10 credit or 20 credit subjects.

Contact

Dora Bruno, Coordinator HASS and Languages
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:

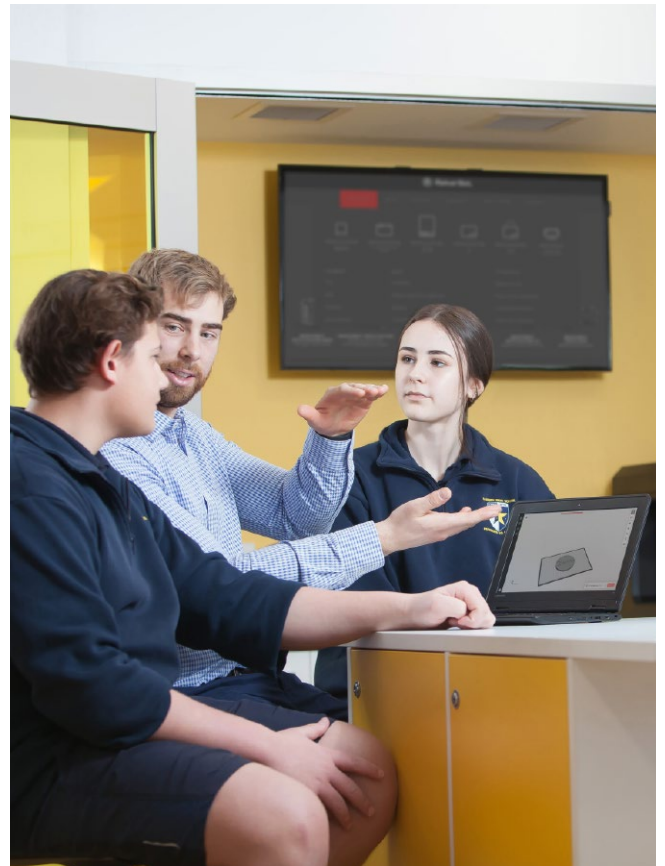
- Intel 21.5" iMacs
- Adobe CC suite which includes Photoshop, Flash, Dreamweaver, Illustrator and InDesign
- Final Cut Pro X video editor
- Colour laser printers up to A3 in size
- Sound recording and podcasting equipment
- Stop-motion animation
- Broadcast Quality video equipment including HD cameras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

Students produce digital media products including 3D 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 7 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, Director of Innovation & Improvement
Email: Jason.Price447@schools.sa.edu.au



MATHEMATICS

Students study a full year of Mathematics across Years 7 to 10 based on the Australian Curriculum and includes four branches (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.

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.

Cross curriculum planning 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 7 and 8 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.

NUMERACY

Teachers in all learning areas help students develop effective numeracy skills together with an understanding of the numeracy demands of individual subjects.

Students and teachers in Years 7 and 8 use PAT Maths results to identify areas requiring attention and address these through differentiated weekly numeracy blocks. All students across Years 7 to 10 use Mathletics to assist their learning.

Intensive numeracy support occurs for Year 7 and 8 students who are identified as needing support with the Big Ideas in Number.

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 7 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
- General

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 General 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
- Scaled score equivalents for Recognised Studies to the value of 10 or maximum of 20 credits. (Completed Certificate III for University 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 are published in the Tertiary Entrance Booklet and available online. Go to the SATAC website for more information www.satac.edu.au

GENERAL PATHWAY

The General Pathway guides students towards the completion of the South Australian Certificate of Education (SACE). The general pathway provides students with a knowledge and skills based curriculum to prepare for the many post school options available. Outcomes upon completion of SACE is directed towards full time employment, traineeships, apprenticeships, vocational study and flexible entry to university via a Foundation Studies course. Overall this pathway offers the most choice in terms of subjects selected and positive outcomes available.

General pathway students are required to complete Stage 1 requirements in Year 11, gaining 130 Stage 1 credits including the compulsory 2 semesters of English, 1 semester of Maths and Personal Learning Plan (PLP) at C grade or above. In Year 12, General pathway students will be enrolled in 3 20 credit (full year) Stage 2 subjects and Stage 2 Research Project. Stage 2 Research Project is a compulsory subject in SACE. All subjects at Stage 2 require students to get a C- or above in order to achieve Stage 2 credits.

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.

Stage 1:

Agricultural & Science Industries

- Certificate II Advanced Animal Care
- Certificate II Horticulture

Automotive Industries

- Certificate II Automotive Servicing Technology - 1.5 years

Construction, Electrotechnology & Engineering Industries

- Certificate II Construction Pathways
- Certificate II Plumbing (pre-apprenticeship) – 1.5 years
- Certificate II Resources and Infrastructure Workshop Preparation

SENIOR SCHOOL

- Certificate II Electrotechnology
- Certificate II Engineering Pathways

Hairdressing & Beauty Industries

- Certificate II Salon Assistant
- Certificate II Retail Cosmetics

Health & Community Services Industries

- Certificate II in Community Services
- Certificate III Early Childhood Education and Care – 2 years
- Certificate III Individual Support (ageing or disability)
- Cert III in Health Services Assistant

Hospitality & Food Processing

- Certificate II Food processing (bakery focus)
- Certificate II Hospitality
- Certificate II in Cookery

Information technology & Multimedia

- Certificate III Information Technology
- Certificate III Screen and Media

Stage 2:

Students who have successfully completed the Certificate II in Construction and who have undertaken five days structured workplace learning may choose to apply for:

- Advanced Carpentry (stackable)
- Advanced Brick and Block (stackable)

For more information on the courses offered, scan the QR code or visit:
<https://nassa.eschoolsolutions.com.au/pages/public/viewcourses.aspx>



Contact

Adrian Mann, Senior Leader Senior School
Email: AdrianMann52@schools.sa.edu.au

Brianka Daniels, Coordinator Vocational Pathways (VET)
Brianka.Daniels324@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 both the Unit and Special Classes at Salisbury High School is through a central process. For further information discuss with existing school or contact Regional Support Services on phone: 8314 4000 regarding the process.

Special Class – 4 Classes

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

Year 7, 8 and 9 Students

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

Year 10 and 11 Students

Incorporate 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 support services such as Disability Pension, access to specialist employment agencies and links with employment. During this year students can participate in an extensive work placement program.

Disability Unit – 3 Classes

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

Year 7, 8, 9 and 10 Students

Access 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 7 to 9, 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 10 to 12 therefore students are allocated a Special Education Care Teacher where post school options can be explored.

Timetable

The classes have a modified timetable with English and Maths lessons each day before recess. Students are grouped through testing in English, phonemic awareness ability and reading level and in Maths number, money, and time.

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, 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
- One Child One Plan
- Attendance tracking
- Reconciliation Action Plan
- Specialised programs
- Sista Girlz Circle
- Clontarf Academy

Programs available include:

- Mentoring
- Academic recovery tutoring
- Study line tutoring
- SAASTA Power Cup – Years 11 to 12
- Numerous TAFE Certificates through SAASTA
- Work About Centre programs – 5 Steps to Work Readiness and Driver Education
- Year 7 and 8 Literacy
210 minutes each week with ATSI Coordinator
- Levelled Literacy Intervention

Contact

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







SALISBURY HIGH SCHOOL

Our Vision

Empowered to create successful futures.

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

