



SALISBURY HIGH SCHOOL

PATHWAYS TO SUCCESS

INFORMATION BOOKLET 2026



Respect Achievement Kindness



Government of South Australia
Department for Education

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



WELCOME TO SALISBURY HIGH SCHOOL

Salisbury High School provides excellence in education for students. Over recent years we have won recognition for our strong focus on student success through building positive and respectful relationships with all community members.

The school prides itself in providing students with pathways to success, in a positive and innovative culture.

Our Shared School Values are:

Respect

Achievement

Kindness

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

TERM DATES 2026

Term 1 27 January to 10 April

Term 2 27 April to 3 July

Term 3 20 July to 25 September

Term 4 12 October to 11 December

TERM DATES 2027

Term 1 27 January to 9 April

Term 2 26 April to 2 July

Term 3 19 July to 24 September

Term 4 11 October to 10 December

IMPROVEMENT PLAN FOR SALISBURY HIGH SCHOOL

Vision Statement

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

Goals

To foster student collaboration through "Learning Conversations".

To foster student self-efficacy through goal-setting practices that promote ownership of their learning.



USEFUL INFORMATION TO GET YOU STARTED AT SHS

Executive Team



Sylvia Groves

Principal

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



Danni Margan

Deputy Principal

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



Adrian Mann

Senior Leader – Senior School

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



Leon Karvelis

Senior Leader – Middle School

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



Todd Symons

Senior Leader – Junior School

Email: Todd.Symons909@schools.sa.edu.au



Christine Cole

Senior Leader – Students with Disabilities

Email: Christine.Cole527@schools.sa.edu.au

First Day

Salisbury High School has a staggered start for students. Year 7 and 12 students begin on day one followed by all students on day two.

Year 7 students meet in the School Gymnasium where they are allocated to Care groups and participate in orientation activities throughout the day.

Year 12 students also participate in Senior School Orientation. Year 8, 9, 10 and 11 students return to school on the following day.

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

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

Dismissal time

Monday, Tuesday, Thursday and Friday dismissal is at 3.10pm. Wednesday dismissal is at 2.30pm.

Laptops

Students receive a school funded Laptop for their classroom learning and home studies. This is in line with the schools 24/7 Anywhere Anytime ICT integration. Students have access to free loan devices when their school provided 24/7 laptop is being updated, repaired or if the battery is flat.

Newsletter

The School newsletter is emailed to all parents and students twice a term. It is also available on our website.

Sick Room

If your child feels unwell they should report to the Front Office. If the problem is serious, Parents/Caregivers are contacted.

Due to Department for Education policy we are not able to issue paracetamol. Please ensure that the school has names and phone numbers for emergency contacts.

Extreme Hot Weather Policy - Third Consecutive day over 36 degrees

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

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

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

School Photographs

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



ATTENDANCE

We work with parents and caregivers to provide a supportive and engaging learning environment. To reach their potential students need to attend regularly.

Attendance is a major factor contributing to student well-being and academic achievement.

Why is attending school regularly important?

Success in learning is strongly linked to regular school attendance and participation. Children should attend school every day, except in cases of illness or emergency. Regular attendance and punctuality are habits that are expected and appreciated at all levels of schooling and in the workplace.

It is impossible to replace the learning that occurs on any school day with catch-up work. Help your child to achieve excellence by encouraging their regular attendance and participation, which positively influence their learning and opportunities in life.

Interesting Data

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

What can parents and caregivers do to help?

- Encourage your child to attend by taking a positive approach to school and school activities
- Send a written note to school on the same day your child returns after being absent or phone the school on the day they are absent
- Respond to text messages sent from school regarding school absences
- Attend meetings and Student Led Conference nights to support your child's learning
- Avoid planning family holidays during the school term.

Expectations of Students:

Attend school and all classes on time each day.

- Participate in learning activities, prepare for all classes, complete all assignments and follow instructions given by your teachers
- Take responsibility for your actions and behaviour

School Responsibilities:

- Daily Attendance recorded in care and all lessons
- Text message sent to parents and caregivers for students who have not attended / or signed in late
- Students absence codes recorded
- Contact home to advise parents and caregivers of attendance concerns
- Chronic absence cases referred to appropriate Junior, Middle or Senior School Senior Leader
- Referral to the DfE Attendance Officer where appropriate

Assistance Available

If attendance concerns persist you can ask the school to seek assistance from the Student Support Services Social Worker (truancy) who is located at District Office.

SCHOOL UNIFORM POLICY

Wearing of the school uniform reinforces school pride, respect and positive relationships. Students of Salisbury High School are required to wear our school uniform when attending school and undertaking school activities. The Uniform Policy is endorsed by the Governing Council and is formulated to comply with the regulations and guidelines set out by the Department for Education. The school believes that this is also the most effective way of deterring intruders and thus providing an additional standard of safety to students in the school yard.

Care teachers will follow up students who are inappropriately dressed in the first instance. We ask that parents support the school by ensuring that their students are wearing complying uniform.

Uniform Choices

- Unisex striped Polo Shirt with school logo.
- School navy rugby top.
- Dark blue or navy pants, shorts or skirts.
- Blue check summer dress.
- Salisbury High School windcheater or jacket.
- Long sleeve white or navy top underneath.
- (NEW) Navy blue leggings and bike shorts with the SHS logo on them purchased only from Lowes.

What **NOT** to wear

No jeans or leggings (other than leggings with the SHS logo) may be worn.

Black, grey or coloured pants or jumpers.

Physical Education Uniform

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

Footwear

Closed in shoes or sneakers are the only acceptable footwear.

No open shoes, ugg boots, slides/flip flops, crocs or thongs may be worn.

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

COMMUNICATION

Communication between parents/caregivers and the school is vital for the success of students.

The Care Teacher is the first point of contact for students and families. Care Teachers monitor attendance, achievement, wellbeing and school pathways. Parents/ Caregivers are regularly informed of school events and their child's progress through:

- Care Teachers
- Newsletters
- Mid-term snapshots
- End of term reports
- Student Led Conferences
- Daymap Connect
- Facebook

Parents with mobile phones are notified by text message each time if their child is absent without explanation.

Email contact with parents/caregivers is regularly used.

SNAPSHOTS

How will you know your child is progressing?

Grades based on formative and summative assessment tasks are completed in Week 5 each term. Students share this information with their parents.

STUDENT LED CONFERENCES

Student Led Conferences are held on the last Wednesday of Terms 1, 2 and 3 (Terms 1 and 3 are face to face interviews and Term 2 is via telephone). An invitation is emailed to all families and a text message reminder is sent from the school. Times are available from 1.30pm to 6.45pm. Students are required to attend and lead the discussion on their progress and their plans for improvement. Parents book their appointment online.

DAYMAP

Daymap Connect harnesses the power of Salisbury High School's Learner Management System to bring communication in the school community full circle. Parents gain their own identities in Daymap to stay informed about school matters and their child's progress. It is accessible from any computer that has internet access.

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

SCHOOL ACCOUNT

Families have several options for paying school fees: part payments, cash, credit card, EFTPOS, direct debit and bank deposit through the Salisbury High School website www1.salisburyhigh.sa.edu.au.

If you would like to discuss any of these options, please contact our Finance Office on 8182 0200, which is open 8:30am to 3:30pm daily.

Your child's materials and services fees will be emailed early in January as part of the Back to School pack.

Payment of materials and services fees is due by the end of Term 1 unless other payment arrangements have been discussed with our Finance Office. Governing Council set the materials and services fees for 2026 at \$403.

SCHOOL CARD

If you believe that you may be eligible for **School Card in 2026** you must apply as soon as possible. Did you know that you can also apply online? Other forms are available from the school if your circumstances are different to those required for School Card e.g.: 'Hardship' or 'Change of Circumstances'. If you are unsure please speak to one of our Finance Staff on 8182 0200.

For more information please go to: <https://www.sa.gov.au/topics/education-an-learning/financial-help-scholarships-and-grants/school-card-scheme>

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

INCLUSIVE EDUCATION

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

Studio Classes

Studio classes provide targeted teaching and support in English, Literacy, Humanities, Mathematics and Science. Through providing a modified and supportive learning environment from Year 7-10, students improve their literacy and numeracy skills, increase their confidence and develop independence in learning.

Learning Support and In-class Support

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

One Plan

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

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



READING INTERVENTION

The DIBELS Oral Reading Fluency (ORF) benchmarking test and the New Group Reading Test (NGRT) are completed by all Year 7 and 8 students to inform teachers about their students current reading levels and areas for improvement. Trained support staff work with English teachers to analyse and utilise this information within curriculum lessons and withdrawal support. ORF and NGRT reading assessments are ongoing through the year to identify growth, as well as for diagnostic purposes.

Students participate in close reading activities and some students receive explicit small group instruction using appropriate levelled texts.

Teachers in all learning areas help students develop effective literacy skills together with an understanding of the literacy demands of individual subjects through reference to the Australian Curriculum Literacy capability and SACE.

Diagnostic testing using PAT Reading also helps teachers and support staff to identify areas requiring attention and growth over time. These results are used to differentiate learning in the classroom. Intensive literacy support occurs for Aboriginal and Torres Strait Islander and EAL students in addition to those whose reading skills are below DfE standards in NAPLAN Reading. After school tutoring is available for all students. The Premier's Reading Challenge is also supported.

SITE-WIDE LITERACY

All staff at Salisbury High School are committed to a site-wide literacy approach. Each faculty area explicitly teaches text-type specific text structures and language features that ensure consistent scaffolding for written tasks. Staff are committed to teaching Before, During and After reading comprehension strategies in their classrooms to assist students in decoding and comprehending texts. Vocabulary development is an integral literacy component of all lessons. In addition, students develop an extensive vocabulary range through the explicit teaching of Tier 2 and 3 vocabulary.

ADDITIONAL LITERACY

Salisbury High School offers a class of additional literacy to support identified students with literacy growth. The lessons focus on developing students' fundamental literacy skills in phonics, morphology, comprehension, writing and spelling. NAPLAN, PAT, DIBELS, LEAP and NGRT data sets are frequently monitored and reviewed to ensure that students access this intervention on a needs basis.



PERSONAL DEVELOPMENT

Personal Development is compulsory across Years 7 to 12. Junior and Middle School students participate in activities which develop their skills in establishing and maintaining positive relationships with others and increase opportunities for learning through PBL (Positive Behaviour for Learning), mindfulness and Positive Education. There is also a strong focus on teaching our Positive Behaviour for Learning framework. A wide range of contemporary issues such as racism, harassment and bullying, drug and alcohol awareness. Students develop an awareness of career planning and employment skills along with skills in self-reflection and goal setting for their learning.

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

Positive Behaviour for Learning (PBL)

At SHS we have implemented a Positive Behaviour for Learning (PBL) framework, with the support of the Department for Education. The school-wide PBL framework supports equity and improved learning and behaviour outcomes for students using:

- responsive systems
- data
- practices support

PBL focuses on improving behaviours, academic and attendance outcomes for students. Through this approach, PBL is both preventative and responsive to the needs of children and young people. Some of the reported outcomes of PBL in our site include increased teacher wellbeing, greater student engagement and attendance, improved inclusive practices and reductions in behaviour referrals so that teaching and learning time is maximised.

COURSE SELECTION

Course selection for the following year takes place in two stages: In Term 3, parents/caregivers and students discuss subject choices for the coming year and an individual appointment is made for Year 10 and 11 students with a member of the Subject Counselling panel. Future Year 6 students will participate in a set curriculum structure covering a wide variety of subjects. Year 7, 8 and 9 students complete the process through their Care Teachers.

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

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

TASK COMPLETION TIME (TCT)

At Salisbury High School we continue to focus on teaching and learning to support our students to achieve strong academic outcomes. In order to do this, we offer a significant number of interventions and supports across the site.

This letter provides key information in relation to TCT and tutoring.

When a task is not completed, a student will be enrolled in a learning area Task Completion Time (TCT). TCT sessions run during lunch times, please see key information below:

- Students are notified by their teacher and on DayMap.
- Parents/caregivers are notified by a text message.
- During this time students are supported by curriculum coordinators and teachers to complete their work.
- If work is completed prior to the TCT, the student is unenrolled.
- Students can use this time to access support voluntarily if required from the learning area team.

Homework/Tutoring Groups

To support students to understand and complete class work and assessment tasks, we also offer a number of tutoring sessions throughout the week. Each of these sessions is supported by relevant teaching and support staff. Students do not need to book in for tutoring, but must bring work along to the sessions to complete.

English tutoring runs on Thursdays after school in weeks 3, 5, 7 and 9 of each term from 3:10pm-4pm in the B building.

Maths or Science tutoring available every Tuesday during each school term from 3:10pm - 4pm in AC2.

AbEd Tutoring Club is held on Wednesdays from 2:30pm - 3:30pm each week in the AbEd Room.

Howework Club /Academic Intervention is held each Wednesday from 2:30pm - 3:30pm in the Library.



STUDENT LEADERSHIP

Student Leadership TEAM (SLT)

Students with an interest in leadership from Years 7-12 have many opportunities throughout the year to engage in a variety of programs both onsite and off that are delivered to grow these skills. Some of these opportunities are available to students by invitation and others are open to student application.

Our largest ongoing leadership opportunity for students is our Student Leadership Team (SLT) which brings a representative from each care class together weekly to develop leadership skills, voice their opinions, share concerns and promote positive school spirit. It is a proactive group of student leaders who have a desire to see their leadership skills developed. Applications for this team are open to all students at the start of each year and any interested students are encouraged to apply. In addition, SLT promotes positive change through involvement in school projects and community events and causes. SLT aims to develop the **Leadership** skills, promotes personal **Growth** and empowers students to make positive **Changes**.

Other leadership growth and development opportunities (internal leadership forums, public speaking opportunities and outside leadership conferences and events) will take place throughout the year and these are offered to students both in SLT and out. These opportunities aim to help our student leaders represent their peers, grow their own skills and provide a student perspective at council, state and national levels. These opportunities give our 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.

NORTHERN OPPORTUNITIES

Officially launched in 2020 at Salisbury High School, Northern Opportunities (NOP) is one of the Kain Foundation's projects, alongside work in Uganda through the Junior Landcare Project.

This unique, 4-year program supports selected students from Year 9 through to Year 12 to equip them with tools, networks and confidence to help reach their full potential in their lives and careers. The selection process for this program happens at the start of each year when Year 9 Care Teachers nominate students who they believe would benefit from this program. These students attend an information session, before completing an application form, and attending an interview, so the program coordinator can determine who would best fit into this competitive, rewarding program.

The Northern Opportunities program continues to evolve with a focus on maximising student interest and the program's impact on these young people. The program was evaluated in 2024 following its initial four-year pilot, and this will inform its continuing development over the coming years.

STRIVE CAMP

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

- Respect
- Achievement
- Kindness

Junior and Middle school students may be nominated by teachers; Senior School students are eligible via self-nomination.

STUDENT WELLBEING

Youth Worker Support

Salisbury High School has a team of youth workers that form our Student Wellbeing Team. They aim to provide advice and support to students who may be facing personal or social challenges, while encouraging student learning. Through building positive relationships with students, our Student Wellbeing Team aim to establish trust and rapport so they can better understand the individual needs of students and provide effective support or referrals to other external services.

The Wellbeing team works closely with Senior Leaders, Care Group teachers, subject teachers, parents/caregivers, and the wider school community to support and advocate for the best outcome for students and their education.

Groups, programs and wider school projects are run regularly by the Wellbeing Team to provide an opportunity to further support students in particular areas such as: Wellbeing Day, Oasis program, Operation Flinders, Anxiety: Train your brain, Bicycle SA Bike Club, Rhythm2Recovery, Seasons for Growth, DJ program, Cultural Awareness PD and Girls Group.

Schools Mental Health Service

The School Mental Health Service provides access to mental health practitioners based in schools to support young people with mild to moderate and emerging mental health concerns. Salisbury High School joined the service in 2024 and has a mental health practitioner based on site full time.

Referrals can be made through the Student Wellbeing team.

Pastoral Care Worker

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

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

Smith Family Partnership School – Learning for Life Program

The Learning for Life program works in partnership with families to support their children's education and increase their chances of success at school. The program supports children's education from primary to post-school studies, like TAFE or University.

To be eligible for Learning for Life, you must:

- Have a Health Care or Pension Concession Card
- Have a child in Year 7 or Year 8 that attends Salisbury High school
- Support your child to attend school regularly

Families that meet the eligibility criteria are encouraged to apply for a scholarship to receive payments from \$478 per year per student, to help with education expenses like uniforms, backpacks, excursions and camps.

Please contact the school for further information, or to register your interest in Learning for Life.

Breakfast Program

Breakfast is considered an important meal because it breaks the overnight fasting period, replenishes the supply of glucose and provides other essential nutrients to keep energy levels up throughout the day. This helps students' ability to focus, learn and retain the new concepts they are learning about.

The Breakfast Program at Salisbury High School runs on Monday to Friday mornings from 8:05am - 8:30am. Our Breakfast Program is completely free and available to any student who would like something to eat in the morning. Toasted cheese sandwiches and Milo are available.

Thank you to Kickstart for Kids and Cos We Care who support our school breakfast program by providing us with the goods needed for the breakfast, and The Salvation Army Revolution Salisbury for making our toasties.

My School Dentist Program – Australian Dental Foundation

The Wellbeing team supports running My School Dentist. The largest program of its kind, My School Dentist is an onsite dental program which supports convenient access to no out of pocket expense oral health care and education to students at kindergartens, primary schools and secondary schools.

Immunisations – Year 7 and Year 10

The Wellbeing team supports running South Australia's School Immunisation Program. This provides free recommended vaccines for students as part of the National Immunisation Program.

Fully trained and qualified immunisation teams (health workers) visit all high schools in South Australia to deliver the program.

Year 7 students are offered diphtheria, tetanus and pertussis (whooping cough) (dTpa) and human papillomavirus (HPV) vaccinations, and Year 10 students are offered meningococcal ACWY and meningococcal B vaccinations.

TEACHING AND LEARNING PROGRAMS



THE ARTS

The Arts give students opportunities to develop skills and understanding and an awareness of the world through a variety of Visual and Performing Arts disciplines.

Studying the Arts allows students to explore their creativity and develop self-expression, whilst increasing their higher order thinking and problem solving abilities – helping to boost their capabilities and success across other subject areas.

Visual Arts

Through an extensive study of the Arts, students experience a range of expressive and imaginative media techniques. Students are encouraged to search for independent expression, insight and observe, interpret and communicate their ideas through drawing, painting, printmaking, sculpting, mixed media and multimedia. Students may study Visual Arts from Years 7 to 10 and Art Practical in Years 11 and 12.

Media Arts

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

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

Students can study Media Arts from Years 8-11 with Senior School pathways currently under development.

Performing Arts - Dance

Dance is a form of expression and communication through movement that provides students with opportunities to create, rehearse, perform, appreciate and analyse, through a variety of dance activities and experiences.

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Students can choose dance as a subject from Years 8 to 10 and may continue with dance in Years 11 and 12 following consultation with the dance teacher.

Students build their skills and understanding through activities that focus on technique and a variety of dance styles, such as jazz, hip-hop, contemporary, musical theatre and cultural. They explore composition/ choreography, dance appreciation, analysis and history with students having the chance to attend professional performances. Students perform in the classroom, at school events, such as the school musical, sports day and wellbeing day.

Drama

Through Drama, students study various aspects of dramatic performance. They study and compose scripts, develop an understanding of characterisation, rehearse and prepare for performances. They practice analysing, understanding and appreciating the improvisation and performances of others and the history of acting and the theatre. Students can choose Drama as a subject from Years 8 to 10 and can continue in Year 11 and 12 through Integrated Learning – Stage Production, which allows them to experience a variety of roles and responsibilities associated with producing a large scale musical production.

Music

Through Music, students participate in a variety of learning activities that help to develop practical skills, knowledge of music history and the appreciation of music theory. Students use digital music programs for composing, recording and editing music.

In Years 7 to 10, the emphasis is on learning the basics in small group performances within the classroom. Students can continue with Music in Years 11 and 12, when the course becomes more specialised. Students work on independent learning and ensemble performance tasks for the wider community.

Students can receive individual tuition in vocals and a variety of musical instruments through the Instrumental Music Service, but must be enrolled in classroom music to be eligible.

Contact

Sarah Macaskill, Arts Coordinator

Email: SarahJane.Macaskill23@schools.sa.edu.au

DESIGN TECHNOLOGY

Design Technology is an exciting, practically based subject where students experience hands on learning, creating projects to take home. Students are guided through the Design Cycle in a safe workshop environment where their individual progress and development is encouraged.

The areas of learning available to students include:

- Woodwork
- Metalwork
- Furniture Construction
- Doorways 2 Construction Certificate II in Construction
- Doorways2Construction Stackables
- Engineering Technology
- Industry Connections

Programs

Students in Senior School select Wood and Metal based SACE subjects. Within their chosen subject, they will be given a construction task and use the Design Cycle to construct a major project which satisfies the design brief.

Contact

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



Certificate II in Construction Pathways

The D2C program operates one day a week for a full year. Students work from the Salisbury High Trade Training Centre and off-site, renovating a Housing SA house. They gain skills and knowledge of the construction industry and complete their Certificate 2 in Construction. SACE credits are given for the completion of units of competency. Students complete 10 days of Structured Work Learning throughout the year.

Whilst renovating the house, students experience:

- Demolition
- Carpentry skills
- Bricklaying and Plastering
- Plasterboard fixing and flushing
- Painting and decorating
- Concreting
- Plumbing and electrical
- Landscaping
- White card Induction course

Doorways2Construction Stackables

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

Accreditation for work completed contributes SACE Stage 2 credits.

Contact

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

TEACHING AND LEARNING PROGRAMS



ENGLISH

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

Years 7 to 10

The English program is framed around the South Australian Curriculum. Over four years, students explore texts that empower them to act critically and creatively and make meaning of the world around them. They develop empathetic and effective communication skills as well as fostering crucial dispositions, like resourcefulness, resilience, and reflectiveness, for life beyond school. Students explore texts with themes suited to their year level.

Students in Years 7 and 8 participate in Close Reading at least once each unit to support literacy growth.

In Years 9 and 10, the focus shifts to writing, preparing students for the literacy demands of SACE.

English teachers use reading data (NGRT, ORF, NAPLAN, PAT-R) to inform their learning and assessment plans and to best support the literacy development of students.

Years 11 to 12

Students must complete two semesters of any Stage 1 English course, with at least a C grade in each semester, to fulfil SACE requirements.

Stage 1 English prepares students for English in Stage 2 (Year 12).

Stage 1 Essential English leads to Stage 2 Essential English. Students study the way language is used in different vocational, social and cultural contexts.

Stage 1 Essential English Literacy is designed for students whose literacy is an identified capability for improvement. This subject is offered at Stage 1 only.

Stage 2 English focuses on the use of language for a wide variety of purposes and is literature-based.

Stage 2 Essential English focuses on language development that is fundamental to all future pathways, whether they are academic, career oriented or personal.

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EALD)

EALD develops competency in spoken and written English for students who communicate in a language other than standard Australian English.

Students are:

- Immigrants, either recently arrived or long term residents
- Students born in Australia, who have grown up in a home in which English is not the only language used
- Aboriginal and Torres Strait Islanders
- Temporary residents, exchange students or those on student visa
- Long term international students

EALD classes operate in Years 7 and 8 in core subjects such as English, Maths, Science and Humanities. An additional Literacy subject is offered to EALD students from years 7-10 to assist in Literacy development and bridging the gap between the expected Literacy capabilities. EALD classes are accompanied by a Bilingual Student Support Officer to offer more individualised support for students in the classroom. After-school homework clubs are offered to students seeking assistance in numeracy, literacy and all other subjects if desired.

Years 11 and 12

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

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

Contact

Carla Freedman, EALD and Cross-Curriculum Literacy Leader
Email: Carla.Freedman814@schools.sa.edu.au

Megan Hughes, English and Literacy Improvement Leader
Email: Megan.Hughes4@schools.sa.edu.au

TEACHING AND LEARNING PROGRAMS

FOOD TECHNOLOGY

Food Technology aims to help students develop knowledge and a range of skills in food preparation, safe management practices and recipe analysis. This supports them to make informed decisions about their health, lifestyle and nutrition.



Programs

Food and Nutrition is studied in Year 7. Food is a choice subject at all other year levels. The Design process requires students to identify and investigate a need or opportunity, develop ideas, create a solution and evaluate products and processes.

Year 7 and 8 students experience an introduction to safe management practices and participate in practical applications. Year 9 and 10 are semester courses that offer a range of topics. Senior school students choose from courses including Food and Hospitality and Food Innovation.

Contact

Jason Price, Director of Innovation & Improvement
Email: Jason.Price447@schools.sa.edu.au

HEALTH AND PHYSICAL EDUCATION

Health & Physical Education Program

Our courses are designed to equip students with essential skills and knowledge, empowering them to make informed decisions about their health, lifestyle, and physical activities. HPE is a mandatory subject for students in Years 7, 8, and 9, with classes running throughout the entire school year. In Year 10, HPE is compulsory for one semester, though students who wish to continue their studies in this field can choose to take HPE for the entire year, especially if they plan to pursue related subjects in Senior School.



Middle School Curriculum (Years 7 to 10)

Practical topics include Athletics, Games of Low Organisation, Fundamental Movement Skills, Invasion Games, Net-Divided Games, Target Games, Striking and Fielding Games, and Indigenous Games. Theoretical topics cover Nutrition, Drugs and Alcohol, Relationships and Sexual Health (through the Shine SA program), Sustainable Health, and Fitness Components. Additionally, Year 10 students have the chance to participate in a four-week introductory unit in Outdoor Education.

Senior School Curriculum (Years 11 and 12)

Students in Years 11 (Stage 1) and 12 (Stage 2) have the opportunity to select from a wide range of subjects,

including Stage 1 and 2 Physical Education, Health and Wellbeing, Outdoor Education, Sport, Health and Physical Activity (Integrated Learning), and Child Studies. Students from an Indigenous background (Years 10 to 12) can apply to participate in the Salisbury SAASTA Academy. If selected, Year 11 and 12 students will study Stage 2 Integrated Learning/Health and Wellbeing, while Year 10 students will study Stage 1 Integrated Learning, with an option to engage in the Aboriginal Careers Exploration (ACE) program.

Sport

Salisbury High School is affiliated with the SA Secondary School Sports Association and operates as a member of the Northern Zone which gives us opportunities to participate in a range of sporting competitions. Day Carnivals offer the opportunity for students to take part in intensive competition. Carnivals offered include; Indoor Cricket, Football, Beach Volleyball, 5-a-side Soccer, Tag Rugby, Ten Pin Bowling, Rock Climbing, Volleyball, Basketball, Netball and Super 8s as Cricket and beach Soccer.

The Northern Zone Day Carnivals and Come 'n' Try Days from various organisations are always popular. Other major events are the School Athletics Carnival followed by the Combined Northern and Vista Zone Athletics Carnival (held at Bridgestone Athletics Stadium).

The involvement of senior students in coaching or umpiring and in running lunchtime competitions is encouraged and is often part of the Physical Education curriculum. Lunchtime Sport in the Gym runs every day and students can partake in a wide variety of sports including Basketball, Futsal, Badminton, European Handball and Volleyball. These sports alternate daily. Every lunch break students can use their School ID Card to borrow a piece of equipment to use out in the yard either competitively or for a social kick / throw / hit.

Student Clubs

Salisbury High's student-led clubs provide fun and exciting extra-curricular activities during break times, with significant growth in number, range, and participation. These clubs aim to build a positive school culture by connecting students with peers through shared interests and fostering a sense of belonging. Additionally, they create opportunities beyond school, such as interschool chess competitions. All students can join any club, which are scheduled weekly and advertised via electronic signage, DayMap Bulletins, and site signage.

Contact

Jason Roe, Health and Physical Education Coordinator
and Ashley De Pasquale, Sport Coordinator
Email: Jason.Roe772@schools.sa.edu.au
Ashley.Kairns836@schools.sa.edu.au

TEACHING AND LEARNING PROGRAMS



HUMANITIES AND SOCIAL SCIENCES

HASS provides a wide range of courses covering diverse aspects of our world, society, culture and environment.

Subject content in Years 7 to 10 is shaped and themed by the Australian Curriculum including Ancient Australian History through to contemporary issues and events.

Students develop knowledge, skills and values which enable them to participate as ethical, active and informed citizens, in a democratic society within both the local and global community.

HASS is a compulsory subject across Years 7 to 10.

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

Students can also elect to study Women Studies at Stage 1 where they look at the world from the perspectives of women.

At Stage 2 students can choose Society and Culture or Women Studies. Society and Culture allows students to undertake several studies and assessment tasks around a variety of contemporary issues influencing and affecting Australian society. In Women's Studies, students look at the world from the perspectives of women. Students examine the diversity of women's experiences and their relationships to others, and the diversity in gender representation of women in cultural texts.

LANGUAGES

Studying a second language provides opportunities for students to develop a greater appreciation of, and tolerance towards, cultures other than their own. The study of languages contributes to the overall education of students in areas such as communication, cross-cultural understanding, literacy and general knowledge and supports the development of executive functions.

Italian is a compulsory subject for students in Years 7 and 8. Students have the option of continuing Italian in Year 8 and beyond as a full year elective subject.

Languages at Stages 1 and 2 follow the SACE curriculum and are generally taken up by students at the Continuers level after they have studied the language throughout the Middle School. If students have completed minimal study in Italian they can take up SACE Stage 1 beginners Italian at Year 11 as either 10 credit or 20 credit subjects.

Students have the option of studying a language of their choice at the School of Languages. These courses are offered at various sites, fees may apply if it is not part of the SACE school workload. Refer to the website for more information.

Contact

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

ICT AND DIGITAL TECHNOLOGY

Salisbury High School has a ratio of one computer for every student. Every classroom is networked with Internet access, file sharing, huge storage facilities, protection, security and print sharing capabilities.

We have an advanced WiFi network providing full mobile coverage within the school. All classrooms are equipped with Interactive Whiteboards or data projectors.

Students have the latest software at their fingertips, with current versions of Microsoft Office, Adobe Creative Cloud and subject-specific applications on their 24/7 laptops.

Digital Technology is an exciting and diverse subject encompassing robotics, coding, 3D printing, animation, graphics, game development, web-design, film, photography and digital publishing. Students learn using industry standard technologies that include:

- Adobe CC suite which includes Photoshop and Illustrator
- Colour laser printers up to A3 in size
- Sound recording and podcasting equipment
- Stop-motion animation
- Digital SLR cameras
- High-speed internet connection
- Trotec Laser Cutter

Students produce digital products including game coding/robotics, 3D printed designs, interactive content for the web, videos and digital animations. Photography provides students with opportunities to explore visual communication in a creative way.

Students can study Digital Technology from Years 7 to 12. The middle school program focuses on development of fundamental skills and understanding, the senior program provides training to equip students to meet the continuing growth in industry demand for professionals. They develop skills in multimedia development, design practices, content creation and coding applications fundamentals.

Contact

Jason Price, Director of Innovation & Improvement
Email: Jason.Price447@schools.sa.edu.au



TEACHING AND LEARNING PROGRAMS

MATHEMATICS

Students study a full year of Mathematics across Years 7 to 10 based on the Australian Curriculum and includes six strands (number, algebra, measurement, space, statistics and probability).

The curriculum focuses on developing and refining capabilities in fluency and flexibility, developing understanding, reasoning and problem solving. These proficiencies enable students to respond to familiar and new contexts by employing mathematical strategies to make informed decisions and solve problems efficiently. The emphasis is primarily on process (learning) not answers (performance).

The dispositions reflection, resilience, and resourcefulness are embedded throughout the mathematics curriculum to support students in becoming confident and capable mathematical thinkers. These dispositions are developed through rich learning experiences that encourage students to reflect on their problem-solving strategies, persist through challenges, and use tools and resources effectively. By fostering these qualities, we aim to build students' mathematical confidence and prepare them to apply their learning in real-world contexts.

Extensive use of technology, such as graphic calculators and computers, is integrated into the curriculum which assists with the exploration of more complex real life situations than would otherwise be possible.

Cross curriculum planning with Technology and Science allows for numerous STEM projects throughout the year.

Students in Years 7 and 8 will engage in numeracy development through a structured approach that includes daily number fluency practice to strengthen core skills, weekly collaborative thinking tasks to foster problem-solving and teamwork, and dedicated 30-minute numeracy blocks each week. These blocks are thoughtfully planned by teachers to support individual student growth, guided by the Numeracy Progression.

In Stage 1 all students are encouraged to complete two semesters of Mathematics, one semester must be at C level or higher to meet SACE requirements. Students can choose from Specialist Maths, Mathematical Methods, General Maths or Math Skills for Life (IL).

Stage 2 Mathematics is optional: General Mathematics, Mathematical Methods or Math Skills for Life (IL).



NUMERACY

Teachers in all learning areas help students develop positive dispositions towards mathematics and effective numeracy skills, alongside an understanding of the numeracy demands specific to each subject. Subject teachers explicitly identify and support students when mathematical concepts arise in their classes, helping students make connections between numeracy and real-world applications.

Weekly 30-minute Numeracy Blocks occur in all Year 7 and 8 classes. Students work in groups informed by diagnostic data and formative assessment, engaging in differentiated tasks that develop their skills and understanding of number, place value, and multiplicative thinking, as outlined in the Australian Curriculum Numeracy Progression.

All students across Years 7 to 10 use Mathletics to assist their learning. Additional programs include Quicksmart, 6 Big Ideas in Number, Maths Olympics, and after-school tutoring, all designed to reinforce numeracy development and support individual learning needs.

SCIENCE

Science classes at Salisbury High School have a focus on science understanding (Biology, Chemistry, Physics and Earth and Space), science as a human endeavor and science inquiry. Students develop an understanding of the scientific method, and both inquiry and problem solving skills.

Science as a human endeavour is a major focus throughout all units, improving students' understanding of the role of science in society.

The dispositions curiosity, environmental responsibility, and open-mindedness are embedded throughout the science curriculum to support students in becoming thoughtful and engaged scientific learners. These dispositions are nurtured through inquiry-based investigations, hands-on experiments, and real-world problem solving. Students are encouraged to ask questions, explore diverse perspectives, consider the impact of science on the environment, and reflect on their learning. By fostering these qualities, we aim to build students' confidence in science and prepare them to contribute responsibly and creatively to scientific challenges in their communities and beyond.

Cross curriculum planning especially with Technology and Maths allows for numerous STEM projects throughout the year.

Students study a full year of Science across Years 7 to 10. Senior school Sciences offered include Biology, Chemistry, Nutrition, Physics, Psychology, Scientific Studies and Science as a Healthy Lifestyle (IL).

Contact

Rebecca Ludewig, Senior Leader Maths, Science and Numeracy

Email: Rebecca.Ludewig133@schools.sa.edu.au



SENIOR SCHOOL

SENIOR SCHOOL STUDENT SERVICES

The Senior School team provides support services for students including:

- SACE information and results
- University and TAFE application support and counselling
- VET administration
- Career Counselling
- Wellbeing Support
- Holiday seminar applications
- Resumé and application writing
- Police clearance applications
- Casual and full time employment
- Trainee and apprenticeship assistance
- Interview preparation

SENIOR SCHOOL PATHWAYS

The Senior School curriculum offers 3 pathways -

- University Pathway
- Vocational Pathway
- General

Each of these pathways allows students to complete the SACE.

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

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

After extensive information and exploration through Activating Identities and Futures (AIF) and Personal Development (PD) students nominate for a pathway – Pathway selection is determined by an interview process.

UNIVERSITY PATHWAY

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

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

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

Plus either 30 Credit flexible option

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

- The scaled score of 20 credit TAS
- Half the score of one or more 20 credit TAS
- The scaled score of one or more 10 credit TAS subject
- Scaled score equivalents for Recognised Studies to the value of 10 or maximum of 20 credits. (Completed Certificate III for University Pathway students)

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

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

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

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

GENERAL PATHWAY

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

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

VOCATIONAL PATHWAY

General Information

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

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

Students studying within the Vocational Pathway are able to:

- achieve SACE and VET qualifications.

Students can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50



credits can be completed through subjects with a VET focus but students must complete the Personal Learning Plan, AIF and Stage 1 Literacy and Numeracy requirements.

- meet nationally recognised, competency based assessment standards
- acquire industry specific skills and knowledge
- have a tailor-made timetable, designed to maximise and individualise learning
- work in business or industry
- make a smooth transition from school to work or further education and training.

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

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

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

Agricultural & Science Industries

- Certificate II Advanced Animal Care
- Certificate II Horticulture

Automotive Industries

- Certificate II Automotive Servicing Technology - 1.5 years

Construction, Electrotechnology & Engineering Industries

- Certificate II Construction Pathways
- Certificate II Plumbing (pre-apprenticeship) – 1 year
- Certificate II Resources and Infrastructure Workshop Preparation
- Certificate II Electrotechnology
- Certificate II Engineering Pathways

SENIOR SCHOOL

Hairdressing & Beauty Industries

- Certificate II Salon Assistant
- Certificate III Make-up

Health & Community Services Industries

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

Hospitality & Food Processing

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

Information Technology & Multimedia

- Certificate III Information Technology
- Certificate III Screen and Media

Stage 2:

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

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

Any student who has successfully completed Stage 1 may choose to apply for:

- Certificate III in Health Services Assistance
- Certificate III Individual Support (ageing or disability)
- Certificate III Information Technology
- Certificate III Screen and Media - Game Art Foundations

For more information on the courses offered, visit:
<https://nassa.eschoolsolutions.com.au/pages/public/programsview.aspx>

Contact

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

Briianka Daniels, Coordinator Vocational Pathways (VET)
Briianka.Daniels324@schools.sa.edu.au





STUDENTS WITH DISABILITIES

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

Unit and Special Classes

Enrolment into both the Unit and Special Classes at Salisbury High School is through a centralised process. For further information discuss with existing school or contact Regional Support Services on phone: 8314 4000 regarding the process.

Special Class – 4 Classes

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

Year 7, 8, 9 and 10 Students

Students in Years 7-10 develop an understanding of themselves, build independent skills and work on appropriate social skills.

Year 11 and 12 Students

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

Disability Unit – 3 Classes

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

Year 7, 8, 9 and 10 Students

Access learning modified to suit their needs. Students develop an understanding of themselves, independent skills and work on appropriate social skills in a variety of settings. Students go on to develop an understanding of their personal learning goals to work through their SACE program.

Year 11 and 12 students

Have the opportunity to develop individual post-school pathways. There is extensive work placement programs within the school setting to support students to develop work skills.

Care Group

In Years 7 to 10, students are placed in a care group with mainstream students as this provides consistency and the opportunity to develop positive relationships outside of special education. The needs of the students change in Year 11 to 12 therefore students are allocated a Special Education Care Teacher where post school options can be explored.

Transport Training

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

Contact

Christine Cole, Senior Leader - Students with Disabilities
Email: Christine.Cole527@schools.sa.edu.au





ABORIGINAL EDUCATION

The Aboriginal Education team provides a range of programs to support Aboriginal and Torres Strait Islander students and their families.

Our aims are to:

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

The team supports students and families via:

- Case management
- Performance reporting
- Academic recovery and enhancement
- Literacy and numeracy improvement planning
- One Child One Plan
- Attendance tracking
- Reconciliation Action Plan
- Specialised programs

Programs available include:

- Mentoring
- Academic recovery tutoring
- Study line tutoring
- SAASTA Power Cup – Years 10 to 12
- SAASTA Academies
- Work About Centre programs – Short Courses
- Sista Gurlz Circle
- Clontarf Academy

Contact

Alison van Hoof, Aboriginal Education Coordinator
 Email: Alison.VanHoof344@schools.sa.edu.au
 AbEd Mobile: 0408 621 907
 Clontarf Mobile: 0493 891 932



TAILORED LEARNING

At Salisbury High School, we believe every student deserves the right support to succeed. Sometimes, young people face personal challenges that make it hard for them to attend school regularly or stay connected to their learning. Tailored Learning is a way we support these students by creating flexible, personalised programs that meet their individual needs.

Tailored Learning helps students who are at risk of disengaging from school due to things like mental health challenges, family difficulties, homelessness, or other complex issues. It includes extra support like case management, smaller group settings or different learning environments, sometimes even offsite, so students can re-engage in a way that works for them.

Importantly, all students in Tailored Learning remain enrolled at our school, and we work closely with them and their families to track progress and ensure they stay connected.

What does Tailored Learning look like?

In practice, Tailored Learning might include:

- A personalised timetable developed with the student, family, and school staff.
- Support from a case manager
- Learning in a different space within the school or at an offsite location.
- Regular communication between the school, family, and any support services involved.

Even if a student is learning offsite, the school remains responsible for their education and wellbeing. The aim is always to help students re-engage with learning and feel confident about their future.

Tailored Learning at Salisbury High School

At our school, Tailored Learning is offered through three levels of support:

A) THRIVE (Level 1 Tailored Learning): This is for students who are not engaging in mainstream lessons but are attending school regularly and want to stay connected. It's suitable for those who need a more flexible timetable. Support may include modified subjects, parent meetings, and referrals to support services.

B) Tailored Learning On-site (Levels 2–3 Tailored Learning): This is for students who require case management and extra support to stay connected. They may have previously experienced sporadic school attendance and found it difficult to engage in mainstream lessons, but still want to be part of the school community. These students receive flexible timetables, regular check-ins, and tailored wellbeing and learning support.

C) Tailored Learning Off-site (Level 4 Tailored Learning):

This is for students who are completely disengaged from school and need intensive case management and wrap-around support. Learning takes place in an off-site setting, but our school continues to oversee their learning and wellbeing.

Our goal is to ensure every student, no matter their circumstances, feels safe, supported, and hopeful about their future.

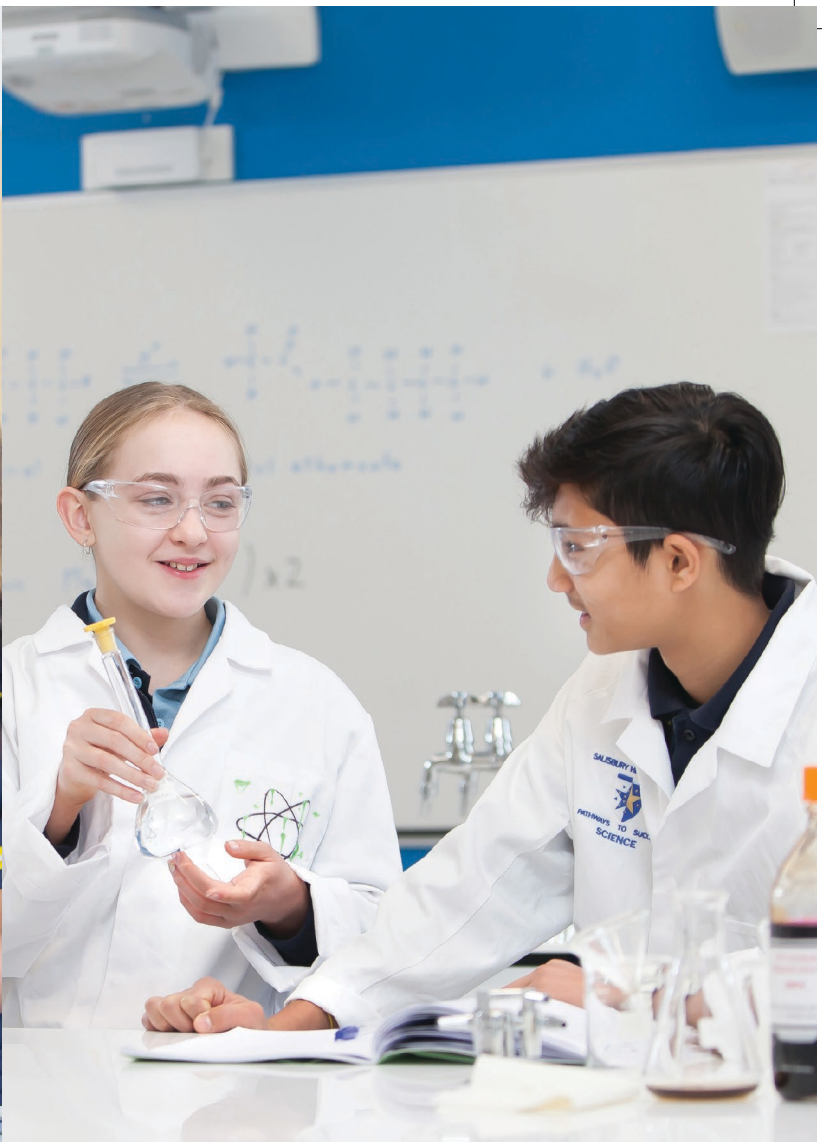
If you feel that your child could benefit from a Tailored Learning Program, please contact your child's care teacher in the first instance.

Contact

Therese Musolino, Director of Inclusion and Wellbeing
Email: Therese.Musolino521@schools.sa.edu.au

Robert Daly, Tailored Learning Manager
Email: Robert.Daly971@schools.sa.edu.au







SALISBURY HIGH SCHOOL

PATHWAYS TO SUCCESS

