OVERVIEW

Salisbury East High School provides a world class, personalised learning experience within a supportive, culturally rich environment.

Our vision is to empower all students to achieve personal and academic excellence and become responsible global citizens. This commitment is shaped by our focus on well-being, promotion of high standards, effective partnerships, positive communication and internationalism.

The Salisbury East High School Strategic Plan provides a three-year overview of the site’s priorities, targeted outcomes and strategic actions.

This plan has been developed in consultation with the school community and reflects the connected emerging priorities in the school, across our region and within the Department of Education and Child Development.

With a strong commitment to improvement and global learning, the school engages in the Council of International School’s accreditation processes. The framework supports the school through an ongoing review process measured against demanding standards and involves an international peer review process, thus providing valuable information to continue the improvement journey.

This plan is dynamic and reflects our work and future directions.
GUIDING STATEMENTS

As an increasingly diverse community, at SEHS we believe internationalism/interculturalism is about fostering a deep understanding of other cultures, beliefs and global issues.

The school is committed to internationalism through OUR VISION:

To inspire students to pursue personal excellence and become resilient global citizens through supportive and innovative learning experiences

OUR VALUES that reflect this purpose are:

- Respect
- Responsibility
- Integrity
- Excellence
- Pride

- actively engaging students in an increasingly interconnected world
- continuing to expand our international student programs
- curriculum initiatives which embed global issues and enhance global citizenship
- the promotion and celebration of cultural diversity

OUR COMMITMENT

As a school community we are committed to:

- Staff and student well-being by maintaining a safe and supportive learning environment
- Student excellence in learning through the provision of:
  ◊ A transforming and futures-orientated curriculum and support programs that raise student achievement levels
  ◊ Engaging, relevant learning experiences and opportunities that cater for students' individual needs and preferred pathways
  ◊ Effective local, national and international community connections that enrich the learning experience
  ◊ Quality facilities, digital resources and pedagogies
  ◊ Respectful relationships with members of the wider school community through positive and timely communication
  ◊ Internationalism by embedding international perspectives in our school culture
  ◊ Local, national and international partnerships to increase student opportunities and promote social responsibility
  ◊ Continuous improvement and the use of data for accountability purposes and future planning

As a strongly connected community we focus on:

Learning Together, Achieving Together
STUDENT CHARTER

At SEHS our learners are entitled to:

- Be valued and treated respectfully and fairly
- Receive quality teaching and support
- Equal opportunities regardless of gender, ability or cultural background
- Timely, constructive feedback designed to support positive outcomes
- Access a variety of internal and external programs
- Engage in learning within a positive, welcoming and safe environment
- Explore both collaborative and independent learning
- Quality resources that enhance learning
- Access social, emotional and academic support networks
- A diversity of subjects that provide access to a range of pathways
- Engaging, contemporary and meaningful learning opportunities that challenge students’ thinking
- An environment that promotes a growth mindset
- An inclusive environment that welcomes and actively celebrates global citizenship
- Contribute to decision making processes within the school
- Have concerns taken seriously, responded to in a timely manner and acted upon appropriately

At SEHS our learners are expected to:

- Let students learn and teachers teach
- Be respectful to all members of the school community to promote positive relationships
- Be organised and prepared for lessons
- Take responsibility for their own learning including completing homework
- Represent the school in a positive manner and uphold the school’s positive reputation
- Respect school processes and procedures

At SEHS our learners are encouraged to:

- Seek support from appropriate staff members when required
- Demonstrate a growth mindset by being resilient and persistent
- Explore intercultural learning through internal and external opportunities
- Engage in the full range of opportunities offered by the school including extra-curricular activities, school activities and decision making opportunities
- Engage with sustainability practices and environmental awareness
- Engage with educational digital technologies
We aim to empower students to pursue personal and academic excellence and become responsible global citizens

TEACHING & LEARNING POLICY

Pedagogy
Each teacher:
1. builds effective relationships with each student
2. promotes inclusivity, diversity and international mindedness
3. uses data and feedback to inform teaching and monitor student learning
4. plans and teaches each lesson to foster a spirit of inquiry and support students to think creatively, critically and independently
5. uses differentiation strategies to support the individual needs of all learners
6. incorporates the use of information technologies in curriculum development and the learning process

Learning Environment
Each teacher:
1. provides a safe, challenging, stimulating and caring environment
2. establishes an atmosphere of high expectations and consistently supports school rules and colleagues
3. encourages participation and celebrates achievement
4. uses regular, constructive feedback to support and develop student learning

Student Engagement
Each teacher:
1. ensures that each student feels valued and respected by them
2. supports character development through service learning, leadership experience and community and global citizenship
3. uses a range of assessment strategies to allow students to effectively demonstrate their learning
4. uses appropriate behaviour management strategies to ensure students have equitable access to teacher time and support
The Salisbury East High School community identified four key areas to drive further improvement across the site and aims to continue to strengthen existing programs. The following pages outline these goals, strategic priorities, strategies for action and implementation as well as the expected outcomes.
### Site Goals and Priorities

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<td><strong>STRENGTHEN PARTICIPATION AND PARTNERSHIPS</strong></td>
<td><strong>ENCOURAGE GLOBAL CITIZENSHIP</strong></td>
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<td><strong>Embed</strong> career awareness across the curriculum</td>
<td><strong>Value</strong> our indigenous cultures and promote cultural diversity</td>
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<td><strong>Strengthen</strong> connections with local and global communities for successful futures</td>
<td><strong>Promote</strong> international mindedness across the curriculum</td>
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<td><strong>Develop</strong> leadership capacity and involvement in school life</td>
<td><strong>Strengthen</strong> language learning opportunities</td>
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## GOAL 1

**Optimise Personalised Learning Experiences**

A whole school commitment to developing a culture of continual improvement with a focus on quality pedagogy to lift students’ performance.

### STRATEGIC PRIORITIES

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| **1.1 Enhance** quality teaching through a holistic approach to professional learning and learning communities | - Establish Professional learning teams to improve practice through professional conversations and reflective practice  
- Align instruction and assessment with current research and best practice in teaching and learning  
- Improve the effectiveness of ICT use in teaching and learning and support teachers to further develop their digital literacies |
| **1.2 Deliver** purposeful teaching through the analysis of data sets to plan improvements for all students | - Strengthen the use and understanding of data to inform practice  
- Improve performance and development practices using a wide range of data sets, including collection and use of student feedback and peer observation |
| **1.3 Consolidate** the teaching of numeracy and literacy in all areas | - Utilise the AC Numeracy and Literacy continuum to improve student outcomes  
- Develop systematic and ongoing procedures to assess, monitor and report students’ literacy and numeracy achievement  
- Provide teachers with resources and strategies to support classroom practices that improve the numeracy and literacy outcomes for students |

### OUTCOMES/TARGETS

- All learners have a personalised learning program through an engaging, differentiated curriculum  
- Teachers transform their teaching practice to inspire inquiry, creativity and higher order thinking in our students  
- Teachers collaborate to deliver authentic cross-disciplinary units in the middle school (linked to global issues)  
- All teachers incorporate quality digital learning experiences in their teaching  
- All teachers have a Performance and Development plan and engage in ongoing review and assessment of improvement in skills and knowledge through the collection and use of qualitative and quantitative approaches (including student feedback and peer observation) and professional learning  
- Increase in student engagement (evidenced in reduced behaviour incidences, improved attendance rates and survey responses)  
- Collected destination data reflects a high level entry into tertiary institutions, training and employment  
- Improved SACE achievement data (with an increase in A & B bands and VET completion)  
- An increased number of students achieving an ATAR over 85  
- Increased student performance in the higher bands of NAPLAN
**Support Students To Flourish**

Learning opportunities, mindfulness techniques and an improved understanding of emotional resilience encourage individuals to flourish.

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| **2.1 Establish wellbeing through positive education practices** | • Strengthen respectful relationships across the school community  
• Implement an effective Student Development program that develops personal values based on the principles of positive education  
• Design a reliable method to collect and analyse well-being data |
| **2.2 Promote the principles of positive education and well-being to the wider school community** | • Provide meaningful positive education training for all staff and student leaders  
• Promote a culture of accomplishment, celebration and engagement  
• Strengthen supportive programs, innovative practices, site procedures and inclusive pedagogies to promote personal excellence linked to our site’s core values and guiding principles |
| **2.3 Access to diverse and engaging co-curricular programs** | • Provide and promote positive education, citizenship and well-being activities to staff and students  
• Promote global citizenship through the implementation of co-curricular activities (such as hosting/buddy an international student, visit sister school, scholarships, World Challenge, High Resolves program, etc.)  
• Promote student achievements and involvement in competitions and co-curricular activities |

**OUTCOMES/TARGETS**

- Teachers integrate positive education practices and techniques into their classroom practice
- The school implements and embeds one key strategy each year (e.g. The Year of Kindness)
- Student groups are involved in raising the awareness of human rights and global issues and leading action campaigns
- The principles of positive education are embedded across the curriculum and delivered by all teachers
- Increase in extra-curricular activities organised by staff and student leaders
- Improved attendance and engagement in school activities
- Continued increase in pride and involvement in school life
GOAL 3

Strengthen Partnerships and Participation

The school continues to work in collaboration with the wider school community to support students to realise preferred pathways.

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| **3.1 Embed** career awareness across the curriculum | - Develop and implement a structured career strategy across all year levels (incorporating Beacon, PLP and NASSSA opportunities)  
- Support more teachers to engage in training and worksite visits to raise their awareness of pathways to enhance their learning programs  
- Strengthen partnerships with business and industry groups to collaborate with teachers and co-deliver ‘real-life’ lessons across all learning areas (i.e. Business Blackboards) and embed industry skills and knowledge within the curriculum |
| **3.2 Strengthen** connections with local and global communities for students in pursuit of preferred pathways | - Formalise partnerships with local tertiary institutions and business organisations to support student learning experiences (i.e. sponsorship, cadetship, work placement)  
- Identify national programs and financial resourcing to support the expansion of community links  
- Strengthen the SEHS Business Partnership Group to support the career strategy and job opportunities for our students |
| **3.3 Develop** leadership capacity and involvement in school life | - Promote and increase Governing Council initiatives to improve information sharing and parent participation  
- Review and implement student leadership structure to promote involvement in site decision making and student-led activities  
- Provide strategic leadership training for members of the community |

OUTCOMES/TARGETS

- Leadership Programs and opportunities are in place that develop students’ capabilities to exercise positive leadership and responsibility  
- Effective and obvious student leadership and representation across the school  
- Student involvement in policy making, school committees, curriculum development, staff meetings and leadership in the school  
- Increased leadership, training and support for aspiring staff and student leaders  
- Increase parent participation and attendance in school activities  
- Regular opportunities provided for student reflection and feedback are built into teaching and learning programs  
- All staff engaged in the delivery of a structured career strategy across all year levels  
- Senior students engage in ‘exit’ interviews to support transition to earning/learning  
- Students develop capabilities and employability skills/graduate qualities – whereby they have the skills, resourcefulness and knowledge to find job and training opportunities  
- Increase collaboration and contribution of community representatives to the delivery of authentic learning experiences in all areas of study
**Strengthen Global Citizenship and International Mindedness**

The wider school community develops a deeper understanding and connection with other cultures through a range of experiences.

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| **4.1 Value our indigenous cultures and promote cultural diversity** | • Expand staff and student understanding and awareness of cultural diversity and through professional development opportunities  
• Celebrate and recognise cultural diversity through learning experiences that connect with local and global communities  
• Support staff and students to understand and value the importance of reconciliation between Indigenous and non-Indigenous Australians |
| **4.2 Promote international mindedness across the curriculum** | • Increase global learning for students through strengthened connections and collaborative opportunities with partner schools  
• Strengthen student engagement in our international program and the organisation of ‘Well-Being Days’ each term that promote equity issues, cultural diversity and human rights  
• Establish a professional learning community of students and teachers to review effectiveness of our current practices and explore other options/strategies |
| **4.3 Strengthen language learning opportunities** | • Promote and strengthen language learning opportunities  
• Introduce opportunities for students to learn ‘home languages’ and support our links with the School of Languages  
• Increase the opportunities for international travel for staff and students  
• Promote the career, cultural and travel benefits for students studying languages |

**OUTCOMES/TARGETS**

- Maintain and expand international programs, partnerships and student enrolments
- Continue to provide cultural training and development for staff and students
- Strengthen the site’s profile overseas through international travel and an interactive website (with increased number of inquiries and ‘hits’)
- Well-Being and Cultural events are organised by students and celebrated each term
- Increased number of long-term international students choosing to study at Salisbury East High School
- A Humanitarian PLC is established and implements interdisciplinary activities related to global responsibility
- More students engage in global and community service activities that develop citizenship skills and sense of social responsibility
- A shared understanding of internationalism is evident in all aspects of school life
- Learning Areas have included internationalism in the development of the formal curriculum and learning tasks
- Increased number of students engaged in international travel and cultural studies programs
- Increased student enrolment and engagement in language learning
FUTURE PLANS AND DIRECTIONS

We aim to be the school of choice in the north, recognised as a leading education provider offering innovative, community-based programs.

Salisbury East High School is committed to developing students who have the skills and qualities of life-long learners and responsible, independent global citizens through the connection with local and international communities and the provision of quality futures-orientated learning experiences.

We will continue to develop a successful educational and business model that will be adaptive and responsive to change, and look to continually strengthen our position as an innovative leading provider of quality education in South Australia.
FUTURE PLANS AND DIRECTIONS TOWARDS 2025

Well-being

• Establish an on-site Well-Being Hub for local schools with a range of medical and social support

Learning and Achievement

• Expand the provision of programs that support personal academic excellence and well-being, including strengthening current outstanding programs in STEM, Arts, SEAL (Salisbury East Alternative Learning for disconnected youth) and special needs intervention
• Offer innovative, meaningful interdisciplinary programs to foster cross-curriculum and industry connections
• Establish a specialist Football (soccer) Program supported by local and national clubs

Community and Partnerships

• Develop a range of opportunities in collaboration with our community that promote social responsibility, global citizenship and entrepreneurship
• Provide a range of on-site Vocational Education and Training opportunities (including Hospitality, Multimedia, Laboratory Operations and Electro-technology pathways)
• Develop international connections for authentic learning across curriculum areas and travel experiences
• Provide quality physical spaces and facilities as a central Well-Being Hub and Gymnasium for our wider community