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
SCHOOL CONTEXT STATEMENT

School number: 0892
School name: Salisbury High School

1. General information

<table>
<thead>
<tr>
<th>School Principal name</th>
<th>Mrs Sylvia Groves</th>
</tr>
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<tbody>
<tr>
<td>Deputy Principal's name</td>
<td>Mrs Adrienne Gregory</td>
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<tr>
<td>Year of opening</td>
<td>1959</td>
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<tr>
<td>Postal Address</td>
<td>14 Farley Grove, Salisbury North SA 5108</td>
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<tr>
<td>Location Address</td>
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<td>DfE Region</td>
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<td>Geographical location</td>
<td>22 kms from GPO</td>
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<td>Telephone number</td>
<td>08 81820200</td>
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<td>Fax Number</td>
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<td>School website address</td>
<td><a href="http://www.salisburyhigh.sa.edu.au">www.salisburyhigh.sa.edu.au</a></td>
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<td>School e-mail address</td>
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Principal  Sylvia Groves  
Deputy Principal  Adrienne Gregory  

Senior Leaders  
- Nick Cotsaris  
- Therese Musolino  
- Danni Margan  
- Rebecca Ludewig  
- Christine Cole  
- Jason Price  
- Raida Dally  
- Dora Bruno  

Senior School  
Middle School  
Inclusive Education  
Maths/Science  
Students with Disabilities  
Technology & ICT Systems  
English/EALD  
LOTE/ Hass  

Assistant Principal  Mary ChrysoStomou  
Manager Wellbeing  

Business Manager  Julianne Welk  

Teaching staff  65.3 FTE  

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**ENROLMENTS**  

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**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 steadily increasing and sit at 905 in 2019. We are experiencing an increase in enrolments with waiting lists required to be in place. Priority is given to inzone students.  

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

Student well-being programs
Salisbury High School has a Care Management system which encourages a positive, lasting relationship between student, care teacher and parent/caregiver.

The 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 Positive Education

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 provide parents with 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. Positive emotions
2. Engagement
3. Relationships
4. Meaning
5. Accomplishment

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 two in-school psychologists who provide free psychological services to students and their families on site. The service is bulk billed to Medicare for eligible students. The psychologists see 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 are professionals dedicated to providing outstanding and comprehensive services to assist children and adolescents, their families and their schools.

Counselling is a very effective way of helping adolescents who are 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 also help prevent reoccurrences.

**GP Service in School**
Dr Neil Stanford is a GP who has worked in the North East of Adelaide for about eighteen years, after graduating from medical school in the UK some 28 years ago. He visits schools in the North of Adelaide to facilitate referrals for students to Allied Health Providers such as Psychologists, Occupational Therapists and Speech Pathologists.
Dr Neil will be providing a bulk billed GP service at Salisbury High School once/twice a term. Consent forms can be obtained from the Wellbeing Team and referrals can then be made to the In School Psychologist.
For further information, please contact Mary Chrysostomou, Assistant Principal - Wellbeing, on 8182 0200.

Dr Neil Stanford also Consults at:
Mawson Lakes Medical Centre
12 Main St
Mawson Lakes SA 5096
Ph: 8359 5133
Dental for Schools ‘Oral health Program’

Dental for Schools ‘Oral health Program provide dental check-ups and treatment/s onsite. The program is run with the help of Medicare and the Child Dental Benefit Schedule (CDBS) so all children who are eligible* pay no out of pocket expense. The mobile dental clinic will arrive on the specified dates and will only see children who have filled in a parental consent form. Once your child has been seen you will receive an oral health report which will have notes written by the dentist as well as any necessary referrals at the end of the visit.

Senior School Career Advisor

The senior school career advisor Kerry Bell is available to all students seeking career counselling and assistance with SATAC and employment applications. Past and present students are able to take advantage of the service, which includes career counselling, resume and portfolio preparation, job applications, interview preparation, assisting students to apply for TAFE and University, networking with other training and employment services.

SENIOR CENTRAL

Year 11 and 12 students have access to a newly renovated and furnished Senior Central study centre which is shared with Senior School staff. The facility supports a range of learning styles with two private “breakout” rooms for group work and peer learning. The furnished courtyard is available for students who prefer a private outdoor learning environment. Modern fully appointed kitchen and toilet facilities are available for senior students within the centre.

Positive Behaviour for Learning

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 they then determine the level of support required for each student within their Care Group. Care Teachers are the first point of contact for parents/care-givers and ensure they are informed and involved in the progress of their children.

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. Site Improvement Plan

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.

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

Year 8 and 9
Students develop an understanding of themselves, independent skills and work on appropriate social skills.

Year 10 and 11
Students also participate in City Based Program 1 day a week, incorporating SACE units, social skills and independent transport training.

Year 12
Students complete Stage 2 Modified SACE whilst developing their post school pathway and gaining various 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 – 4 Classes
Students undertake a 5 year program where they study both Australian Curriculum and Modified Stage 1 and 2 SACE subjects.

Year 8, 9 and 10
Students access a learning modified to suit their needs. Students develop an understanding of themselves, independent skills and work on appropriate social skills in a variety of settings. Students go onto develop an understanding of their personal learning goals to work through their SACE program.
Years 11 and 12
Students have the opportunity to develop individual post-school pathways. There is extensive work placement program and students are supported to link with a variety of agencies. Students participate in developing their post school pathway and gain various support services such as Disability Pension, access to specialist employment agencies and links with employment.

Care Group
In Years 8 - 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 this is in conjunction with parents. 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 –
1. University & Hybrid Vocational
2. Vocational Pathway

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

VOCATIONAL PATHWAY
The Vocational Pathway provides students with opportunities to undertake nationally accredited Vocational Education and Training (VET) in a chosen pathway in preparation for employment and further training. This pathway is flexible and may suit students who wish to enter Vocational Training, the Defence Force or employment. Students who complete Certificate III level or higher qualifications are encouraged to apply for entry to University. The Vocational Pathway allows students to gain dual accreditation, in both the SACE and an industry recognised qualification, whilst in a supportive school environment.

Students studying within the Vocational Pathway are able to:
- explore vocational options and
- undertake traineeships and apprenticeships within a broad education
Available Vocational Course Options:

**Agricultural & Science**
Certificate II Conservation and Land Management
Certificate III Laboratory Skills

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

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

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

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

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

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

**Hospitality, Tourism & Food Processing**
Certificate II Food Processing
Certificate II Hospitality
Certificate II Hospitality (Kitchen Operations)
Certificate III Hospitality
Certificate III Tourism

**Information Technology & Business**
Certificate I Information Technology
Certificate II Information Technology
Certificate III Business
Certificate III Information Technology
Certificate III Micro Business

**Music & Multimedia Industries**
Certificate I Creative Industries (Music)
Certificate II Creative Industries (Media)
Certificate II Music
Certificate III Game Development Foundations
Certificate III Music
**Sport, Fitness and Recreation**
Certificate III Fitness
Certificate II Outdoor Recreation
Certificate II Sport & Recreation

**ABORIGINAL EDUCATION**
The Aboriginal Education team provides a range of programs to support Aboriginal and Torres Strait Islander (ATSI) students and their families. Our aims are to:

- Foster strong and rich interactions between families, school and the community, promoting the importance of cultural knowledge and identity in the development of resilience.
- Maximise potential in literacy and numeracy skills, attendance, engagement, leadership, SACE completion and post school options.
- Actively involve every ATSI child by empowering them in their learning through an effective and regular cycle of planning, review and reflection.

The team supports students & families via:
- Case management
- Performance reporting
- Academic recovery and tutoring
- Literacy and numeracy improvement planning
- One child One plan
- Attendance tracking
- School and Community Partnership Agreement
- Specialised programs

Programs available include:
- Mentoring
- Academic recovery tutoring
- Study line tutoring
- SAASTA – Years 11 to 12
- SAASTA Certificate III courses
- Work About Centre programs – 5 Steps to Work Readiness, Driver Education, introductory courses
- Aboriginal Leadership Team
- Year 8 and 9 literacy class
- Middle school Maths tutoring

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.

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

Other major events are the School Athletics Carnival followed by the Combined Northern and Vista Zone Athletics Carnival (held at SANTOS 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 match 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 friendly social competition.

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
- CanDance
- 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
- Harmony Day
- Wellbeing Day
- Lunchtime activities
- Youth Opportunities
- Breakfast Club
- Homework Club

7. Staff (and their welfare)

Staff profile
The teaching staff varies in age from first year teaching to very experienced teachers. In 2019 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 - Middle School, Senior School, Technology/ ICT Systems, Inclusive Education, Maths/Science/Numeracy, English/EAL, Languages/Hass, Wellbeing and SWD, as well as 6 Coordinators. The Executive team and the Business Manager meet once a week to discuss upcoming events and organisation requirements.

Staff support systems
Staff work in year level teams, curriculum teams and professional learning teams led by Coordinators and Senior Leaders. The school has an active PAC. 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 with a strong focus on reading. The school is privileged to have highly skilled, hardworking and professional teams of teaching staff, SSOs and GSE’s. Regular HR surveys indicate high levels of satisfaction.

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

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

Incentives, support and award conditions for Staff
This is a Category 2 school site which allows permanent staff in teaching positions to have unlimited tenure.

8. 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 front of the school is lined with established large gums. The lawned areas of the school include
garden beds surrounding school buildings. The school is fully fenced around the school’s buildings and oval. Salisbury High School is an air-conditioned school.

**New facilities**

A second entrance was re-established in the main building to improve entry and exiting of all students on a daily basis. The Science/Maths areas have undergone a complete upgrade to provide excellent learning spaces to support high quality STEM programs at Salisbury High School. They include indoor/outdoor areas, communal learning spaces and new laboratories. The student with disabilities area has been upgraded and relocated to modernise facilities and improve services and learning for our special education students. A future build costing approximately $10 million will begin in 2020. This is a very exciting time for Salisbury High School as both our buildings and grounds undergo major upgrades. Included in this build is a new building which will include two new kitchens, two new art rooms and a new dance area plus several English classrooms. New toilets and office spaces will also be included.
Additionally, the school has acquired a $1m loan to refurbish the existing Library. This build will also commence in 2020.

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

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

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

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

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

There are dedicated rooms for Aboriginal students and staff.

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

**Staff facilities**
All staff have desk and work spaces with access to technology and high speed Internet. Every staff member is able to access school applications such as Office 365, Daymap, Reports and shared resources both internally and externally. 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.

**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.
**9. 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.
A new app, SZapp, provides our community with updates on newsletters, the school calendar, forms and documents, canteen and regular bulletins.
Snapshot student results are sent home midway through each term.
DayMap provides access for students to assessments and learning programs both on site and from home.
The school holds an Open Night, Sports Day, Athletics and Year 7 Transition visits.
Assemblies are held once a term.
Speech Day and farewell celebrations occur at the end of each year.
School financial position
Salisbury High School is funded through a Resource Entitlement and through the collection of school fees, which were $350 per student for 2019. 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.

10. Local Community

General characteristics
The local area is under redevelopment and many Housing Trust homes are being demolished and making way for privately owned homes. The Salisbury Swimming Centre is adjacent to the school and shares our back boundary fence. There is a direct access path to the Salisbury Interchange from the back corner of the school oval. One side of the school is bounded by the railway line. The school occupies the entire length of Farley Grove. There are 29 cultures and languages represented in the school.

Parent and community involvement
There is strong parental and community involvement in the school. Parents are welcome to school events and are active participants at our Wellbeing Day, Athletics Day and Speech Day. The Governing Council is a representative sample of the available parents. The school expects that all parents will collect student reports from Care Teachers on the last Wednesday of Term 1, 2 and 3. Term 4 reports are posted home. Old Scholars and business and industry actively support the school in many ways eg Mentoring, work placement expertise and resources for Speech Day Student Awards.

Old Scholars
Salisbury High School has a database of 2000 plus Old Scholars who contribute financially as well as provide opportunities for our students. We are always looking for new and exciting ways to connect with our Old Scholars.

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

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.

11. 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.

2019 Highlights

- Top University scores of 99.95.
- 7 Merit awards, 94 Stage 2 A grades (19.4%).
- 14 students achieved an ATAR above 90.
- 55 students received a University placement
- 100% SACE completion for seventh successive year
- Hosei Junior University High School Japan school visit
- Power Cups, SAASTA
- Student Wellbeing Day
- Mathematics students top private schools in MASA Quiz Night
- Ongoing NASSSA Olympics involvement
- 11th School Musical and massive CanDance team
- Numerous Scholarship recipients
- High Year 12 retention rate
- 100% staff involvement in Professional Learning teams focused on quality task design and explicit lesson planning
- Guided Reading and Levelled Literacy Intervention programs in place and showing improvement