



SALISBURY HIGH SCHOOL

PATHWAYS TO SUCCESS

SCHOOL CONTEXT STATEMENT

Updated: 01.05.2013

School number: 0892

School name: Salisbury High School

1. General information

School Principal name	Mrs Ann Prime
Deputy Principal's name	Mrs Sylvia Groves
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/salhs Moodle/
Child Parent Centre (CPC) attached	No
Out of School Hours Care (OSHC) service	No

February FTE Enrolment	2009	2010	2011	2012	2013
Secondary, Special, NAP, Ungraded	42	47	52	56	157
Year 8	175	156	157	126	126
Year 9	204	177	156	158	139
Year 10	199	199	177	169	171
Year 11	183	197	210	176	175
Year 12	145	158	172	173	159
Year 12 plus	25	17	23	38	18
TOTAL	973	998	947	896	845

	2009	2010	2011	2012	2013
Male FTE	561	572	541	514	481
Female FTE	412	420	406	378	360
School Card Approvals	330	223	195	235	213
NESB Total (Persons)	172	172	176	167	173
Aboriginal FTE enrolment	76	86	77	79	77
International Long term students -	-	-	-	-	-
SWD (including SMD, NEP)	157	169	173	167	149
FLO			52	49	40

Principal	Ann Prime	
Deputy Principal	Sylvia Groves	
Senior Leaders	Nick Cotsaris	Senior School/VET
	Adrienne Gregory	Curriculum and Professional Learning
	Debbie Haines	Middle School
	Emma Ramke	Special Education
	Julie Wilson	Literacy
	Rebecca Ludewig	Maths/Science
Business Manager	Caroline Miller	
Teaching staff	66FTE	

Enrolment trends

Student numbers increased during the period 1995 to 2007 from 500 culminating in over 1000 students. From 2008, numbers have fluctuated but are holding at 845 in 2013. We anticipate a further slight decline as the demographics of the region indicate reduction of 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 five minutes' walk to the school.

Special site arrangements

- IB World School offering Middle Years Program
- Special Education Unit
- FLO (Flexible Learning)

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 thirty 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 based on their chosen pathway: University and/or Vocational.

Support offered

Care Management

The following support structures are in place:

- 1 x 10 minute care period at the start of each day. Students meet with their Care Teacher who monitors attendance and shares student notices.
- 2 x 50 minute Personal Development lessons per week in which pastoral care, personal learning portfolios, work education and enterprise activities are conducted in Care Groups with Care Teachers. Students are supported with organisation and time management skills.
- The small size of each care group facilitates contact with parents on individual matters.

Student Wellbeing

Student Counsellors provide a range of services for students, parents and staff including addressing personal, educational, health and social issues for members of the school community such as:

- Relationships
- Drug and alcohol awareness
- Self esteem
- Grief and loss
- Bullying and Harassment

The Student Counsellors work closely with the school leadership team to follow up bullying and harassment issues, including out of school and on-line incidents.

In addition to individual counselling of students, Counsellors work with community agencies and Care Teachers to develop a range of programs to address the various needs of students.

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.

Student Management

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 any negative behaviours, including bullying and harassment issues, through 'referrals' from staff members and they 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 Voice

Student Voice encompasses two aspects at Salisbury High School; Student Action Teams (SAT) and the Student Representative Council (SRC).

The SRC is a group of students interested in making a difference at school and in the wider community. They are involved in decision making at the school through involvement in:

- Governing Council
- School Executive Team
- Youth Advisory Council (Salisbury Council)

They help to make decisions that affect our School and the Salisbury Community. Another important aspect of the SRC is their work to help those who are less fortunate. They support a number of charities through fundraising.

Behaviour for Learning Approach

The school has implemented a Positive Behaviour for Learning approach to behaviour management. The purpose of PBL is to develop a climate in which appropriate behaviour is the norm.

Special programs

- FLO (Flexible Learning Options)
- Odyssey Program
- Enlightenment Program
- VIVO
- Youth Ops

3. Teaching and Learning Plan 2010 to 2013

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

The plan is dynamic. It reflects 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 quality leadership through whole site commitments and a strong evidence based approach ensuring all learners have the opportunity to achieve their best.

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.

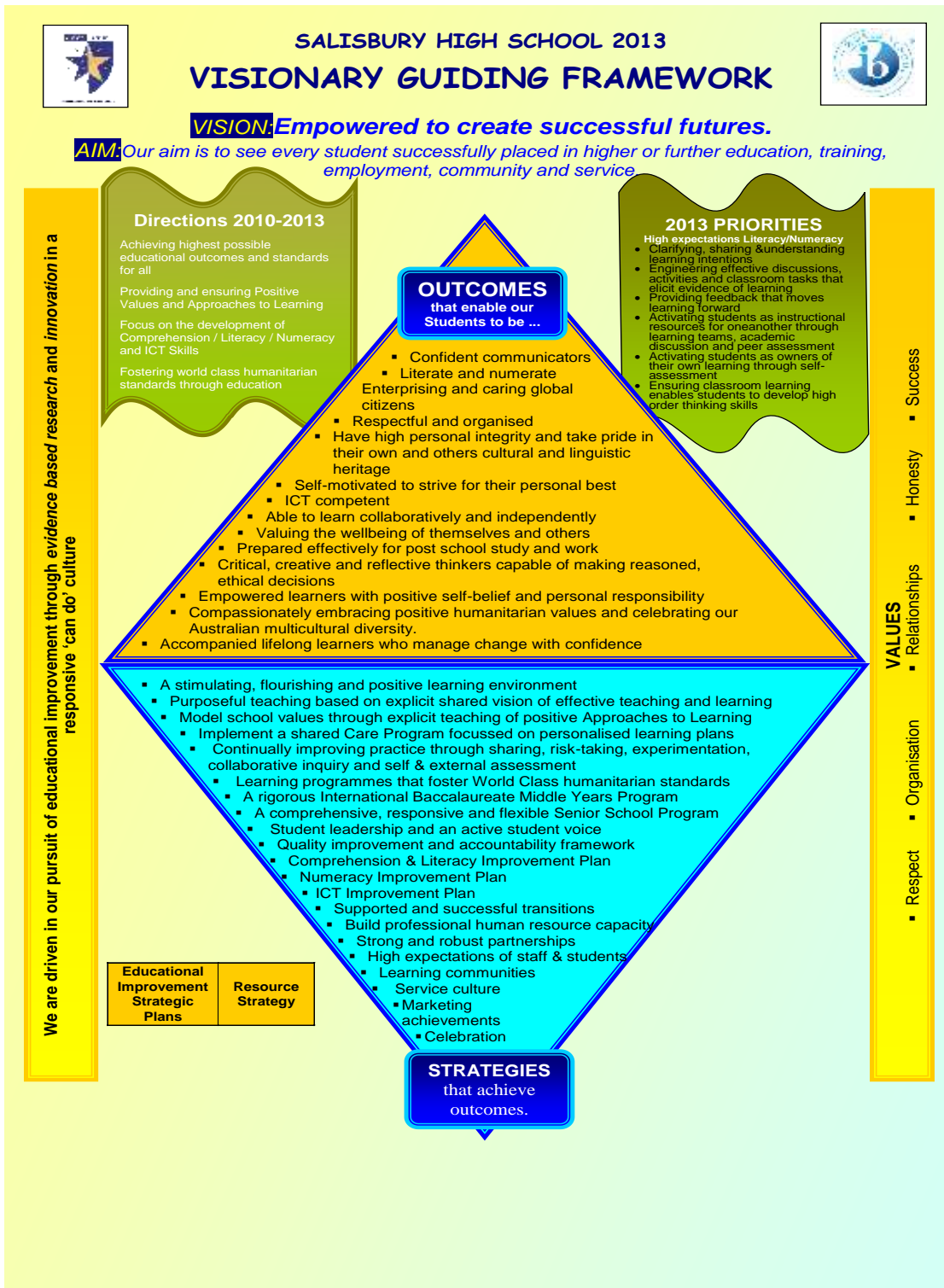
Values

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

- **Honesty**
- **Success**
- **Organisation**
- **Respect**
- **Relationships**

In partnership with parents and the wider community we seek to develop students who strive to be:

- Respectful, organised, responsible and well balanced
- Confident communicators
- Literate, numerate and ICT competent
- Empowered learners with positive self belief
- Able to learn collaboratively and independently
- Enterprising and caring, interculturally aware global citizens
- Reflective thinkers capable of making reasoned ethical decisions, and valuing the wellbeing of themselves and others
- Prepared effectively for post school study and work



Teaching and Learning Plan

Vision: Empowered to create successful futures

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

Our priorities

Teaching & Learning Plan 2010-2013

Vision: Empowered to create successful futures
Our aim: Our aim is to see every student successfully placed in higher or further education, training, employment or community and service.

1	2	3	4
Achieving highest possible educational outcomes and standards for all	Providing and ensuring Positive Values and Approaches to Learning	Focusing on the development of high comprehension literacy/numeracy and ICT skills	Fostering world class humanitarian standards through education
Goal To improve student learning outcomes	Goal To create a respectful, connected and engaging learning environment	Goal Measured improvement in comprehension literacy/numeracy and ICT skills	Goal To develop the whole person Learning to be Learning to do Learning to know Learning to live together
<ul style="list-style-type: none"> 1.1 Link Learning-differentiated teaching 1.2 Effective feedback and feedforward 1.3 Round table reporting 1.4 Pedagogy that incorporates higher order thinking skills 	<ul style="list-style-type: none"> 2.1 Positive Behaviour for Learning building mutually respectful relationships 2.2 A personalised learning plan exists for every student 2.3 Opportunity for students to be engaged in a range of learning initiatives 2.4 Assets and facilities enhance learning and provide an aesthetically pleasing comfortable environment 	<ul style="list-style-type: none"> 3.1 Evidence based approach that clearly measures individual skills levels 3.2 Intervention programs are provided for students who achieve well below local and national benchmarks 3.3 Intervention programs are provided for students who achieve well above local and national benchmarks 3.4 Comprehension specific programs are in place 	<ul style="list-style-type: none"> 4.1 Intercultural awareness 4.2 Positive environmental action 4.3 Community participation 4.4 Student leadership and personal development

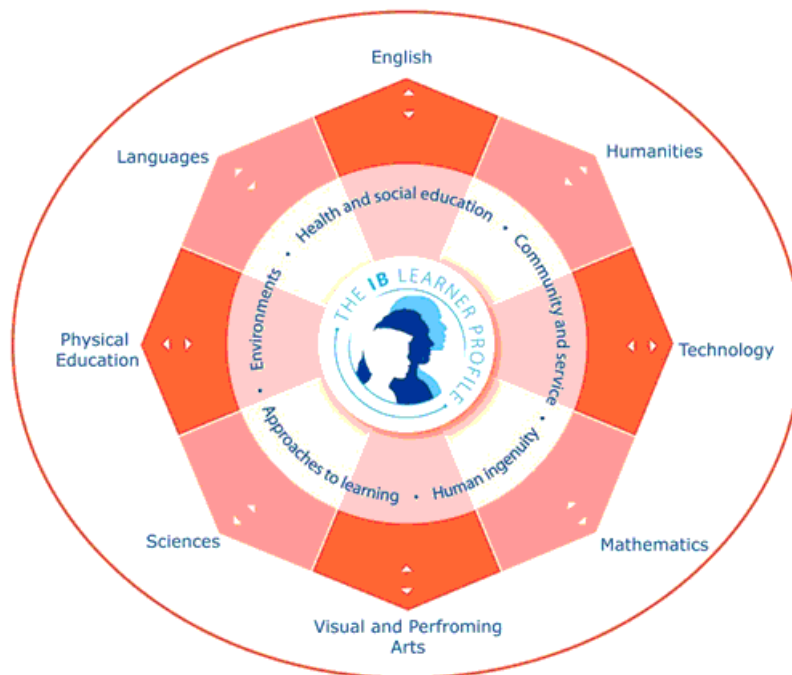
4. Curriculum

MIDDLE SCHOOL

Subject offerings

The school is committed to engaging students at school through a relevant, flexible and challenging curriculum which supports student pathways and promotes retention. As an IB World School, Salisbury High School delivers the International Baccalaureate Middle Years Program to students across Years 8 to 10. Students are eligible for the Australasian Association of International Baccalaureate Schools certificate of participation in the International Baccalaureate Middle Years Program at the end of Year 10 provided that they:

- Participate in units of study for each of the eight subject areas (Arts, English, Humanities, Languages, Mathematics, Physical Education, Science and Technology) at Year 10.
- Achieve at a minimum level of 3 in each of the subject areas
- Complete the Personal Project at a minimum level of 3.
- All students in middle school (Years 8 to 10) are expected to study a second language.



International Baccalaureate Middle Years Program (IBMYP) is designed for students between the ages of 11 and 16. It is a flexible curriculum, which promotes an understanding of local and global issues, intercultural awareness, communication skills and awareness of the connections between what is learned at school and the world outside.

The Middle Years Program provides a balanced education that prepares our students for effective participation in the modern world. In each year of the program (Years 8 to 10) students undertake a minimum of 60 hours instruction in each of the following eight subjects.

Years 8, 9 and 10:-

Performing and Visual Arts
Humanities

Physical Education

English or EALD

Languages - Italian or Chinese

Mathematics

Science

Technology

- Wood/Metal

- Food

- Digital Media

The Areas of Interaction are central to learning in the Middle Years Program and enable students to develop a greater awareness of how their learning in different subjects is interconnected.

Approaches to Learning: How do I learn best? What sort of learner am I? How can I increase my chances of being successful at school?

Community Service: How do we live in relation to each other? How can I help others? What can I do to contribute to the communities I Live in?

Environments: Where do we live? What resources do we have or need? How can I help to look after our environment? What are my responsibilities?

Human Ingenuity: How and why do we create new ideas or things? What are the good and bad consequences of the things that we create?

Health and Social Education: How do I think and act? How am I changing? How can I look after myself and others?

During Year 10, students work towards completion of the Personal Learning Plan – a compulsory subject in the SACE. Through this subject, students explore and develop their capabilities in relation to work, learning, communication, personal development and citizenship.

English/EALD

The English/ESL Coordinator is responsible for meeting the educational, social and cultural needs of the EALD cohort. Further, the Coordinator acts as adviser, facilitator and resource focus person for the staff of Salisbury High School as well as providing relevant training.

Junior Unit Class – Year levels 8-9

Students are placed in this class (through the central placement process) because of their high level support needs. Students are members of the Junior Unit class for Year 8 and 9 of their schooling. Each student accesses the different learning areas within the school's curriculum, which is modified to suit the individual learning needs of the student. The curriculum is structured through the IBMYP. The aim of this class is to help students develop an understanding of themselves, to start developing independent skills and working on appropriate social skills in a variety of settings. Students will begin the SACE Curriculum in Year 10.

Middle Unit Class – Year levels 10-11

Students are placed in this class because of their high level support needs and have usually undertaken earlier studies in the Junior Unit class. Students are members of the Junior Unit class for Year 10 and 11 of their schooling. Each student accesses the different learning areas within the school's curriculum, which is modified to suit the individual learning needs of the student. The curriculum is structured through the SACE. The aim of this class is to begin students through SACE.

Senior Unit Class Year levels 12 - 13

Students are placed in this class because of their high level support needs and have usually undertaken earlier studies in the Junior Unit class. Each student accesses different learning areas within the school's curriculum, which is modified to suit the individual needs of each student within the class. The main focus of this class is developing individual post-school pathways. An extensive work placement program has been established and students are supported to link with a variety of agencies. Students continue with the SACE through this class.

Junior Special Class Year levels 8 - 9

Students are placed in this class (through the central placement process) because of their support needs. Students are members of the Junior Special class for Year 8 and 9 of their schooling. The program rotates through a two-year period. The curriculum is structured through the IBMYP.

Middle Special Class Year levels 10 - 11

Students are members of the Middle Special Class for Year 10 and Year 11 of their schooling. The program rotates through the two-year period and is the beginning of students' SACE. The main focus within this class is the Hyde Street Program. Students participate in a full day program that incorporates SACE units, social skills and independent transport training.

Senior Special Class Year Levels 12 - 13

Students are members of the Senior Special Class for Year 12 to Year 13 of their schooling. The focus within this class is developing post-school options, including Vocational Education. Students participate in developing their post-school pathway and are supported in gaining various support services such as Disability Pension, access to specialist employment agencies and links with employment. Students are actively encouraged to complete their full SACE.

Sign Language

As all middle school students are required to undertake a language, Special Education offers Sign Language as the compulsory Language choice.

Students with disabilities within the mainstream

Students in mainstream classes who have a NEP are supported in a variety of ways, which can include modified programs, adaptive classes, SSO support or a combination of these. Students in mainstream classes choose their subjects according to year level options.

LINK/LEARNING supports a targeted group of students with identified low literacy and numeracy skills. Students are placed in a small learning group (in Year 8) for English, Literacy, Maths and Science. In Year 9, students access LINK classes in literacy, Maths and Science. In Year 10 students access LINK through both English and Maths. In Senior School, Link students are supported through structured tutoring.

Special Needs - Special Education

Salisbury High School is committed towards supporting students with disabilities achieve success through the curriculum. Students are divided into 6 classes. Salisbury High School encourages students with disabilities to complete Year 12.

Open Access/Distance Education provision

In special cases a student may study a subject through the Open Access College.

As students enter senior school, they have the opportunity to select one of two pathways: University or Vocational.

UNIVERSITY PATHWAY

The University Pathway supports aspiring University Pathway students at Salisbury High in numerous ways.

- Specialist university pathway care teachers to support and mentor students during their senior school years.
- Provision of a quiet study centre for Year 12/13 students with computing facilities which contain university pathway reference information.
- Financial support for students wishing to participate in holiday seminar programs.
- Presentations by university representatives and UniSA College to Year 11 and 12 students.
- University and campus visits.
- University representatives acting as consultants in Year 10 subject counselling.

VOCATIONAL PATHWAY

The Vocational Pathway allows students to gain dual accreditation, in both the SACE and an industry recognised qualification, while still at school.

Students studying within the Vocational Pathway will be able to:

- remain at school longer and achieve SACE and VET qualifications
- 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 real business or industry
- make a smooth transition from school to work or further education and training.
- able to apply for UniSA foundation studies or College entry.

Structured Workplace Learning (SWL) is an integral part of Vocational courses. Students will experience real workplace conditions and will 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 Vocational courses, addressing the major economic, technological and social trends that individuals are likely to face are offered as four broad vocational pathway options.

Vocational Pathway and Course Options

Advanced Manufacturing

- Certificate II Electro technology (part certificate)
- Certificate I Automotive
- Certificate III Automotive (part certificate)
- Certificate II Engineering

Community and Service

- Certificate II Hospitality (Food and Beverage)
- Certificate II Hospitality (Kitchen Operations)
- Certificate II Animal Studies
- Certificate II Community Services (community focus)
- Certificate III Aged Care
- Certificate III Disability
- Certificate III Children's Services (Childcare)
- Directions in Hairdressing & Beauty Therapy
- Certificate II Hairdressing or Makeup Services
- Certificate III Hairdressing or Makeup Services

Building and Construction

- Certificate I Construction (Doorways 2 Construction)
- Certificate in Horticulture
- Certificate III Construction (Doorways to Construction+)

Business and ICT

- Certificate II Information Technology
- Certificate III Information Technology
- Certificate II Retail (Operations)
- Certificate III in Media (1 year course)

During 2012, 110 students completed VET courses and achieved a variety of certificates and Statements of Attainment. 53 students completed VET courses at Certificate III level or higher. Courses studied include: Certificate II, Certificate I Doorways to Construction, Certificate III Carpentry (partial), Certificate II & III Information Technology, Certificate, Certificate I, II & III Hospitality, Certificate II in Hairdressing, Certificate III in Childcare and Aged Care and Certificate IV in Outside School Hours Care.

Aboriginal Education Program

There are two Aboriginal Education Teachers and two ASETOS who assist students, parents and staff regarding any matters/concerns that may arise with Indigenous students. Throughout the course of the year several Mentors assist our senior students to achieve successful learning outcomes. At Years 8 and 9 we offer a literacy program for our junior Indigenous students where required.

Literacy and Numeracy - There is a strong focus on Literacy and Numeracy across all curriculum areas to help all students develop effective writing, listening, numeracy and comprehension skills. All learning areas have developed a mapping of subject specific literacies and genres and are developing templates to help students write to a high level. Other strategies include the development of classroom libraries, literacy and numeracy integrated across all learning areas with a particular focus on class discussion, vocabulary development and comprehension, Maths and English after school tutoring, a Mentor Program as well as many public speaking and writing activities and programs including debating.

Student assessment procedures and reporting

Assessment in the middle years is based upon the IB Middle Years subject – specific criteria. Students are explicitly made aware of requirements for success in each assessment task through provision of assessment rubrics.

Students in the senior years are assessed using relevant SACE subject and performance standards.

Staff provide formal written subject reports to parents on four occasions each year. Parents collect reports at the end of Terms 1, 2 and 3 during student led conference. The final report is sent home at the end of the year.

Student achievement data is analysed at the end of each reporting period and used to inform school strategic directions, planning and resource management.

5. Sporting Activities

- Salisbury High School is affiliated with the South Australian Secondary School Sports Association and generally operates as a member of the Northern Zone. Our affiliation gives us opportunities to participate in a range of sporting competitions.
- Northern Zone weekly sport matches are played between teams in the Northern Zone. They take place during school time and after lunch, with seasons typically lasting seven weeks. All of our teams play at the same venue, either at home or at the opposing school. The sports offered vary slightly from year to year.
- Carnivals of different types occur throughout the year. Lightning Carnivals offer the opportunity for more students to take part than in weekly sport, even if only for one day of intensive competition.
- Lightning Carnivals are spread throughout the year. Ten Pin Bowling, Rock Climbing, Girls' Football, Basketball, Netball and Super 8s Cricket are offered in Northern Zone Lightning Carnivals.

- The involvement of senior students in coaching or umpiring and in running lunchtime competitions is encouraged and supported by an award scheme and is part of the HPD Curriculum.

Specialist Basketball – Students with Disabilities

Salisbury High School has an intensive Basketball program for Students with Disabilities. We have State coaching available to students who have been identified as having a sporting talent with direct links with the Basketball Association of SA.

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 get as many people as possible to speak or perform at an assembly to increase 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
- Mock Trials
- Involvement in Community projects

7. Staff (and their welfare)

Staff profile

The teaching staff varies in age from first year teaching to very experienced teachers. In 2012 we have a very stable and consistent staff. This is indicative of our 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 (6), Middle School, Senior School/SACE, Curriculum/ Training and Development, Special Education, Literacy, Maths/Science.

There are 17 Coordinators (including Student Counsellors).

Staff support systems

Staff work in year level teams, curriculum teams, and with the IBMYP in cross-curricular 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 to develop a performance development plan.

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.

Note: Placement points for Complexity and (Base plus isolation) can be obtained from the document 'Placement Points History' in the schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CR-ROM or web site.

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 Technical Studies, Home Economics and the Resource Centre plus the establishment of a new Performing Arts Centre during 2008. 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. Our school grounds are impressive. 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. During 2008 a new security fence was erected around the schools buildings and oval. Salisbury High School is an air-conditioned school. In 2009 major upgrades to playing surfaces have occurred.

Heating and cooling

Our air-conditioning units in both the Gym and Resource Centre were upgraded during 2007.

Specialist facilities and equipment

The Resource Centre has 28 computers for student use and Resource Based Learning is thriving. A Special Education Unit occupies one wing of the school and has specialist equipment to cater for the Multi Disabled.

At Salisbury High all students have a laptop for their learning to use 24/7. We have numerous computing suites to enhance ICT usage in classes. In the 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 in to the teaching and learning with the student laptop program and interactive classroom setup's. Multimedia learning materials can be delivered with our networked Click View video storage library. An extensive wireless network allows for constant Internet connection, shared recourses and roaming personal profiles.

Student facilities

A Student Services area is provided with Student Counsellor 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 can access lockers, have a safe place for bikes and have a Care Room. Senior students have a Senior Study area with computers, a university room and may use the Resource Centre. There are dedicated Nunga Rooms for Aboriginal students and staff.

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

A Year 12 centre has been developed to provide all senior students with a sign in and sign out area, career support and computer access.

Staff facilities

All staff have desk and work space in offices that offer access to technology. A telephone is available in all staff areas. Every Staff member is able to access their emails both internally and externally using our schools web page. All staff areas have heating and cooling. A new staffroom facility was completed in 2008.

Access for students and staff with disabilities

The school has an internal lift, which connects to the ground floor with the first floor in the main solid 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 at the railway side of the school.

Access to bus transport

At the Salisbury Interchange there are 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

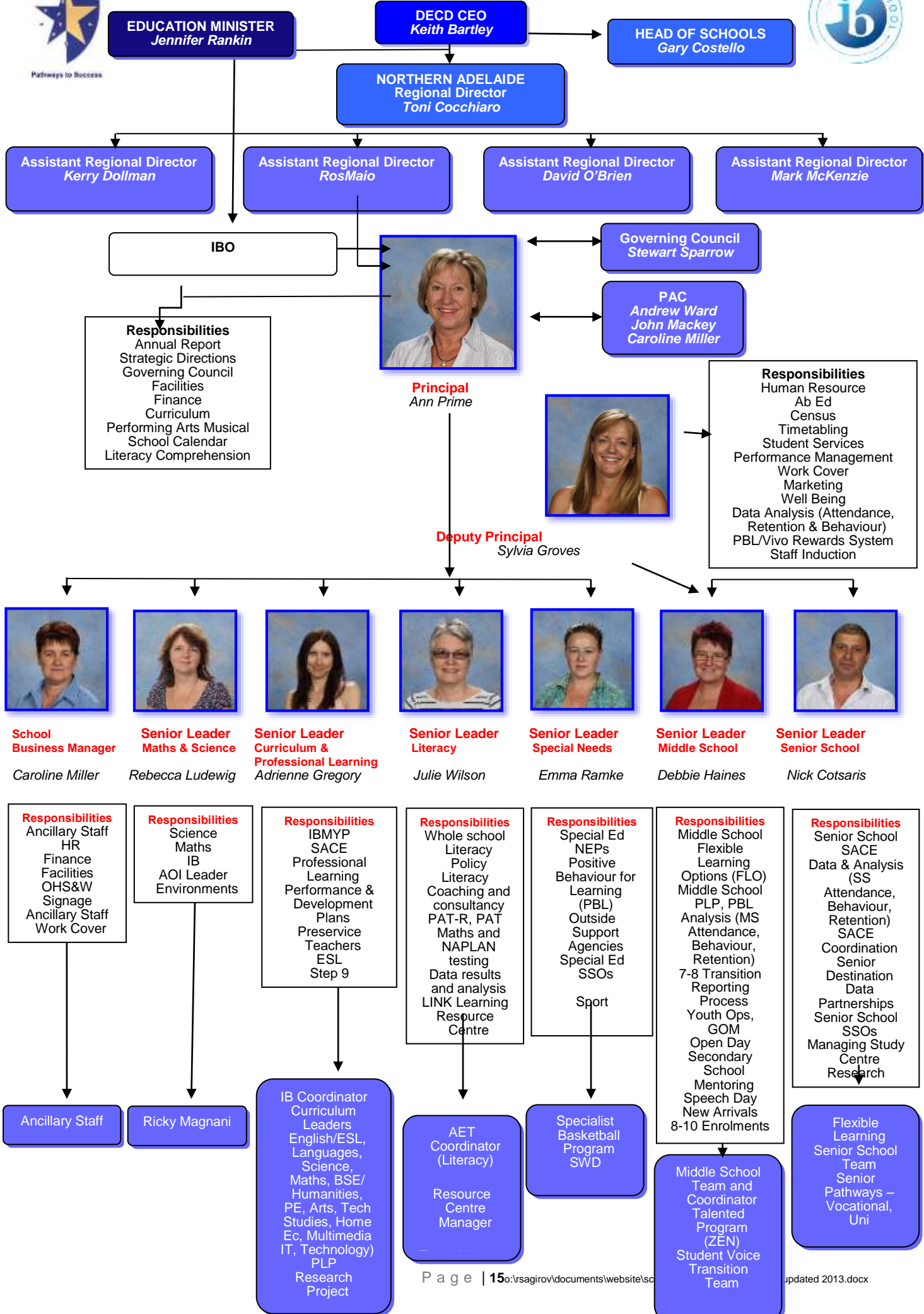
Decision making structures

The school has a clear purpose with well developed processes and operating principles, using codes of conduct for staff, students and Governing Council. There is a clear aim, values and organisational chart with clear roles and responsibilities. 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. The Curriculum Leaders manage the teaching and learning programs in the school, supported by Senior Leaders.



Organisational Chart



Regular publications

The school newsletter is published twice per term and is an important link between school, the 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 Day. Middle School and Senior School brochures, are available for prospective students, as well as other regular publications eg, Career and Transition support and VET courses. Staff are able to access the Handbook via the school intranet.

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.

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 2013. 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 a strong parental and community involvement in the school. The Gymnasium is used by several sporting clubs. 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 first Wednesday of every term. 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.

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. Holden is approximately 5 kms north of the school. 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 3kms of the school. Sports facilities include Salisbury United Soccer ground, Salisbury North Football facilities, a par 3 Golf Course, a Trout Fishing Farm, 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.

2012 Highlights

- Top University scores of 99.95
- Merit award, 50 Stage 2 A grades
- 95% received first round University offers, 52 students received a University placement
- 97.5% SACE completion-117 students completed their SACE
- National Teaching Award
- Spirit of Science awards/Youth ANZAAS (NZ), Geo Science summer school/Science Expo/Space (SA and National)
- South Australian Public Teaching Regional winners
- Australian Vocational Student Prizes
- Inauguration of War Memorial Wall
- Introduction of electronic reward system '*Vivo Miles*'
- Students with Disabilities Basketball Carnival involving 32 teams from 15 different schools
- Hosei and Doshisha Kori University High School Japan School visit.
- Power Cup winners.
- Mathematics students top private schools in MASA Quiz Night, initiated NASSSA Olympics.
- University Aspirations Film Project
- School Musical – '*Your History*'
- 3 Indigenous students received a University offer
- 13 out of 16 Indigenous students achieved their SACE