

SALISBURY HIGH SCHOOL

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

School Context Statement

2018

Salisbury High School

ALWAYS ASPIRE



Pathways to Success

SALISBURY HIGH SCHOOL

Updated 8.5.18

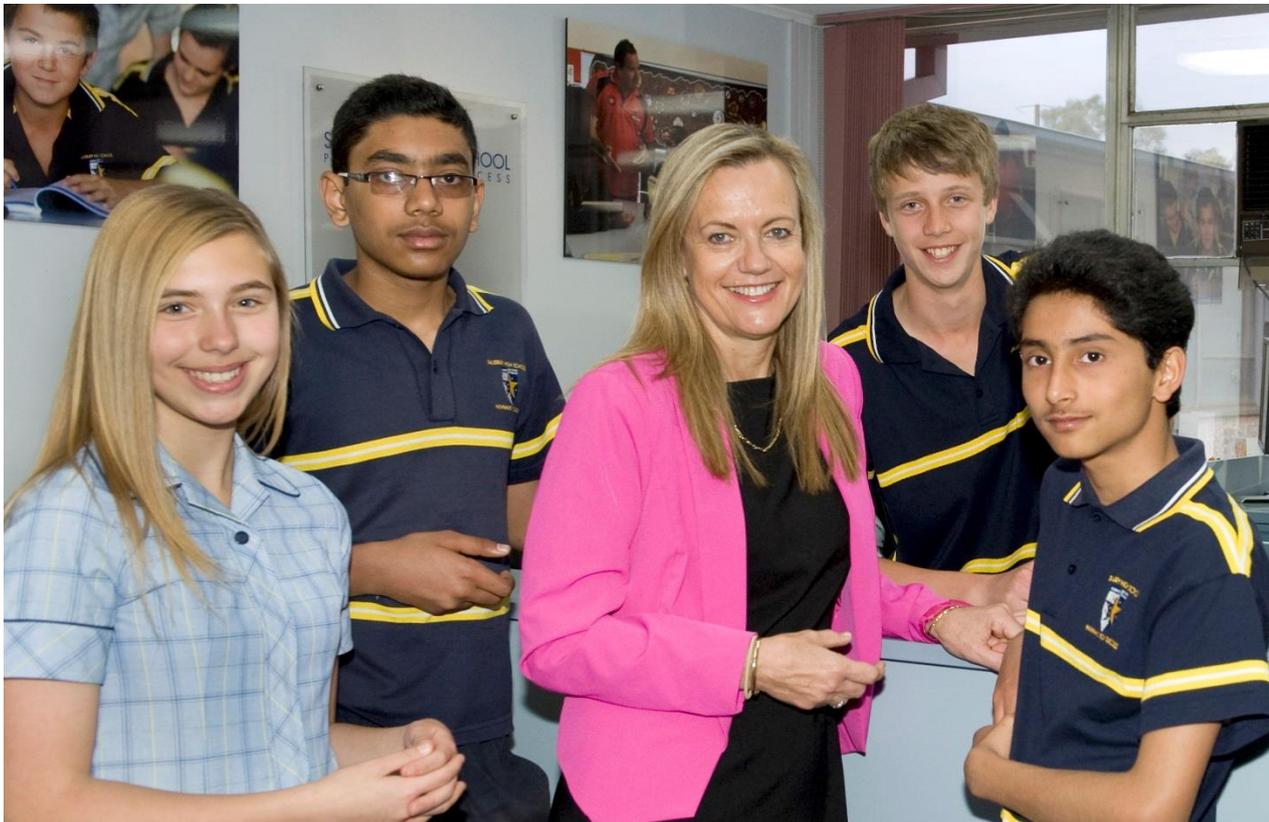
SCHOOL CONTEXT STATEMENT

School number:0892

School name: **Salisbury High School**

1. General information

School Principal name	Mrs Sylvia Groves
Deputy Principal's name	Mrs Adrienne Gregory
Year of opening	1959
Postal Address	14 Farley Grove, Salisbury North SA 5108
Location Address	14 Farley Grove, Salisbury North SA 5108
DECS Region	Northern Adelaide
Geographical location	22 kms from GPO
Telephone number	08 81820200
Fax Number	08 81820201
School website address	www.salisburyhigh.sa.edu.au
School e-mail address	dl.0892_info@schools.sa.edu.au
MOODLE Web Site	dlb.sa.edu.au/salhsmoodle/
Child Parent Centre (CPC) attached	No
Out of School Hours Care (OSHC) service	No



Principal	Sylvia Groves	
Deputy Principal	Adrienne Gregory	
Senior Leaders	Nick Cotsaris	Senior School
	Debbie Haines	Middle School
	Danni Margan	Intervention
	Rebecca Ludewig	Maths/Science
	Christine Cole	Students with Disabilities
	Jason Price	Technology & ICT Systems
	Radia Dally	English/EALD
Business Manager	Caroline Miller	
Teaching staff	63.1 FTE	

ENROLMENTS

February FTE Enrolment	2012	2013	2014	2015	2016	2017
Secondary, Special, NAP, Ungraded	56	57	59	54	54	51
Year 8	126	126	146	161	172	162
Year 9	158	139	123	152	160	175
Year 10	169	171	143	123	162	165
Year 11	176	175	178	158	124	190
Year 12	173	159	141	170	137	118
Year 12 plus	38	18	16	10	3	2
TOTAL	896	845	806	825	812	863

	2012	2013	2014	2015	2016	2017
Male FTE	518	484	443	476	469	500
Female FTE	378	361	363	347	343	363
School Card Approvals	235	213	274	251	335	372
NESB Total (Persons)	167	173	137	139	171	191
Aboriginal FTE enrolment	79	77	72	83	79	74
International Long term students -	-	-	1	2	1	1
SWD (including SMD, NEP)	167	149	148	158	153	151
FLO	49	40	38	46	40	42

Enrolment trends

Student numbers increased during the period 1995 to 2010 from 500 culminating in over 1000 students. From 2010, numbers have fluctuated but are holding at 863 in 2017. We anticipate a further slight incline as the demographics of the region indicate an increase in potential future enrolments.

Public transport access

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

Special site arrangements

- Special Education Unit

2. Students (and their welfare)

General characteristics

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

Student well-being programs

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

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

Support offered

Care Management

The following support structures are in place:

- 1 x 10 minute care period at the start of four days with extended Care on Wednesday. Students meet with their Care Teacher who monitors attendance and shares student notices.
- 1 x 60 minute Personal Development lesson each week. Students participate in activities relating to developing and maintaining positive relationship

Student Wellbeing

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

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

Positive Education

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

Positive school culture

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

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

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

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

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



We are fortunate to have an in school psychologist who provides **free** psychological services to students and their families on site. The service is bulk billed to Medicare for eligible students. The psychologist sees students who have a referral from their GP under Medicare's Better Access to Mental Health Care initiative (Mental Health Care Plan),

which allows the psychologist to provide 10 sessions per calendar year. As In-School Psychology bulk bills to Medicare there is no out of pocket cost for the family.

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

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

Senior School Centre and Career Advisor

The senior school centre is open to all students seeking career counselling and assistance with SATAC and employment applications. Appointments can be made with our Career and Transition Officer. Past and present students are able to take advantage of the service, which includes career counselling, SATAC applications, resume and portfolio preparation, job applications, work placement, mock interviews, post placement assistance, assisting students to apply for TAFE and University through SATAC, networking with other training and employment services. The senior school centre also provides tutoring and mentoring support for students.



Positive Behaviour for Learning

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

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

The relevant Senior Leaders, Deputy Principal and Principal manage suspension and exclusion processes and contact parents/care-givers when district support providers are involved. School Leaders and Student Counsellors continue to support Care Teachers, students and parents in their management of student behaviour.

Student Representative Council (SRC)

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

The SRC is a proactive group of student leaders who have a desire to see their leadership skills developed. This growth and development will take place through internal leadership forums, public speaking

opportunities and outside leadership conferences and events. In addition, SRC promotes positive change through involvement in school projects and community events and causes.

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

Special programs

- Flexible Learning Options (FLO)
- Youth Opportunities – a personal planning course.

3. Teaching and Learning Plan 2016 to 2019

The Salisbury High School teaching and learning plan provides a map for the school for the next three years. The plan is dynamic and reflects emergent priorities in the school, Northern Adelaide District and the Department for Education and Child Development (DECD). The plan supports global changes and has a focus on improvement and accountability. We are driven by success using quality teaching and strong leadership through whole site commitments and evidence based approaches ensuring all learners have the opportunities to achieve excellence. We place students at the centre of all our work.

Vision

Empowered to create successful futures. Our aim is to see every student successfully placed in higher or further education, training, employment or community and service. We focus constantly on world class learning standards and curriculum ensuring our students achieve positive learning outcomes within a supportive school environment.

Values

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

Honesty
Success
Organisation
Respect
Relationships

Within a connected community we develop students who

Learn
Think
Create
Flourish

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

4. Curriculum

MIDDLE SCHOOL

Subject offerings

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

STUDENTS WITH DISABILITIES

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

Unit and Special Classes

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

Junior Unit Class – Years 8/9

Each student accesses learning modified to suit their needs. Students develop an understanding of themselves, independent skills and work on appropriate social skills in a variety of settings.

Middle Unit Class – Years 9 and 10

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

Senior Unit Class – Years 11 and 12

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

Junior Special Class – Years 8 and 9

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

Middle Special Class – Years 10 and 11

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

Senior Special Class – Year 12

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

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

Care Group

In Years 8 to 10, students are placed in a care group with mainstream students as this provides consistency and the opportunity to develop friendships outside special education. The needs of the students change in Year 11 and 12 therefore students are allocated a special education care teacher where post school options can be explored.

Modified PLP

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

Transport Training

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

SENIOR SCHOOL CURRICULUM

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

UNIVERSITY PATHWAY

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

VOCATIONAL PATHWAY

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

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

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

Students studying within the Vocational Pathway are able to:

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

Available Vocational Course Options:

Agriculture and Science

Certificate III in Laboratory Operations

Automotive

Certificate I in Automotive (Vocational Preparation)

Certificate II in Automotive Servicing Technology

Construction

Certificate I in Construction (Doorways 2 Construction)

Certificate I in Construction (Plumbing Focus)

Certificate II in Construction (FLO Only)

Certificate II in Construction (Painting and Decorating Focus)

Certificate II in Furniture Making (Working Towards)

Certificate III Brick and Blocklaying (Doorways 2 Construction +, Working towards)

Certificate III in Carpentry (Doorways 2 Construction +, Working towards)

Certificate III in Roof Plumbing (Working towards)

Certificate II Furniture Making

Certificate III D2C+ Brick/Block Laying

Certificate III D2C+ Carpentry

Electrotechnology

Certificate II Electronics (Power Focus)

Certificate II Electrotechnology (Career Start)

Engineering

Certificate II in Engineering Pathways (Working towards)

Certificate III in Engineering Pathways (Fabrication) (Working towards)

Fitness, Sport and Recreation

Certificate II in Sport and Recreation

Certificate III in Fitness

Hair and Beauty

Directions in Hair and Beauty
Certificate II in Retail Cosmetics
Certificate II in Salon Assistant
Certificate III in Beauty (Nail Focus) (Working towards)
Certificate III in Hairdressing Pathways
Certificate III in Make-Up

Health and Community Services

Certificate II in Community Services
Certificate II in Health Support Services (Food Services)
Certificate III in Community Services
Certificate III in Early Childhood Education and Care
Certificate III in Health Services Assistance
Certificate III in Individual Support (Ageing and Disability) (Dual qualification)
Certificate III in Individual Support (Ageing)
Certificate III in Individual Support (Disability)

Hospitality, Tourism and Food Processing

Certificate II in Food Processing
Certificate II in Hospitality
Certificate II in Kitchen Operations
Certificate III in Hospitality
Certificate III in Tourism (Working towards)

Information Technology, Entrepreneurial and Business

Certificate II in Information Digital Media and Technology
Certificate III in Business
Certificate III in Information Digital Media and Technology
Certificate III in Microbusiness

Music, Art and Multimedia

Certificate II in Music Industry
Certificate II in Screen and Media
Certificate III in Business
Certificate III in Information
Certificate III in Information Digital Media and Technology (Programming)
Certificate III in Music Industry
Certificate III in Screen and Media (Gaming)
Certificate III in Visual Arts

Transport and Logistics

Certificate III Driving Operations (Working towards)

Aboriginal Programs

Certificate I in Construction
Certificate II in Kitchen Operations
Certificate III in Learning an Endangered Aboriginal Language (Kaurua Language)

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 reading program
- Middle school Maths support



5. Sport

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

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

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

Lunchtime Sport in the Gym runs every day and students can partake in a wide variety of sports including Basketball, Soccer, Badminton, European Handball and Volleyball. These sports are run in blocks of 3-4 weeks and often culminate in a Staff v Students round to finish the block. Every lunch break students can use their School ID Card to borrow a piece of equipment to use out in the yard either competitively or for a social kick / throw / hit.

6. Other Co-Curricular Activities

- Student Representative Council and SAT teams
- House System
- Assemblies are held once a term with students seated in the Gymnasium. Student and staff speakers deliver topics on the agenda. Student performers and invited and Multi-cultural

groups are encouraged to perform. The aim is to have as many students as possible speaking or performing at an assembly to increase their confidence and public speaking skills.

- Music – Both bands and singing groups practice at lunchtimes for assemblies.
- Dance
- School Musical
- All Year 8 students and parents are involved in orientation activities early in the year.
- City Bound Discovery Program for Year 9 students
- Most curriculum areas enter students in state and national competitions.
- Arts exhibitions held each year.
- Excursions and camps take place according to subject needs.
- English and Maths Club
- Involvement in Community projects
- The Tinker Team
- Harmony Day
- Wellbeing Day
- World Vision – 40 Hour Famine
- Chess Club

7. Staff (and their welfare)

Staff profile

The teaching staff varies in age from first year teaching to very experienced teachers. In 2017 we had a very stable and consistent staff. This is indicative of the strong support and induction programs we have in place and the positive learning environment for both staff and students.

Leadership structure

Principal, Deputy Principal, Senior Leaders (9) - Middle School, Senior School, Technology/ ICT Systems, Curriculum/ Professional Learning, Intervention, Maths/Science, English/EAL and SWD. The Executive team and the Business Manager meets once a week to discuss upcoming events and organisation requirements. There are 13 Coordinators (including Student Counsellors).

Staff support systems

Staff work in year level teams, curriculum teams, professional learning teams led by Coordinators and Senior Leaders. The school has an active PAC and a strong social committee. There is an on-going induction program for staff new to the school. The staff work in a cohesive and supportive way with a focus on improving teaching and learning. The school is privileged to have a highly skilled, hardworking and professional team of teaching staff, SSOs and GSE's. Regular HR surveys indicate high levels of satisfaction.

Performance Development

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

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

8. Incentives, support and award conditions for Staff

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

9. School Facilities

Buildings and grounds

The



school was built in 1959. The original building is a double storied air-conditioned complex with

several connecting wings. Further buildings have since been established on the site including a fully sized gymnasium; separate Home Economics, Technical Studies and Arts buildings.

The original building has had several upgrades in the past; including upgrades to such areas as Design Technology, Home Economics and the Resource Centre plus the establishment of a new Performing Arts Centre.

We have established an extensive Senior School Centre incorporating a specific Aboriginal Education suite and Flexible Learning Centre for senior students.

There is a Special Education Unit incorporated in the building design with its own student courtyard.

The front of the school is lined with established large gums. The lawned areas of the school are immaculate with garden beds surrounding all school buildings. A school is fully fenced around the schools buildings and oval. Salisbury High School is an air-conditioned school.

New facilities

This year the Science/Maths areas are undergoing a complete upgrade to provide excellent learning spaces to support high quality STEM programs at Salisbury High School. They will include indoor/outdoor areas, communal learning spaces, new laboratories.

A second entrance will be re-established in the main building to improve entry and exiting of all students on a daily basis.

Student with disabilities area will be upgraded and relocated to modernize facilities and improve services and learning for our special education students.

A future build costing approximately \$10 million will begin following the completion of the first build. This is a very exciting time for Salisbury High School as both our buildings and grounds undergo major upgrades.

Heating and cooling

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

Specialist facilities and equipment

At Salisbury High all students are issued with a laptop for their learning. In Digital Media students have access to 3 iMac suites for desktop publishing, video editing, flash animation and DVD production. Music incorporates a specialist iMac suite with electronic keyboards assist students on producing and enhancing their own musical compositions.

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

Student facilities

A Student Services area is available with support. A cafeteria and seating nearby is provided for student use at recess and lunchtimes.

Salisbury High School has improved seating and covered areas for students. Students have a safe place for bikes and have a Care Room. Senior students have a Senior Study area with computers and may use the Resource Centre.

There are dedicated rooms for Aboriginal students and staff.

A Year 12 study area has been developed to support Year 12 students. They have access to the Student Transition worker during this time.

A Year 12 centre has been developed to provide all senior students with career support and computer access.

Staff facilities

All staff have desk and work spaces that offer access to technology. Every staff member is able to access emails both internally and externally using the school web page. All staff areas have heating and cooling.

Access for students and staff with disabilities

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

Students have their own designated car parking area within the school grounds however, this does not always cater for all students.

Access to bus transport

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

10. School Operations

Decision making structures

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

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

Regular publications

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

Staff are able to access the Handbook via the school intranet. The school website is updated regularly. It includes upcoming events, curriculum information, newsletters and school policies.

Display LED screens throughout the school (Canteen, front foyer, Resource Centre and Senior School study centre) highlight daily events

Other communication

- Parent-Teacher evenings are held on the last Wednesday of Term 1, 2 and 3 for student led conferences and report collection.
- Parent contact by Care Teachers via phone and or email
- Letters are sent home to formally inform parents of action undertaken at school or to update parents on relevant information.
- The school diary is a regular method for communication between home and school for Years 8 to 10.
- Snapshot student results are sent home midway through each term.
- Daymap provides access for senior students to assessments and learning programs both on site and from home.
- The school holds an Open Night, Sports Day, Athletics and Year 7 Transition visits.
- Assemblies are held once a term.
- Speech Day and Farewell celebrations for Year 12's.



School financial position

Salisbury High School is funded through a Resource Entitlement and through the collection of school fees, which are \$325 per student for 2017. The school's financial team operates effective policies and procedures to ensure that the many successful programs and initiatives that operate can do so with adequate resourcing. Additional resources are sought through applying for grants, sponsorship or from establishing partnerships. Salisbury High School has a Financial Advisory Committee, which operates as a sub-committee of the Governing Council.

11. Local Community

General characteristics

The local area is under redevelopment and some Housing Trust homes are being demolished and making way for privately owned homes. The Salisbury Swimming Centre is adjacent to the school and shares our back boundary fence. There is a direct access path to the Salisbury Interchange from the back corner of the school oval. One side of the school is bounded by the

railway line. The school occupies the entire length of Farley Grove. There are over 20 cultures and languages represented in the school.

Parent and community involvement

There is strong parental and community involvement in the school. The Performing Arts Centre is a state of the art building, including a 200 seat theatre and is used by our local community. The Governing Council is a representative sample of the available parents. The school expects that all parents will collect student reports from Care Teachers on the last Wednesday of Term 1, 2 and 3. Term 4 reports are posted home. Old Scholars and business and industry actively support the school in many ways eg Mentoring, work placement expertise and resources for Speech Day Student Awards.

Old Scholars

Salisbury High School has a database of 2000 plus Old Scholars who contribute financially as well as provide opportunities for our students.

Feeder or destination schools

The school has over 26 feeder schools with a range of numbers of students from each. The four zoned schools are Salisbury Primary School, Salisbury North Primary School, Salisbury Park Primary School and Brahma Lodge Primary School. Our closest primary school is Salisbury North R-7 School.

Commercial/industrial and shopping facilities

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

Other local facilities

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

Local Government body

The local area is covered by the Salisbury Council.

12. Further Comments

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

2017 Highlights

- Top University scores of 99.95.
- 2 Merit awards, 52 Stage 2 A grades (19.4%).
- 10% of students achieved an ATAR above 90.
- 36 students received a University placement
- 100% SACE completion for fifth successive year
- 11 NASSSA Vocational Award winners
- Construction Award for the most outstanding VET student
- Hosei Junior University High School Japan school visit
- Power Cups, SAATA Student and Male Sportsperson of the Year
- Student Welbeing Day
- Mathematics students top private school in MASA Quiz Night
- Ongoing NASSSA Olympics involvement
- School Musical - Wolfstock

