

SCHOOL CONTEXT STATEMENT

Updated: August 2025

School number: 1011

School name: Salisbury East High School



SCHOOL PROFILE

Situated in the northern suburbs of Adelaide, Salisbury East High School is an inclusive community of approximately 1000 students from Years 7 to 12. Our students come from diverse backgrounds and bring with them a wide range of educational needs, challenges, and aspirations.

At SEHS, we're not just shaping minds - we're shaping futures. We provide a vibrant learning environment where excellence meets opportunity, offering a broad range of accessible and differentiated programs designed to nurture the potential of every student. Our commitment is to deliver high-quality learning in a setting that fosters belonging, connection, and safety.

Our motto, *Learning Together, Achieving Together*, and our core values - *Respect, Responsibility, and Resilience* - guide all that we do. We aim to empower students to achieve personal and academic excellence, develop a strong sense of responsibility, and prepare for independent, successful futures in whichever pathways they choose. This vision is realised through a focus on student wellbeing, a culture of excellence, and the celebration of diverse perspectives.

Learning at SEHS is connected to students' interests and future pathways, including a strong emphasis on Vocational Education and Training (VET). Our SACE completion rate is consistently 100%. To support our diverse student body, we offer specialised classes and embed trauma-informed practices, including the Berry Street Education Model.

OUR VISION

At Salisbury East High School, our vision is to inspire, empower, and prepare students to succeed in an ever-changing world. We are committed to creating a dynamic learning environment that builds learner agency and develops the skills and dispositions of effective learners.

We strive to nurture a community of lifelong learners who are not only academically capable but also compassionate, resilient, and adaptable. Through innovative teaching and personalised support, we ignite curiosity, foster creativity, and equip every student with the skills, confidence, and mindset to thrive beyond school.

Guided by a spirit of collaboration and a commitment to excellence, we empower students to realise their potential and make a positive impact - as leaders, problem-solvers, and engaged citizens of the future.

GENERAL INFORMATION

- School Principal name: **Sue Shepherd**
- Deputy Principal's name: **Jules Peck**
- Year of opening: **1966**
- Postal Location and Postal Address: **32-59 Smith Road, Salisbury East, SA 5109**
- DECD Region: **Northern Metro**
- Geographical location: **Salisbury East**
- Telephone number: **8258 2070**
- School website address: **www.sehs.sa.edu.au**
- School e-mail address: **dl.1011.info@schools.sa.edu.au**
- Child Parent Centre (CPC) attached: **N/A**
- Out of School Hours Care (OSHC) service: **N/A**

FTE STUDENT ENROLMENT: FEBRUARY 2025

		2022	2023	2024	2025
Secondary	Middle	530	465	513	513
	Senior	525	439	506	502
	TOTAL	1055	904	1019	1015
School Card Approvals (%)		40%	41%	40%	34%
EALD Total (actual numbers)		222	215	204	160
Aboriginal FTE Enrolment		54	55	61	58

STAFFING NUMBERS/PROFILE: FEBRUARY 2025

Total Teaching Staff: 84

Total Ancillary: 53

Total Aboriginal funded positions: 0.4 AET, 0.2 Leader, 1.0 ASETO

Total Staff: 137

Our teachers are both experts in their fields and passionate mentors, dedicated to inspiring academic success and personal growth. With a commitment to high-quality education, they create engaging, supportive classrooms where every student can thrive.

PERFORMANCE MANAGEMENT

PDP planning is generally managed by the leader most related to the curriculum area or work role needs of the staff member. In some cases, staff have nominated specific PDP leaders. Classroom observation in negotiation with teachers and leaders is becoming more common practice.

LEADERSHIP STRUCTURE

Principal	Sue Shepherd	
Deputy Principal	Jules Peck	Wellbeing, HR, Professional Development, PDP
Head of Middle School B3	Kate McKinna	Middle School holistic support and oversight
Head of Senior School B3	Benn Joiner	Senior School holistic support and oversight
Curriculum and Pedagogy Senior Leader B3	Shayn Harrison	Teaching and Learning curriculum leadership, oversight of pre-service teachers
Timetable, Innovation and Digital Tech B3	Jamie Broadhurst	ICT, Timetable, Digital Tech Curriculum
Data Intelligence, VET and Careers B3	Pete Phillips	Data Intelligence, analysis and support, Reporting, VET and Pathways oversight
Business Manager	Roslyn Warren	Facilities, Security, Finance, WHS, Front Office
Alternative and Tailored Learning B2	Haylee Farnden	Curriculum and Behaviour Support Alternative Learning and oversight of Tailored Learning Students (both onsite and offsite)
Inclusive Education B2	Lauren Cavanaugh	IESP applications, support and oversight of SWD including Supported Learning classes (currently three onsite)
Inclusive Education B1 (x2)	Nathan Pippett	Behaviour and curriculum support Supported Learning
	Mairead Hayes	IESP and intervention program support

Aboriginal Education & EALD	Emily Faulkner	Intervention and support for EALD and Aboriginal Education students Oversight of LEAP Levelling
Alternative Learning - Careers and Transition	Kylie Gray	Pathway and transition support for ALT Learning
HASS/AIF/EIF	Shari Bray	Curriculum leadership
Health and Physical Education	Corey Ottey	Curriculum Leadership
English/Literacy/ LOTE	Marin Poljak	Curriculum Leadership
Mathematics/ Numeracy	Matthew Scherwitzel	Curriculum Leadership
Science	Beth Schlein	Curriculum Leadership
Technology	Evan Yarwood	Curriculum Leadership
Arts	Jaime Mead	Curriculum Leadership
Year 7 Coordinator	Damon Argy	Year Level behaviour intervention and support
Year 8 Coordinator	Emma Baker	Year Level behaviour intervention and support
Year 9 Coordinator	Maddie Cameron	Year Level behaviour intervention and support
Year 10 Coordinator	Chloe Lyons	Year Level behaviour intervention and support
Year 11 Coordinator	James Marshall	Year Level behaviour intervention and support
Year 12 and SACE Coordinator	Angela Moses	Year Level behaviour intervention and support and SACE Operations
Wellbeing Leader (x2)	Emily Miles (Middle) Sarah Afshin Pour (Senior)	Support and wellbeing intervention for students in the relevant sub schools
Key teacher: Aboriginal Education (x2)	Tiff Prouse and Shannon Murphy	Support and Intervention for Aboriginal students

Key teacher: STEM	Katie Burden	Innovation and Engagement in STEM
Key Teacher: Student Voice	Mikaela Wells Sidler	Supporting and mentoring members of Student Voice

SCHOOL FACILITIES

Salisbury East High School's facilities extend beyond traditional classrooms, fostering innovation, collaboration, and personal development where students can engage in dynamic learning experiences.

Our state-of-the-art STEM Centre was fully renovated in 2019, and the modern, flexible, open-plan space is designed to inspire and facilitate collaboration. It is equipped with a Maker Space, amphitheatre, virtual reality room, and a dedicated robotics lab, providing students with hands-on experience in design, engineering, and programming. The centre is also a community hub and hosts a variety of school events, from robotics competitions to STEM incursions, fostering a vibrant culture of discovery and innovation.

Our vibrant Arts Centre is designed to ignite creativity and includes a stunning dance/performance studio, a multimedia lab, recording room, arts and music classrooms and practice spaces.

Health and PE benefit from a range of facilities, including a large multi-purpose gym, an outdoor 7-a-side astroturf soccer pitch, basketball and netball courts, a weights and fitness room, and a large oval.

Our Food and Hospitality kitchens have been recently updated with one housed in a brand-new building. There is also a textiles room, electrotech lab, wood and metal shops, spray booths, and a computer-aided design classroom.

Elsewhere, you'll find well-equipped and modern science labs, a 'flexi' library, a new alternative learning hub and supported learning classrooms, and many other spaces and facilities that support our students to learn, play, and develop new skills and knowledge.

All areas within the school are fully air-conditioned.

STUDENT FACILITIES

Students have access to a wide range of facilities during break times, with staff running various extra-curricular activities and clubs to support their interests and wellbeing.

Our Year 11 and 12 students also benefit from the modern Senior Centre, a dedicated space that offers quiet areas for study, opportunities to meet with teachers, and tailored support with SACE completion, ATAR pathways, and future career planning. Wellbeing and youth workers are also available to provide guidance and assistance.

The Senior Centre includes a kitchen and café-style area, creating a welcoming environment for students. In addition, students have access to the main staff/student car park, conveniently located adjacent to Smith Road.

STAFF FACILITIES

Staff at the school benefit from well-designed and comfortable facilities that support their professional roles. Teachers are located in bright, shared offices positioned close to their main curriculum areas, encouraging collaboration and connection within teams.

The school provides a dedicated staff room, staff carparks, and well-maintained surroundings that contribute to a positive working environment. In addition, all staff are equipped with a laptop to assist with teaching and administrative responsibilities.

ACCESS FOR STUDENTS AND STAFF WITH DISABILITIES

The school is largely accessible for students and staff with disabilities. Access is supported through ramps across key areas of the site and a lift located adjacent to the front office, ensuring ease of movement between levels.

STUDENT PROFILE

Our student community is culturally rich and diverse, with approximately 34% of students from EALD and culturally diverse backgrounds. This diversity is celebrated and recognised as a strength of our school.

Alongside socio-economic diversity, students bring a wide range of life experiences that contribute to the social complexity of our community. This makes our school vibrant and dynamic, while also reinforcing the importance of strong support systems and inclusive practices to ensure every student can thrive.

SEHS LEARNING PLAN

Our Site Learning Plan places strong emphasis on wellbeing, connection, and belonging as the foundation for learning. We work closely with external partners to embed trauma-informed and inclusive practices, ensuring staff are supported to create safe and positive learning environments. Through consistent approaches to behaviour, restorative practices, and a focus on building and repairing relationships, we aim to foster conditions where all students feel valued and able to engage fully in their education. Extending intercultural knowledge and understanding also strengthens our capacity to respond effectively to the diverse needs of our school community.

STUDENT WELLBEING PROGRAMS

Student wellbeing is a high priority at SEHS and is central to our holistic approach to learning and engagement. A diverse range of whole-school and year-level programs are delivered to support students in areas such as resilience, respectful relationships, mental health, digital wellbeing, study skills, and leadership development.

We also deliver the Child Protection Curriculum (CPC) and embed Berry Street Education Model strategies into our teaching and learning, ensuring students are equipped with practical tools to manage challenges, build positive connections, and thrive both inside and outside the classroom.

STUDENT MANAGEMENT

At SEHS we focus on strengths-based restorative practices that promote positive relationships, accountability, and growth. Our approach aligns with the Department for Education's SEE procedures, which guide schools in creating safe, respectful, and supportive learning environments.

When issues arise, we work with students to understand the impact of their actions, restore relationships, and develop strategies for making positive choices in the future. This balanced approach supports both individual wellbeing and whole-school culture, ensuring that all students feel valued and connected.

STUDENT VOICE

At Salisbury East High School, we encourage students to become active partners in their own education. For this reason, Student Voice represents and shares the interests, needs, opinions, ideas and concerns of every student at SEHS and gives them a 'voice' in various decisions that may affect them. Student Voice is driven by approximately 40 enthusiastic middle and senior school students who meet throughout the term. Led by the School Captains in a friendly, democratic environment, Student Voice has the ability to influence what and how students learn, to have their say about the school's policies, programs and principles, and develop action plans and initiatives for constructive change.

Any student in Year 7 to 12 who is keen to make a positive difference to their learning environment and develop valuable leadership skills is strongly encouraged to apply to become a representative. Students can apply through an application and election process in Term 1.

SPECIAL PROGRAMS

Several specialist programs run at Salisbury East High School, meaning there is something to suit every student and opportunities to grow and learn.

As well as traditional art and design, performing arts and multimedia subjects, there is a specialist music program, where students are eligible for weekly lessons delivered by Instrumental Music (IM) teachers at no cost.

Our 'Active Crew' aerobics club is for those who want to improve their fitness, strength, flexibility, and choreography skills while learning a high-energy routine which is performed in state-wide competitions.

Meanwhile, the Schools Challenge is Australia's newest performing arts event for schools and, through this experience, students develop a stage-ready item incorporating dance, theatre and vocals to tell a story.

We offer Japanese language courses tailored for students from Year 7 to 12, ensuring your child receives a well-rounded education in Japanese language and culture.

Our robotics program, with a special focus on the VEX Robotics Competition, caters to students from Years 7 to 12, nurturing their passion for robotics, engineering and programming. It provides a hands-on approach to learning vital STEM skills as well as a social platform for students to meet new people. SEHS has experienced remarkable success in this area with our teams consistently qualifying for the National Championship and, in the 2022/23 season, making it to the prestigious World Championship in Dallas, Texas.

Taking part in School Sport SA Competitions, authentic teaching and learning opportunities with direct curriculum outcomes are provided for students. Events include carnivals, state championships and weekly competitions, in a broad range of sports and activities.

Our Specialist Soccer program was created in 2015 and, running from Years 8 to 12, is designed to develop and assist the performance and progress of the students involved to reach their potential. Those wishing to apply will require a high-level interest in soccer, as well as a desire to learn about concepts related to sport, physical activity, healthy lifestyles, and science/technology in sport. SEHS facilitates the Multicultural Cup as a SACE program in partnership with the Port Adelaide Football Club. The program aims to support Aboriginal Learners and EALD Learners by providing opportunity to explore, celebrate and share culture in an inclusive environment.

TAILORED LEARNING

Tailored Learning, previously known as Flexible Learning Options (FLO), provides individualised support for students who need alternative pathways to achieve success. The program is designed to engage young people whose needs may not be fully met through traditional schooling, offering a personalised approach that builds on their strengths and interests. Through case management, mentoring, and strong community partnerships, Tailored Learning supports students to re-engage with education, develop life and work skills, and build confidence in their future pathways.

CAREER PATHWAYS

We have a strong Careers Pathways program that includes a range of Industry Immersion programs and career expos, giving students opportunities to explore different fields and consider future work or study options.

Career education is embedded across our subjects, ensuring students make meaningful connections between their learning and possible future pathways. Each year, students are supported through a structured course counselling process that links their subject choices to further education, training, and career goals. In addition, students can access Vocational Education and Training (VET) courses, pursue school-based apprenticeships and traineeships, and receive individualised guidance with SATAC applications for university entry. This comprehensive approach ensures all students are equipped with the skills, experiences, and support needed to make confident and informed decisions about life beyond school.

RECENT KEY OUTCOMES

In recent years, SEHS has achieved significant progress across many areas of school life. The introduction of Year 7s into high school was supported through a strong transition program, even in the challenging context of COVID-19.

A major focus has been on building belonging, connection, and safety, with trauma-informed professional learning, new partnerships to support culturally and linguistically diverse students, expanded lunchtime and House activities, and the re-introduction of student camps and celebrations. These initiatives have contributed to improved Wellbeing and Engagement data and a reduction in suspensions.

Learning opportunities have broadened through the development of a highly successful Robotics program, a wide range of wellbeing and leadership initiatives such as Youth Opportunities, Healthy Minds, and Australian Business Week, and the expansion of VET, career, and pathways options, including new Electrotechnology and Plumbing courses.

The evolution of programs like ALT-HUB, the introduction of Year 7 Nurture and Legacy classes, and significant investment in additional SSO and leadership positions have further strengthened student support. Purpose-built new facilities

for Supported Learning Classes and alternative education have enhanced inclusivity and access.

Curriculum renewal has continued through alignment with the Australian Curriculum, collaborative moderation, and implementation of the SACE Thrive Agenda, while our Year 12 results have remained consistently strong, with high SACE completion rates, an increasing number of A grades, and recognition through Governor's Commendation Awards.

Investment in IT infrastructure, AI tools, and process refinements—such as the new mobile phone policy and improved subject selection systems—have modernised teaching and learning.

Collectively, these outcomes reflect our commitment to providing high-quality education and supporting all students to succeed at school and beyond.

CURRICULUM

Salisbury East High School provides a diverse and inclusive curriculum that supports every student to achieve their full potential.

In the Middle School, we deliver the South Australian Curriculum across the eight nationally recognised learning areas: English, Mathematics, Science, Humanities and Social Sciences, Languages, The Arts, Health and Physical Education, and Technologies.

As students move into Senior School, they have access to a wide range of Stage 1 and 2 subject options and flexible pathways leading to the South Australian Certificate of Education (SACE).

Our subject handbooks, available on our website, are valuable resources for families, outlining subject information, assessment details, and progression pathways, with flowcharts that clearly map learning journeys from Year 7 to Year 12.

In addition to core curriculum offerings, we are committed to student wellbeing and safety through the delivery of the Keeping Safe: Child Protection Curriculum (KS:CPC), taught annually by trained staff. Together, these programs ensure students are equipped with the knowledge, skills, and confidence to succeed both at school and in their future pathways.

NASSSA AND VET

Vocational Education and Training (VET) provides students with the opportunity to gain nationally recognised qualifications while completing their high school studies. These hands-on, industry-specific courses equip students with practical skills and real-world experiences, creating direct pathways to future careers. Through our partnership with the Northern Adelaide State Secondary Schools Alliance (NASSSA), students can access a wide range of VET programs in fields such as construction, healthcare, hospitality, and technology. SEHS also hosts VET courses.

Students interested in VET complete the necessary documentation and undertake VET Readiness Orientation (VETRO) testing to ensure they are prepared for their chosen course.

Students can also enhance their learning through 'Hear from the Trainer' and industry immersion sessions while also undertaking additional training to obtain valuable certifications such as White Card and First Aid.

VET programs contribute to SACE completion and are an excellent way to combine education with career preparation, setting students up for future success.

SPECIAL LEARNING CLASSES

Salisbury East High School provides three Special Needs classes that deliver targeted programs for students with the most complex learning needs, as identified through the NCCD and DfE IESP funding model. These classes operate in smaller group settings with additional staffing, ensuring students receive personalised support in a safe and inclusive environment. Students engage in learning programs that focus on literacy, numeracy, and life skills, while also building independence, confidence, and social-emotional development.

Staff work closely with families, specialists, and external agencies to provide consistent routines and trauma-informed practices, creating a strong sense of belonging for all learners. Programs are designed to celebrate individual strengths and achievements while equipping students with skills relevant to future study, pathways, and participation in the community.

EALD SUPPORT

Students who identify as having English as an Additional Language or Dialect (EALD) are supported through targeted programs that build literacy skills and confidence. In the Middle School, specialist EALD classes focus on strengthening language development alongside curriculum learning, while literacy intervention programs provide additional support where needed. A dedicated EALD Leader oversees these programs and ensures continuity of support across year levels. Two Bilingual School Support Officers (BSSOs) also work alongside students and families, offering in-class assistance, translation, and cultural support, helping to create strong connections between school and community.

ABORIGINAL EDUCATION

Students who identify as Aboriginal or Torres Strait Islander are supported through a dedicated Aboriginal Education team and the Nunga Room, which provides a safe and welcoming space within the school. Additional tutoring and targeted literacy and numeracy development programs are available to strengthen academic achievement, while cultural mentoring and wellbeing support help students feel connected and proud of their identity. We work in partnership with families, community organisations, and cultural leaders to ensure that students are supported in both their learning and cultural journey. The Nunga Room also serves as a hub for celebrating Aboriginal culture, history, and perspectives, and is a space where students can engage in cultural activities, access resources, and receive one-on-one support. Through this holistic approach, we aim to empower Aboriginal and Torres Strait Islander students to achieve success at school and beyond while maintaining strong cultural connections.

ACCESS TO TEACHING AND LEARNING

At SEHS, all resources, learning intentions, and assessment tasks are accessible and managed through Daymap and Google Classroom. Around one-third of our students require some form of differentiated support to access and engage in learning. This includes students with disabilities who benefit from adjustments,

modifications, and accommodations, as well as those who require targeted extension and stretch opportunities.

Teaching and learning programs are aligned to the South Australian Curriculum in Years 7–9, while Year 10 students access both the SA Curriculum and SACE as part of their transition into senior schooling.

In Years 10–12, students are further supported through access to SACE, including modified SACE where appropriate, to enable successful completion of their secondary education. All students receive meaningful feedback through formative assessment as well as against the relevant standards — either the SA Curriculum Achievement Standards or the SACE Performance Standards — which are explicitly unpacked to support student understanding and progress. Subject-specific literacy requirements, including the modelling of appropriate text types and language, are explicitly taught, while assessment design connects with student interests to build authentic pathways beyond school. Teachers also utilise a range of interactive and engaging technologies to enhance learning, ensuring lessons are dynamic and responsive to student needs. Safe and supportive environments are further strengthened through trauma-informed practices, including the Berry Street Education Model.

STUDENT ASSESSMENT PROCEDURES AND REPORTING

Student progress is consistently monitored and available via Daymap, where a Grade Point Average (GPA) is generated each term from subject grades and displayed on every student's Daymap page. Reports are issued each term and semester, with students identified as 'at risk' receiving targeted support and early intervention. Mid-term, at-risk students are flagged and families are contacted to ensure proactive communication.

Parent/teacher/student conversations are scheduled at the end of Terms 1 and 3, and our "no surprises" approach means that regular dialogue with families occurs whenever concerns arise. Students also reflect regularly on their personal goals and achievements and are supported to plan for improvement through our Mentoring program, which provides structured pastoral care.

Alongside monitoring and intervention, we place a strong emphasis on recognising and celebrating both academic and personal achievements across our school community.

DECISION MAKING STRUCTURES

Decision-making at SEHS is guided by a collaborative approach that values the input of our whole school community. The Governing Council plays a key role in shaping the strategic direction of the school, representing parents, staff, students, and community members.

Within the school, leadership actively seeks opportunities to consult and engage with staff and students to inform planning and improvement. This shared approach ensures decisions are transparent, inclusive, and focused on the best outcomes for students.

SCHOOL FINANCIAL POSITION

SEHS is in a sound financial position, supported by careful management of resources and steady growth in student enrolments. The school has maintained healthy savings while continuing to invest in programs and facilities that benefit students. Over the past five years, SEHS has also secured capital funding to upgrade key facilities, ensuring the learning environment continues to evolve to meet the needs of our growing community.

SPECIAL FUNDING

SEHS receives a range of targeted funding allocations that strengthen our capacity to meet the diverse needs of our student community. This includes Better Schools Funding, Better Schools Low SES, and Complexity Funding, which provide additional resources to address socio-economic disadvantage and support equitable access to learning. Tailored Learning (formerly FLO) funding allows the school to deliver individualised programs for students requiring alternative pathways, while Special Options and RAAP funding support students with significant learning needs through smaller class settings, specialised staff, and targeted resources. Together, these funding sources enable SEHS to provide inclusive programs, improve learning outcomes, and ensure that all students are supported to achieve their personal and educational goals.

LOCAL COMMUNITY

Salisbury East is a vibrant, family-friendly suburb located about 20 km north of Adelaide's CBD, with a population of approximately 9300 and a median age of 40 years - just slightly below South Australia's average.

The community is diverse and culturally rich, with common ancestries including English and Australian, alongside growing multicultural representation.

Residents benefit from a strong local infrastructure: adjacent to SEHS, the Salisbury East Neighbourhood Centre offers adult education, community classrooms, meeting spaces, and social support within walking distance of schools and public transport.

The suburb also features affordable housing options - a mix of established homes and newer developments - making it an attractive option for families. Shopping needs are well-served by nearby retail precincts and the Salisbury Interchange, ensuring convenient access to amenities.

The broader City of Salisbury, of which this suburb is a part, is undergoing significant transformation. A major \$200 million redevelopment of the Salisbury city centre is set to begin in 2025, introducing new mixed-use spaces, including retail areas, residential apartments, a hotel, and a large multi-level car park—boosting local economy and infrastructure.

Additional investments in recreational facilities, such as the newly upgraded Salisbury Aquatic Centre and the upcoming TreeClimb adventure park, underline the area's commitment to community wellbeing and leisure.

PUBLIC AND OTHER TRANSPORT ACCESS

Salisbury East High School is well-served by Adelaide Metro public transport. Several school-day only bus routes, including the 476, 475, and 470, stop close to the school, providing convenient access for students. In addition, everyday bus routes including the 502, 560, AO5, and N502 pass nearby, offering more flexible travel options throughout the week.

Rail travel is also an option, with the Gawler train line stopping at Salisbury Station, where students can connect with local bus services to reach the school. SEHS has three carparks. Two of these are allocated to staff and visitors only, while a third is for students, staff and visitors. Dedicated disabled parking spaces

are available in the carpark near the Front Office to ensure easy access for users who require them.

SCHOOL PUBLICATIONS

Parent and student information is communicated through multiple channels to ensure families remain informed and engaged.

Our school website provides information on policies, curriculum, events, newsletters, and key resources to support students and families. In addition, our Facebook page is regularly updated to showcase school community activities, celebrate student achievements, and share important reminders. With 3000 'followers', this medium allows us to highlight the vibrancy of our school community and strengthen connections with parents, carers, and the wider community.

We also make use of direct communication methods such as Daymap messages, emails, SMS, and notices to provide timely updates on important events, excursions, and other urgent information. This multi-platform approach ensures families can access information in ways that best suit them and fosters stronger engagement between home and school.

PARENT AND COMMUNITY INVOLVEMENT

At Salisbury East High School, we value strong partnerships with parents, carers, and the wider community, recognising the important role they play in enriching the educational experience of our students.

Parents are encouraged to contribute through active participation in our Governing Council, providing input into school decision-making and strategic directions. Many also support wellbeing and other initiatives, such as cultural celebration days, and contribute to the success of various extra-curricular clubs and activities.

We work closely with community groups and external providers to deliver a range of programs that extend learning opportunities, while local organisations play a vital role in supporting key school events such as our Career Expo. This shared commitment fosters a collaborative, inclusive, and vibrant school community.

FEEDER SCHOOLS

SEHS has seven main primary feeder schools but we generally enrol students from up to an additional 20 other local schools. A large percentage of our students come from outside of our zone, which has been up to 60% in recent years. This is partly due to our zone including large areas that have no housing (e.g. Cobblers Creek Recreation Park).

Our feeder primary schools are:

- Brahma Lodge
- Gulfview Heights
- Keller Road
- Madison Park
- Salisbury
- Salisbury Heights
- Salisbury Park

AVAILABILITY OF STAFF HOUSING

N/A

LOCAL GOVERNMENT BODY

The City of Salisbury