

OUR PURPOSE

Public education is for every child and young person in every community across South Australia. At Salisbury East High School, we endeavour to support all students to develop the skills and qualities to become successful learners and active members of our school and wider community. We prioritise wellbeing, recognising it as the foundation for success in all the Strategy for Public Education 'areas of impact'; and we are committed to fostering a sense of connection, belonging, inclusion, and educational and cultural safety. By embracing diversity and inclusion, we create a safe and positive environment where all individuals can thrive - one that fosters curiosity, excellence, and confidence. As a community, we value each member's unique contributions and therefore foster respect, responsibility, and resilience.

Where are we?
Cycle 2

Where do we want to get to?

Our Values: Respect, Responsibility, Resilience



Our Motto: Learning Together, Achieving Together

OUR PRIORITY AREA OF IMPACT



Wellbeing

Cycle 2: 'Give it a go'

The second cycle of our Learning Plan is dedicated to strengthening our capacity to build and restore relationships, resolve conflict, and promote a safe and engaging learning environment. Central to this cycle is a commitment to unconditional positive regard for every student, recognising the importance of supportive and nurturing connections. We will collaborate with expert external providers to facilitate staff development and build our collective capacity to consistently implement two trauma-informed inclusion strategies, ensuring our practices are both effective and sustainable. These are:

How might we get there?

Give it a go

OUR STRATEGIES

1 Affective Language
Emotions are named, validated, and responded to - using intentional words and tone - to build connection, support regulation, and guide behaviour.

2 PPF (Past, Present, Future)
Restorative and regulation practices are facilitated - using affective interactions (1:1), P3P3F3 (groups), and Response Circles (whole class) - to build positive school culture.

Cycle 1: Implemented and Embedded

The first cycle of our Learning Plan was dedicated to learning about, implementing and embedding, ongoing practices that promote predictable and consistent routines and improved conditions for engagement and learning. These were:

- ✓ Communicating Learning Agendas
- ✓ Consistent Approaches to Behaviour
- ✓ Active Movement and Interaction

What did we learn?

What will we embed?

OUR OTHER AREAS OF IMPACT

Wellbeing, particularly safety and belonging, is our priority, as all areas of impact improve when students feel secure, valued, and included.



Effective Learners

We focus on delivering engaging learning experiences that connect to daily life, build skills and purpose, and empower students to embrace challenges, recognise strengths, and demonstrate understanding in diverse ways - fostering confidence and growth as capable and effective learners.



Learner Agency

We empower students to develop a sense of identity and responsibility as active participants in their community. Engaging with key dispositions in all learning areas, they become more autonomous and reflective, supported by regular, constructive, feedback that encourages growth, self-direction, and ongoing improvement.



Equity and Excellence

Every student will have access to high-quality, engaging learning experiences, regardless of background, ability, or circumstance. We strive to address barriers and improve outcomes for all, by providing targeted support, valuing cultural perspectives, fostering digital literacy, and using data and feedback to guide our practice.

The Cycle of Inquiry



With Salisbury East High School's context at the centre, the cycle of inquiry will be used continuously to identify, investigate, and improve our educational practices to enhance student outcomes. We are currently at the 'Give it a go' stage.

Semester 1, 2026