



SALISBURY EAST HIGH SCHOOL

LEARNING TOGETHER, ACHIEVING TOGETHER

2014 ANNUAL REPORT



School No: 1011
Salisbury Partnership



Government
of South Australia

Department of Education
and Children's Services

RESPECT INTEGRITY RESPONSIBILITY PRIDE EXCELLENCE



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CONTEXT

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|---------------------|----------------------------|-----------------------|----------|
| School Name: | Salisbury East High School | School Number: | 1011 |
| Principal: | Jacqui van Ruiten | Region: | Northern |

Salisbury East High School is an internationally accredited secondary school with a long and proud tradition of providing quality, personalised learning experiences to our students. The school is committed to providing a wide range of subjects with our Specialist Music, STEM (Science, Technology, Engineering and Mathematics) focus and extra curricular activities to enrich student life at school.

Our guiding statements represent the foundational principles that influence our decision making processes and promote our collective purpose.

Our vision is **to empower all students to achieve personal and academic excellence** and become responsible global citizens. This commitment is underpinned by our values of: **respect, integrity, excellence, pride and responsibility** that guide our behaviours, actions and interactions and are shaped by our focus on well-being, promotion of high standards and internationalism.

These core values are embedded in our school culture and are consistently reinforced to improve our organisational structures, educational processes, interactions with each other and are reinforced in our whole school strategic planning.



In 2014 Salisbury East High School attracted 678 students from across Adelaide's northern suburbs (including 25 Flexible Learning Option students, but excluding our 3 full-fee paying international students). The school has an increasingly diverse student population with 36 nationalities represented. 4% Aboriginal and Torres Strait Islanders, 5% from Africa and 4% from Asian countries (1.5% from Philippines). 12% of our students were born overseas in non-English speaking backgrounds. 6.6% have a Negotiated Education Plan and approximately 28% are on School Card. The diverse backgrounds and learning needs of our students means that our curriculum and student support practices must continue to emphasise inclusivity, differentiation and internationalism.

Whilst this enrolment figure is similar to the previous year, it also reflected the declining enrolment trends of our feeder schools, yet demonstrated that the school was still considered a desirable school in our local community and indicating a strong reputation in the community. Throughout the year staff worked to improve student retention through engaging activities along with new marketing strategies to promote our innovative learning initiatives.

Salisbury East High School graduates have a reputation for achieving excellence in their academic and vocational programmes and the vast majority of students move successfully into University studies, TAFE courses and the world of work. The school offered 62 subjects accredited in the South Australian Certificate of Education (SACE), thus guaranteeing academic pathways for those with a university course in mind, and vocational pathways for those interested in apprenticeships, traineeships or further training. These pathways are made possible by a regional partnership with nine other public secondary schools in the northern suburbs (NASSSA) of which the school is a proud member.



1.1 2013 Overview - Principal's Reflection

Salisbury East High School provides a world, class learning experience and is proud to have received the *Council of International School (CIS)* accreditation. As a school community we are committed to continually reflecting our practices in the pursuit of excellence and have engaged with this standards-based evaluation process since 2005. During this time our school has experienced expansion in the delivery of quality, innovative learning programs (with a global perspective) and improved student achievement. The school regards this accreditation as a means for ensuing coherence between aspiration and action as well as guiding our planning processes and improvement goals.

Early in 2014 Salisbury East High School hosted international educators to review all aspects of the school as part of the re-accreditation process. Following this visit the school received a detailed report highlighting strengths and suggested areas for action to support further improvement. These recommendations, along with our site priorities framed our 2014 work as we began the comprehensive Self-Review process, involving all members of our community, in preparation for the rigorous CIS RE-Accreditation Visit in February 2016. (An outline of this report is available in the 'Site Improvement Planning' summary of this report.) Team leaders have supported staff to analyse data, review action plans and implement new strategies in relation to our 2014 CIS Preparatory Visit recommendations, DECD requirements and site priorities.

Essentially our 2014 work has focused on the following areas for improvement:

- Challenge students to achieve their personal best through an engaging, relevant curriculum that connects students to their local, national and international communities. Our teachers, student leaders and Governing Council members developed a Teaching and Learning Charter that supports consistency in best practice and high expectations. This framework, based on research and the 'Teaching for Effective Learning Framework' emphasizes our focus on embedding formative assessment and inquiry based learning, which will continue to reinforce our collective work from 2014 to provide students and staff with regular, high quality feedback work. Teachers also engaged in professional learning and performance conversations to improve teaching practices that incorporate effective use of technologies and support individual student's needs.
- Strive to actively embrace internationalism / interculturalism through the expansion of our international student partnerships (with a focus on cross-cultural learning programs and delivery), cultural presentations for staff and inclusion of internationalism in the formal curriculum.
- Further expand leadership opportunities and training, as well as genuine student involvement in decision making (policy development) across the school.
- Expand the use of technologies as a learning tool, an administrative tool and as an effective communication tool across our school community. To further enhance our IT rich environment we expanded the implementation of the Bring Your Own Device program, increased access to the VDI network and promoted parent access to Daymap, Parent Portal (with information sheets and parent sessions).





- Continue to support and expand our enrichment strategies and intervention programs such as the Salisbury East Alternative Learning Program for disconnected Youth, our WAVE room (for our students with special learning needs), our EALD classes (for literacy support), Quicksmart Program (for intensive numeracy support) and our Gifted (Acceleration) program. These initiatives continue to support and empower our students to reach their potential and pursue excellence.
- Establish and formalize new community partnerships through our involvement with the Beacon Foundation and STEM initiatives.
- Expand innovative curriculum opportunities, which include the introduction of new STEM (Science, Technology, Engineering and Mathematics) initiatives and subjects and incorporating VET competencies and pathways in our Technology subjects.
- Promote staff wellbeing by increasing the level of consultation, valuing staff contributions, and endeavoring to maintain staffing consistency.
- Engage staff in regular professional learning in technology and its application to 21st century practice and continued the process of refining their curriculum and its delivery to support the implementation of the Australian Curriculum.

Our staff and students have thrived as a consequence of these improvements, which is evidenced in our improved SACE Achievement data, Attendance and Behaviour figures and perception feedback, along with a sense of improved staff morale and more positive school culture. Yet even with these improvements the school is experiencing a falling enrolment due to the local, declining demographic. We continue to attract proportionally more students from feeder schools than other schools in the region, thereby maintaining student numbers and demonstrating the community's confidence in our school. Even though this presents a long term challenge we are confident the strategic improvements made to our organisational structures and physical environment, coupled with the improved community perception and future plans will facilitate growth.

In our pursuit for enrolments and new curriculum opportunities leaders are investigating the establishment of 'niche' special entry programs in sport (with strong club partnerships and sponsorship) and Gifted Education. Plans are also underway to formalise partnerships with local businesses and corporate organisations to enrich our learning programs and provide student scholarships and site sponsorship.

The consolidation of our current site priorities will continue to frame our future work, in particular the provision of quality teaching and learning experiences for all students and promotion of internationalism. Further expansion and sustainable maintenance of our ICT programs to support 'just in time' learning will also continue to be a priority, along with the ongoing resourcing of facility improvements to support new initiatives.

Personally I am proud of these improvements achieved collaboratively and am excited by the future possibilities for our school community.

Salisbury East High School is preparing for the next phase in the CIS Accreditation process and looks forward to new insights for future improvement.

Jacqui van Ruiten
Principal



1.2 2013 Highlights and Improvements

FACILITY IMPROVEMENTS

Facility improvements across the school have continued to be a focus for advancement in 2014. The Capital Works project commenced in Term 2, 2014 with Pascales Constructions and is expected to be completed by July 2015. This significant building development will transform our school landscape with the construction of a modern, well-equipped Creative Arts Centre, new Textiles



Room, Bridge connection between two wings and beautiful outdoor learning spaces.

Other site funded projects were initiated including external painting of the main building, renovating the Library and new signage. Plans are currently underway to construct a modern Senior School space and STEM laboratories in 2015.

INTERNATIONAL PARTNERSHIPS

In 2014 our school community welcomed international visitors, Indonesian teachers and students on Study Tours from China, Indonesia, Thailand and Japan. These visits, both long and short-term, have enriched our school by providing unique opportunities to engage with young people from other cultural backgrounds in ways that recognise difference and create international friendships.

Once again our students had opportunities to travel internationally and represent our school. During the April holidays two students joined the NASSSA Western Front Study tour group and visited our sister-school Huangdao No 1 Middle School in China to improve their Chinese language proficiency and develop a better understanding of the rich, beautiful Chinese culture and lifestyle. In addition the four teachers were invited to join DECD representatives to provide training and development in Thai High Performing schools, promote SA education system and further develop our Thai partnership. This business trip has already generated future business ventures and strengthened our sister-school relationship with four schools. We are currently developing cross-cultural programs in collaboration with our partner schools and will be co-delivering these unit in Term 2 2015.

We are proud of our international focus, our international accreditation status, our language programs and value the opportunity to expose our community to international experiences to increase their intercultural understanding. Student



involvement in the celebration of cultural events, increased student participation in the international study tour programs, continued business opportunities as well as substantial financial gains are evidence of our success in this market. Whilst the school continues to be outward looking we recognise the need to authentically embed interculturalism and formalize global connections in the formal curriculum to improve student understanding and empathy of global perspectives.

1.3 2014 Student Successes

In 2014 SEHS students displayed their talents and achieved successful outcomes in their academic, sporting, performing pursuits....

STUDENT ACADEMIC SUCCESSES

- SACE results continue to trend upwards with the overall completion and increases in the A and B- bands
- Kellie Murfitt was the 2014 DUX with an ATAR raw score of 98.90
- 26% of Year 12 students achieving very high (raw) ATAR Scores
- 13% of students achieved a raw ATAR over 90
- Three students received Merits for their exemplary achievement in the Research Project (2) and Music (Solo Performance).
- 42% of students completed their SACE with VET competencies.



SEAL PROGRAM

Following the introduction of the Salisbury East Alternate Learning (SEAL) in 2013 to support disengaged students in their learning and transition to their preferred pathway. In 2014 under the leadership of a newly appointed and motivated Coordinator the program focused on a new direction with a stronger emphasis on student pathways to SACE completion, further education and/or employment. Effectively the new SEAL model involved 3 tiers of student enrolments:

TIER ONE: Stage 1 Enrolment Monday – Thursday with 10 days work experience per annum.

TIER TWO: Stage 1 Enrolment Monday & Wednesday, Certificate II VET enrolment, 20 days work experience per annum.

TIER THREE: Stage 2 enrolment in mainstream classes, SEAL support classes Mon – Wed afternoons, Certificate III enrolment, 20 days work experience per annum.

In 2014 SEAL had 26 students enrolled in the program including mid-year and special circumstance intakes. The destination data of these 26 students are as follows:

| STUDENTS RETAINED IN SEAL | STUDENTS EXITED FROM SEAL |
|------------------------------------|--|
| TIER ONE: 2 students | FLO: 5 students |
| TIER TWO: 3 students | MAINSTREAM: 4 students (1 school-based FLO) |
| TIER THREE: 8 students | EXITED TO OTHER SCHOOL: 1 student |
| | EXITED (UNKNOWN): 3 students |
| TOTAL RETAINED: 13 students | TOTAL EXITED: 13 students |

In 2015, we expect the 8 Tier Three students to successfully achieve their SACE via VET pathways

In 2014 SEAL encouraged students to become actively involved in their local community through volunteering activities, fundraising and mentoring. Over the course of the year, SEAL worked with over 23 community partners, most notably:

- Twelve25 to construct pallet gardens for their Fringe events
- Salisbury Primary School in a mentoring capacity
- Hutt Street Centre where students volunteered in the meal kitchen and raised over \$350 through fundraising activities.



SEAL PROGRAM (continued)

Whilst SEAL is now an alternate pathway for students to achieve SACE, the curriculum focus is on career pathways and developing student resilience and employability skills. In 2014, SEAL was able to fulfil this focus by:

- 100% of our PLP students feel more prepared to enter the workforce with effective application tools
- 5 students obtaining paid employment throughout the year
- Involvement in the BEACON High Impact Programs for Work Readiness
- 3 students attending interviews for apprenticeships with industry partners
- Students involved in 59 Short Courses (Completions: 10 Apply First Aid; 8 White Cards; 10 Safe Food Handling; 17 Safety Sense OHSW Training; 14 Child Safe Environment Course)

Overall 88% of the SEAL students passed all 7 Stage 1 subjects they were enrolled in and 8 students completed their Certificate II qualifications (with one pending Cert III completion). We are very proud of this program and that these students have significantly improved their attendance and engagement in school learning programs. We firmly believe that these students may not have achieved the same success in a mainstream or FLO program.



BEACON PROGRAM

Salisbury East High School is one of four SA schools involved in the Beacon program, which aims to support schools to engage students in preparing them more effectively to transition from education to employment. Effective business-school relationships are key to the success of this program, and formed a strong theme in our 2014 approach. Though our involvement in the program students were exposed to many different experiences that increased their understanding of different industries, employment and training opportunities. These initiatives included:

- Courses on Work Readiness Skills and Capabilities (for Year 9 and SEAL classes)
- Toll-Bridge Mentoring program (for student leaders)
- Year 10 Mock Interviews (with business mentors)
- Various Business Blackboards for STEM classes (where industry/business run activities and presentations), conducted by Lockheed Martin, Reece & Komatsu.
- Industry Site visits (Jacobs, Cummins, Crowne Plaza, etc)
- Work Experience opportunities (with possible offers for employment)

This program has supported more than 300 students in the exploration of career options. Next year we aim to introduce Beacon Ambassadors and establish a Business Partnership group to support the further expansion of the program across the curriculum and increase our connection with local business and community groups.



STEM ACHIEVEMENTS



SEHS is proud to boast its achievements in STEM as we build teacher capacity, leadership and expertise in this area. This is quickly translating into positive student outcomes across a broad range of subjects, courses and activities. Senior school data demonstrates that students are performing very well in high-end STEM subjects as we begin to expand and create ourselves as a STEM-focus school.

STEM Celebrations

Celebratory achievements in STEM this year came from our involvement with C2C (Concept to Creation) and the ATP (Advanced Technology Program) namely:

- Year 10 Engineering (C2C VOLT Challenge) – SEHS came **FIRST** in State-Wide competition at C2C 2014 Expo represented by over 35 schools in DECD and Private sector
- Year 8 Holden Cruze Assembly Challenge – SEHS came **FIRST** in C2C Expo
- 5 Year 10 students participated successfully in Defense Industry Pathways Program (DIPP 5 and 6) to attain a Stage 1 Design and Technology SACE unit
- Liam Jagielski attained an \$18,000 BAE Scholarship to Adelaide University which also consisted of an industry mentor and guaranteed work experience.

STEM Activities

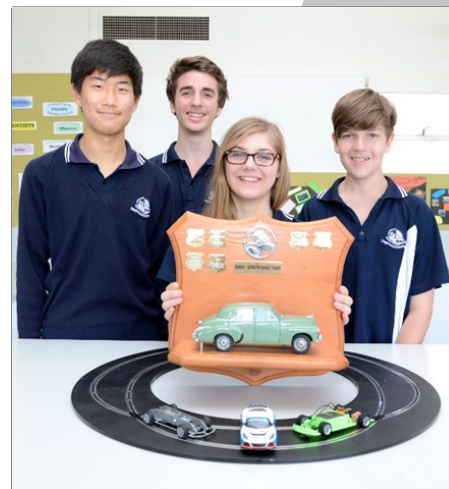
Students at SEHS had a plethora of opportunities to engage in activities that were specifically designed to engage, motivate and build self confidence in STEM. Emphasis was on collaboration, problem solving and inquiry-based learning. These included:

Aurecon Bridge Building Activity

Science & Engineering Challenge

DIRT TV Competition

Holden Cruze Assembly Challenge to name a few



Another highlight was the **NASSA Maths Olympics** – a biannual event where 16 of our students (made up of Junior and Senior teams) participated in a Mathematical Quiz Night against 8 other schools from our region. Our Senior Maths Teams came first and second.

STEM Competitions

The Australian Informatics Competition gained more traction this year as SEHS moves towards Computational and Algorithmic pathways supported by our innovative STEM subjects such as Year 10 Engineering and Robotics. The Maths and Science competitions are traditionally popular amongst the general cohort and students have performed very well namely:

AIC – 27% students attained Merit Certificates

Big Science Competition – 35% of students received a Merit award which included 3 Distinctions and 12 Credits

Australian Mathematics Competition – 54% of our students received a Merit Award with 2 students placing above the 90th Percentile

A special mention goes to Nirvan Abbasi (8), Kenneth Jacks (11), Justin Heath (11), Amy Hancock (12), Tomas Howson (12) and Reilly Collins (12) received 3 Merit Awards from each of the three STEM competitions

Girls in STEM

Strategic mentoring of girls has commenced in 2014 to provide greater opportunities for young women to engage in STEM-related activities specifically catering to artistic and creative agendas. These include:

Technology Challenge for Girls

Programming Challenge for Girls

Aurecon Bridge Building Competition

Dirt TV Competition

NXT Robotics and Lego League Challenge



International STEM Environmental Chemistry Project

Towards the end of 2014, 20 Year 10 Science students engaged in an International STEM project with Panyaworakun School in Bangkok, Thailand. The 6-week project (including a 3-day camp), involved students from both schools sharing and analyzing water samples (Murray Darling Basin in Australia and the Chao Phraya in Thailand) in an atmosphere of Intercultural Understanding and collaborative learning. Emphasis was on sharing through various technologies and exchanging information about Thai-Aussie cultures.



Industry / Tertiary Links

STEM semester courses such as Year 10 Engineering and Year 11 Sustainable Futures are supported by industry links through our connection with NAMIG (C2C or Concept to Creation). Working with Engineers, students engage with their learning and build self-confidence through contextualized problem solving. Year 8 and 9 students work closely with Lockheed Martin through activity-based information sessions that draw students into STEM pathways.

Our strong affiliation with Adelaide University and UniSA ensures that students are kept up-to-date with emerging STEM courses, teachers are provided PD around developing STEM pedagogies and technologies and our courses are tailored to support students to transition smoothly into the tertiary environment.

Year 12 STEM results

Salisbury East High School experienced outstanding results in high-end STEM subjects (Mathematical Studies, Specialist, Physics and Chemistry) with data skewing towards the 'A-band' and in most cases outperforming State averages. This is largely due to our expanding STEM programs, dedicated teachers and strategic mentoring of students.

In particular we are proud to boast a number of girls moving into STEM pathways, particularly Science, Health Science and Engineering.

CREATIVE ARTS

Once again our talented Arts students displayed their wonderful skills at various performances throughout the year. These events showcased our outstanding Dance program, highly acclaimed Music program, Multimedia and Visual Arts initiatives. In addition to performing for our local school community our students participated in state aerobics competitions, dance flashmobs in the city, guest concert band at the Vietnam Commemorative Service and our Saxophone Ensemble performing as assisting artists for the PS Festival of Music. Our Music students also competed in the Balaklava Music Eisteddfod and were victors in the Rock Band category.

Another highlight of 2014 was when former and current members of the SEHS Music Program participate in a special tribute performance in recognition of the good-times in the Old Hill Music building before its demolition (as part of the new Creative Arts building). Members of the Concert Band also enjoyed a tour of the mid-North, showcasing their musical talents to local community groups and schools.

At all events audiences have been impressed by our comprehensive Arts program and commented on our student's professionalism and engaging performances. T2015 we look forward to using our impressive, well-equipped Creative Arts facility.



SABRE's SPORTING ACHIEVEMENTS

In 2014 Salisbury East High School has continued to provide a well-rounded sporting program. With sports ranging from Soccer and Basketball, all the way to Rock Climbing and Ultimate Frisbee, SEHS has been able to cater for a wide range of different skills and interests.

Throughout the year we celebrated a great deal of success in both team



and individual sport. With strong representation in Northern Zone and Secondary School Sport SA competitions, our students were able to challenge themselves against some of the best talent our state has to offer. It is appropriate that we congratulate everyone involved with school sport from those who participate in interschool sport to those who are successful at the highest level. Although winning is always the aim, we have maintained a key focus on participation and enjoyment.

As a result of the effort and participation in sporting events this year, Salisbury East High School was able to finish 25th in the Howard Mutton Award. This award ranks metropolitan schools in South Australia according to participation and results. 25th in the state is a fantastic achievement, and hopefully we can place even higher in 2015.

We are very excited about the direction that sport is taking at Salisbury East High School. With the continuation of the Elite Physical Education Program in the School, we look forward to increased participation levels and success in the sporting arena in 2015.

Significant performances:

Northern Zone (NZ) Boys Yr 10 Basketball – 3rd

NZ 8/9 Girls Futsal – 1st

8/9 Girls State Futsal Finals – 7th

NZ 8/9 Boys Futsal – 1st

NZ Boys Beach Soccer – 1st

NZ Girls Beach Soccer – 1st

NZ 8/9 Korfball – 1st

NZ 8/9 Super 8's Cricket – 2nd

NZ Open Super 8's Cricket – 2nd

NZ Open Indoor Cricket – 1st

NZ Open 9-a-side Football – 2nd

NZ 8/9 9-a-side Football – 1st

NZ Open Beach Volleyball – 3rd

Vista & Northern Zone Athletics – 3rd (Overall)

Vista & Northern Zone Athletics – 1st (Handicap Improvement Award)

SSSSA Athletics Competition – 1st (Overall Boys Champions)

SSSSA Athletics Competition – 1st (Overall Champions)





2. REPORT FROM GOVERNING COUNCIL

The Salisbury East High School Governing Council is an enthusiastic and dedicated team of elected parents, staff, students and community representatives. We enjoy a healthy, active partnership with the Principal and members of the school community and have recently experienced an increasing parent membership with diverse representation.

The Governing Council values and acknowledges a range of site improvements enacted in 2014, including preparation for the CIS visit, the expansion of our international program; facility upgrades, policy developments and endorsements, parent information sessions just to name a few. The team has supported these changes and made significant contributions to shape the organisational structures and procedures of the school. This work has included supporting:

- *The review of the Vision and Values statements and new marketing strategies*
- *The development and implementation support of the school's new Site Improvement Plan (2015 –2017) which is aligned to the 2014 CIS recommendations and has clear directions for improvement (including staffing and financial resourcing)*
- *The review and endorsement of the Anti-Bullying and Bring Your Own Device policies. Members of the Governing Council were also involved in the development of the SEHS Teaching and Learning policy.*
- *The successful organisation and delivery of parent workshops (using Parents In / education grant funds). These workshops included: Cyber-safety (by SAPOL) , Stress and Mental Health Issues (with Headspace) and Technology at SEHS.*
- *The development and analysis of CIS opinion surveys (that drives our work)*
- *The fund-raising and sponsorship of school programs and some students representing the school at international and interstate events.*

Measures have been taken to increase parental participation and involvement in the life of the school. These measures were introduced after analysis had been made of feedback gathered directly from parents at school functions and through perception surveys. The Governing Council organised three quality sessions supported by different local agencies. Despite significant promotion and planning members were disappointed by the low parent participation and representation at these events.

SALISBURY EAST HIGH SCHOOL

GOVERNING COUNCIL PRESENTS:

STRESS MANAGEMENT AND WELLBEING



7PM, WEDNESDAY, SEPTEMBER 3RD, 2014
• IN THE CONFERENCE CENTRE • REFRESHMENTS AVAILABLE

2. REPORT FROM GOVERNING COUNCIL (CONT'D)

The main areas Governing Council undertook this year centred around advice and guidance with general school policy. Council supported a poll of parents to legally recover the full amount of school fees and set an increase in fees to \$430 for next year. Our school community voted to endorse full payment of this amount. Council has also supported ICT advancement in the school by endorsing expansion of infrastructure plans and continued implementation of the BYOD policy for new Year 8 and 9 students. All members have continued their efforts to consult parents on these matters and the revision of other policies.

During 2014 the Governing Council prepared for the important Council of International School (CIS) Preparatory Visit and was required to formally present to the visitors. CIS feedback acknowledged “the active contribution of the Governing Council to the life and sustained development of Salisbury East High School”; however also provided some areas the Council could develop.

These recommendations have framed our goals for 2014– 2015, which include:

1. Increasing parent participation
2. Improving GC representation across the school community (including improved communication and a positive profile)
3. Supporting the internationalism profile of the school.

Being recognised as a CIS school and undertaking the comprehensive CIS processes demonstrates our community’s commitment to internationalism and continuous improvement.

In relation to resources and finances the Council applied for and acquitted a number of grants, approved the Budget and financial statements for the 2014 school year, supported methods being used to increase the number of families paying the Materials and Services charges and considered and approved fund raising requests from groups such as the Formal Committee, Concert Band and charities. The Council also supported two students representatives to join the NASSSA Western Front Study Tour. These students made a formal presentation about their experiences to the Council upon their return.

The Governing Council Chair is a member of the Northern Area State Secondary School Alliance (NASSSA) Governing Council. The Council consists of the Governing Council Chairs and Principals of 10 schools who work together to ensure increased opportunities are provided for the students across the schools. The Council believes this is an important initiative and looks forward to continued work with the alliance.

The school community remains committed to the school’s involvement in the Council of International Schools’ process to ensure continual reflection of the school’s practices and services as it strives for excellence.

Jacqui van Ruiten

For Kerrie Wulczynski

Chairperson,

SEHS Governing Council



2. REPORT FROM GOVERNING COUNCIL

2.1 Annual Report Verification

This Annual Report provides the community and the Chief Executive, Department of Education and Child Development with important information on aspects of the operation of our school.

Copies of the report will be available on the school's website for:

The Chief Executive

The school community

All Members of the Governing Council

Mr David O'Brien, Education Director

The Annual Report is one significant way in which our school meets accountability requirements.

This report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.



JACQUI VAN RUITEN
Principal



KERRIE WULCZYNSKI
*Chairperson,
SEHS Governing Council,*



3. SITE IMPROVEMENT PLANNING

INTRODUCTION:

Staff and Governing Council members engaged in self-review processes to collect and review valuable feedback about our school, affirm good practices and, above all, identify areas for further improvement. This informed our work for 2014, site improvement priorities and our commitment to strengthen our focus areas in STEM, ICT, Literacy and Creative Arts.

The Site Priorities for 2014 included:

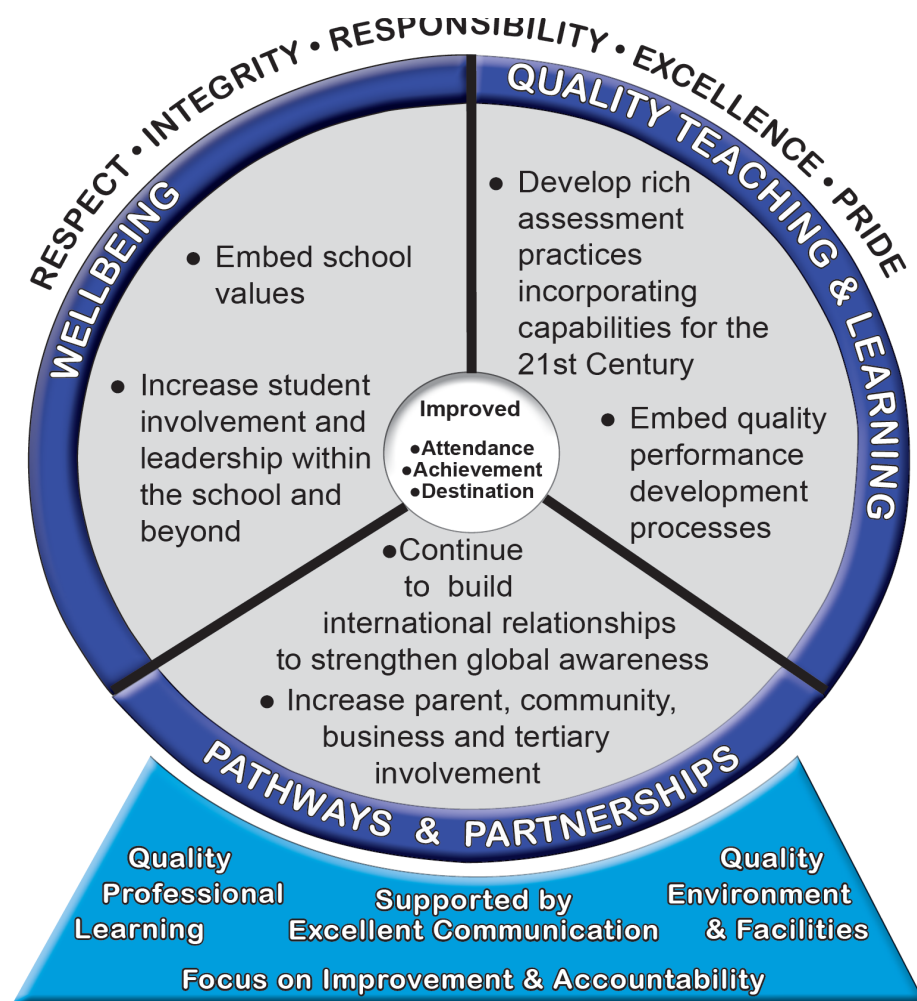


2013 - 2016 Improvement Plan



Our Vision

is to empower students to pursue academic and personal excellence and become responsible global citizens



Everything we do will fit within these priorities and shape our future work.

2014 CIS PREPARATORY VISIT REPORT:

In March 2014 the Salisbury East High School community hosted two educator representatives from the Council of International Schools organisation. The purpose of this visit was to review the school's commitment to improvement and the site's alignment of practices to the international standards. At the conclusion of the visit a report was submitted highlighting the school's strengths and areas requiring further attention (prior to the 2016 CIS visit).

The school is proud to have received a favourable report, supporting the school to continue in the CIS process. The following information is a summary of the report and visitors' findings:

"THE SCHOOL'S STRENGTHS"

Apart from the high quality of the Preparatory Visit Report which has been commended elsewhere in this report, the Visitors found many positive features at Salisbury East High School, of which some of the most important are:

- the high level of support that exists for the school across all constituencies and the shared commitment to school improvement;
- the strength of the reviewed Vision and Values which underpin the operations of the school;
- the overall level of commitment to internationalism and interculturalism;
- the active contribution of the Governing Council to the life and sustained development of Salisbury East High School;
- the strong leadership demonstrated by the Principal;
- a school management structure that is well defined and provides for effective leadership across the school;
- the emphasis that is placed upon knowing each student as an individual and the provision of differentiated pathways designed to suit the needs of each student; and
- the dedication and commitment to the school and its students demonstrated by the teaching and support staff.

KEY AREAS NEEDING ATTENTION

During the Self-Study period, the school will need to address all the Standards and Indicators. The Visitors' comments and suggestions for action in all parts of this report will help the school to prioritise its efforts.

Related to Section A School Guiding Statements

- Develop methods by which the school is able to assess through the analysis of evidence its success in achieving its Vision, Values and Commitments.
- Complete the work to develop a definition of internationalism/ interculturalism (Global Citizenship) that is contextually appropriate to Salisbury East High School and identify a common terminology to be used.
- Conduct an audit of all such learning opportunities in order to develop a comprehensive and sequential program of learning from Year 8 to Year 12.
- Raise the profile of the learning of Languages Other Than English (LOTE) with students and their parents and develop ways of making LOTE a more popular option choice for students.

Related to Section B Teaching and Learning

- As a priority, the school develops a Teaching and Learning Policy that is aligned to the school's Guiding Statements and that outlines expectations of teachers and learners. Develop a Student Learning Charter that outlines what students can expect in their learning environment.
- Map curriculum content across MOODLE to ensure consistency across all curriculum offerings around content and sequence, expected learner outcomes, teacher resources and assessment.
- Investigate and develop opportunities to embrace the cultural and linguistic diversity of the SEHS community in order to deepen understandings of what it means to be a Global Citizen.



2014 CIS PREPARATORY VISIT REPORT (CONT'D):

- Provide support and Professional Development that empowers all teachers to utilise appropriate pedagogies, teaching methodologies and classroom management practices to enable all students to maximise their learning in line with the proposed Teaching and Learning Policy.
- Monitor and support the usage and development of the VDI and BYO Devices programs to ensure students have appropriate access to teaching and learning through the use of suitable technology. Monitor and support the provision and use of ICT to ensure sustainability.
- Strengthen the framework and format that will ensure consistency and uniformity in the analysis of students' achievement data.

Related to Section C

Governance and Leadership

- Further develop current communication strategies with a view towards enhancing the profile of the Governing Council amongst the school community.

Related to Section D

Faculty and Support Staff

- Devise policies and procedures to ensure that all students are appropriately engaged and challenged.
- Develop and implement a school-wide Professional Development Policy.

Related to Section E

Access to Teaching and Learning

- Provide ongoing support to mainstream teachers of EAL/D students around the differentiation of teaching and learning.

Related to Section F

School Culture and Partnerships for Learning

- Take steps to measure and then further develop parent participation in line with the Vision Statement 'As a school community we strive for Excellent Communication...Strong Relationships.'
- Explore the development of explicit Leadership Programs and opportunities to enhance students' understanding of, and participation in, leadership.
- Investigate and further develop the school's commitment to environmental issues and sustainability.
- Continue discussions around the development of Learning Programs in Years 9 and 10 which embody elements of trans-disciplinary learning, service learning and the development of independent learning skills.

Related to Section G

Operational Systems

- Review the extent to which the school might initiate additional environmentally sustainable practices and the ways in which these might be incorporated into the Learning Programs.

Closing Remarks

The Visitors would like to thank everyone at Salisbury East High School and, in particular, The Principal, Jacqui Van Ruiten, and the members of the staff, for the excellent hospitality received and the thorough co-operation and commitment to accreditation that was apparent both before and during the Preparatory Visit.

It should be noted in this section of the report that the Preparatory Report submitted by the school was of an exceptionally high standard and was more than effectively supported by the comprehensive documentation that was presented to support the school's own reflections. Indeed, and as mentioned to the faculty, the documentation submitted to the Visitors was of the kind that would be expected to support a Self-Study as opposed to a Preparatory Visit, and this level of analysis will no doubt stand the school in good stead as the school prepares its Self-Study.

The Visitors trust that the school's relationship with CIS will assist in on-going institutional improvement.

Respectfully submitted to CIS on 20th March 2014.

Ray Davis

Janet Blackwell



3. SITE IMPROVEMENT PLANNING

3.1 STRATEGIC DIRECTION 1: Quality Teaching

Target/s:

*Improve **student achievement** and **access to preferred pathways**:*

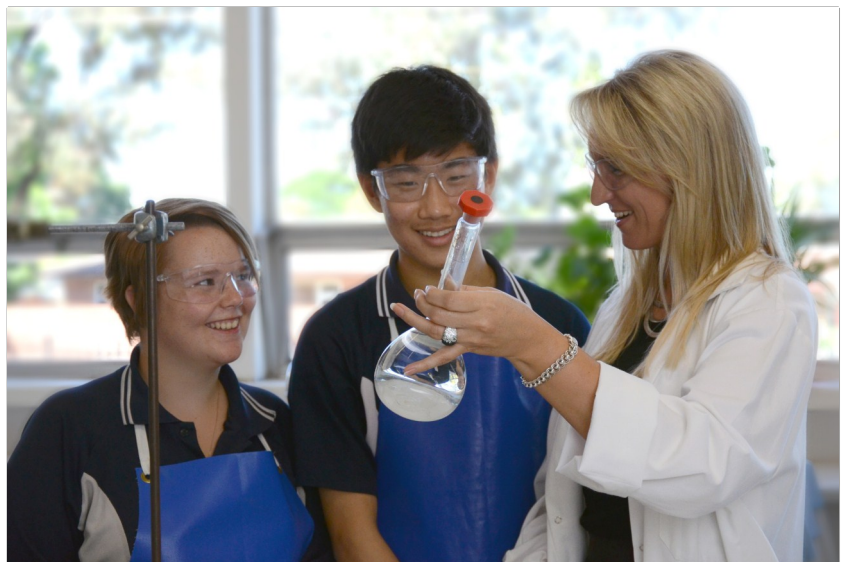
- Improve Grade Point Average of middle school students (> 3.5)
- SACE Completion is 90%
- Increase the A-Band and improve the percentage of passing grades, ie A, B and C Grades in Year 12 subjects > 80%
- Increase the mean ATAR Score > 59
- ATSI students achieve SACE Completion
- VET participation exceeds 35%

Progress/Achievements

2014 progress and achievements in relation to our targets are positive. A trend of continuous improvement in Year 12 results is now evident across the past four years. The improved SACE results and GPA data supports the new intervention strategies implemented across the year levels that will continue to be enhanced in 2015.

Generally our 2014 Stage 2 results have demonstrated an improvement from all perspectives, including an increase in the number of students completing the SACE (from 78% in 2012, 86% in 2013 and 88% in 2014), with a strong increase in the number of A-grades (ie 12.1% compared to 9.1% in 2013 and 6.8% in 2012). The number of students wishing to achieve an ATAR is showing a negative trend, based on their preferred pathways, and has decreased from 75% in 2012 to 59% in 2013 and 51% in 2014, however the TASS (TAFE Admission Selection Score) has increased. Based on these results we have achieved most targets and will continue to strive to ensure all students achieve their SACE.

Our target to increase VET options and participation rates has also been achieved with over 42% of our SACE students using VET to complete their SACE. In 2014 **52** senior students undertook VET with 3 students engaging in Certificate III courses (100% completion). Students continue to be supported to access a range of flexible options to complete their schooling. In the senior years we have supported students to be successful by monitoring individual progress, providing case-management with leaders and, where necessary, negotiating with parents and students a modified learning program that will support and engagement and success. The successful implementation of Interim Reports and case-management has expanded and provided valuable data to both identify and support students at risk of underperformance.



3.1 STRATEGIC DIRECTION 1: Quality Teaching (continued)

Teacher Recognition

The school is proud to have two staff recognised in the 2014 South Australian Excellence in Public Teaching Awards:

Mackella Jeffrey (pictured) was acknowledged as a state finalist in the Early Career Teacher of the Year category and Clair Vue was awarded Regional Winner in the Secondary Teacher of the Year.



Curriculum and Professional Learning

In 2014 we have continued the development of Area of Study (AOS) protocols which support accountability of teaching and learning. This has been achieved through the use of AOS action plans and outlining priorities which support the development of teachers and students' learning. Teams worked on the development and documentation of curriculum plans, overviews and interactive curriculum resources that have been made available via our Moodle site and student on-line courses. Extensive PD has been provided to support teachers with task design and curriculum differentiation as well as strategies to promote high-order thinking and problem-solving. This has provided teachers with the opportunity to develop programs collaboratively and provided consistency in terms of the content taught at each year level. AOS teams have reflected on students' achievement data and explored a range of strategies to improve results. The use of assessment rubrics and performance standards were also implemented by AOS teams as a strategy to support structured assessment delivery and the provision of constructive student feedback.

We have continued our work on the implementation of the Australian Curriculum through our targeted PD days with a focus on the Task Design and working towards the creation of centralised courses where teachers shared the development of critical resources and assessment tasks that meet the Australian Curriculum Achievement Standards.

Other PD days continued our focus on Quality Teaching (TfEL and curriculum differentiation). The ability to collaborate on the preparation of assessment tasks and resources that address both NEP and Gifted students will make a significant difference in the way we support students to achieve the appropriate achievement standard. Staff identified and committed to trialling various strategies to differentiate their learning tasks to accommodate for all student's interests and abilities and to develop independent analytical skills. This continued to be a focus for staff development in a range of forums.

To consolidate our teaching and learning expectations the Quality Teaching Team, in collaboration with teachers, student leaders and Governing Council members, developed a Teaching and Learning Charter. This document clarifies what it means to teach at SEHS and underpins our Performance and Development processes. A Student Charter was also begun and will be completed in 2015 to promote student graduate qualities.

Indigenous Program and Successes

In 2014 28 indigenous students attended Salisbury East High School. This group of students were supported by an AET and ASETO (from Term3) who promoted various programs and assisted students with their organisation and pathways. Throughout the year our students were active in their school life and engaged in programs for indigenous students.



3.1 STRATEGIC DIRECTION 1: Quality Teaching (continued)

These initiatives included:

- The AIME Program with Uni SA
- Training Opportunities (First Aid; Driver's Education; White Card; Abuse and Neglect)
- Mini VET programs (ie Hair & Beauty, Barista, Construction)
- Career Exploration (Career Walk activities and workshops).

Eleven indigenous students began their Stage 2 studies in 2014. Three students were highly successful in achieving their SACE and a university placement. In particular we would like to make special mention of Tamika Skewes, who achieved a raw ATAR of 92.55 and is studying Bachelor of Psychology (Hons). Nakia Love was also a successful graduate, who achieved a Merit for her outstanding work in the Research Project and an ATAR of 75. Both Tamika and Nakia were recipients of the *Just Too Deadly* Academic and Community Service Awards respectively for the Northern Adelaide region. Information relating to our eleven 2014 Stage 2 ATSI students include:

- ♦ 3 students completing their SACE and undertaking university study
- ♦ 3 students undertaking full-time employment (related to 2014 VET courses)
- ♦ 3 students continuing their Stage 2 studies
- ♦ 2 students left school during 2014 and their current situation is unknown.

Salisbury East Alternative Learning Program

The school continued with the Salisbury East Alternative Learning program to support disconnected students engage in their learning. In 2014 the school established a new SEAL team including a newly appointed coordinator, full-time Youth worker and other teachers (of Literacy and Numeracy). This motivated team delivered an engaging and creative program with a focus on pathways and training opportunities. Student attendance significantly improved as did student performance and satisfactory completion of Stage 1 units. The school is committed to funding this program for a further 2 years and is already considering ways to expand the facilities and increase the enrolments. (See highlights on page 7.)

Students with Special Needs

SEHS took part in the Nationally Consistent Collection of Data on school students with a disability project. This project aimed to provide all Australian school, education authorities and the community with a clear picture of the number of students with a disability in schools and the adjustments they require to enable them to participate in education on the same basis as other students. The data will be used by our school to inform and improve practice for students with disability and by DECD to inform state-wide reform initiatives. As part of the NCCD staff also completed online training about the Disability Discrimination Act and The Disability Standards for Education. Some staff completed additional training for dyslexia, autism and differentiation to further support our students with learning needs. We have strengthened our links to the NASSSA Special Education Curriculum teams and outside community groups (ie Autism SA and Job prospects). The *WAVE room* was introduced and supported students in Years 8-10 to develop organisational and study skills. The Special Education teacher worked with students to improve learning outcomes to support their understanding of the consequences to behaviours. One area of progress has been the implementation of the Incredible 5 Point Scale. This is a useful program to support students in a number of ways: organisationally, academically, behaviourally and socially and is supported by Autism SA. A review of the *Wave Room* indicated that students achieved successes and teachers see its positive effects on students. We purchased 20 Surface tablets with apps that focus on literacy and numeracy skills as well as developing study skills. With new furniture and resources, like meccano and lego sets, the *Wave Room* aims to expand program links to the Australian Curriculum General Capabilities in 2015.



3.2 STRATEGIC DIRECTION 2: Well-Being

Target/s:

- Improve Attendance Rates to be comparable to like schools and state data Improve retention rates to be comparable to like schools and state average
- Improve presentation of the school and students
- Increase student voice opportunities and involvement in co-curricular activities
- Improve organisational health and culture measured by self review processes
- Upgrade of facilities and work on aesthetics of the school grounds
- Implementation of consistent behaviour management processes

Progress/Achievements

Student Well-being continues to be a strong focus at Salisbury East High School and is integral to the learning process. At SEHS we believe learners will engage more readily with learning when in an optimum state of well-being.

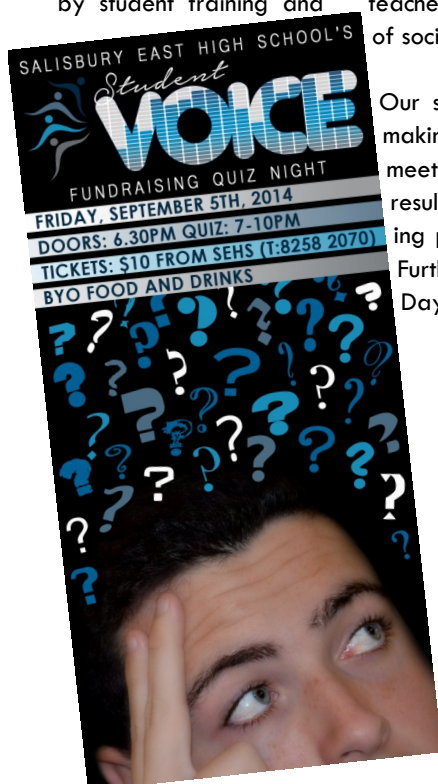
In 2014, selected staff were involved in the Geelong Grammar School "Discovering Positive Education" Program which led to a series of professional development activities for SEHS centred around introduction of character strengths, growth mindset and mindfulness. Staff at SEHS have embraced the principles of positive education with many implementing meditation and character strengths into classrooms. Plans to focus on these principles are reflected in our 2015 Site Priority: *Support our community to flourish.*

Students were supported with a variety of alternative programs to assist them in modifying their behaviours, making appropriate choices and accessing support. These initiatives included:

- Operation Flinders (Male and female groups)
- Middle School Boys Group (with a focus on risky behaviours)
- Cultural presentations and High Resolves (a focus on international understanding and human rights)

Active Student Voice and contribution to school life: Salisbury East High School students engage in a wide range of learning opportunities that connect them with local, national and international communities. The school's commitment to facilitating a genuine and effective 'student voice' and service orientation was evident in 2014 with the resourcing of a teacher position to lead the program, provide training for students and the creation of leadership opportunities. These programs, such as Student Voice (8-12), Community Monitors (Year 8), Beacon Ambassadors (Year 10), Music Band Leaders (Year 12), International student buddies (Years 8-12) and Peer Leaders (Year 11), are supported by student training and teacher mentors and develop students organization, sense of social responsibility and communication skills.

Our student leaders have been active in site decision-making (including participation in Governing Council meetings, analysis and presentation of student survey results and the development of the Teaching and Learning policy) and the organisation of fund-raising events. Further more they have played a key role in our Anzac Day, Harmony Day and Reconciliation assemblies.



3.2 STRATEGIC DIRECTION 2: Well-Being (continued)

With the expansion of leadership opportunities we have experienced more students seeking to undertake leadership roles and actively contributing to school life in a positive manner. In 2015 the school plans to introduce structured leadership and public speaking training and a focus on a whole-school Humanitarian Project.

Student Behaviour Management: The 2014 student behaviour management data showed an increase in the number of behaviour incidents that warranted suspension or exclusion from school from previous years. This has been attributed to the complexity of student behaviours of students transitioning to SEHS from primary school. The data shows a total of 46 suspensions for the 2014 Year 8 cohort compared to 15 the previous year. The Student Services Team has continued to focus of positive prevention of behaviours and strategies for staff and students to develop positive relationships. This is reflected by the number of suspensions and exclusions decreasing from previous years in the senior years (32% decrease).

| SBM Consequences % of pop | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------------------------------|------|------|------|------|------|
| | 214 | 192 | 159 | 121 | 179 |
| | 27% | 25% | 21% | 17% | 26% |

On review of the student behaviour management data, the % of students with 2 or more behaviour incidents increased to 41% in 2014 from 32% in 2013. In response the student services team has initiated strategies to better support students returning from suspension and/or exclusion by increasing the involvement of outside agencies (mental health).

Throughout 2014 the Student Services Team have continued to review and evolve procedures supporting students who experience bullying and harassment at SEHS. This has included such measures as greater involvement of peer leaders and the use of restorative practices to resolve bullying and harassment issues. The 2014 bullying and harassment data show a slight increase in the number of issues being reported to student services from 27 in 2013 to 36 in 2014, where 9 resulted in suspension from school. The increase, again, is attributed to the complex nature of students transitioning to SEHS.



3.3 STRATEGIC DIRECTION 3: Pathways and Partnerships

Target/s:

Improve **connections** with community:

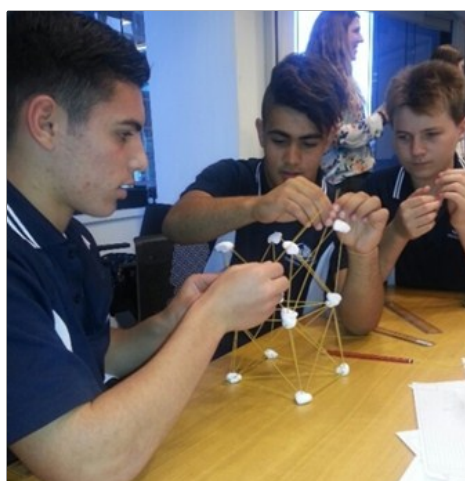
- Review and align new guiding statements
- Refocus on international mindedness (including formalising international partnerships)
- Formalised partnerships with community organisations, industry and international schools
- Improve parent participation

Progress/Achievements

Throughout 2014 the school worked to increase community, tertiary and international partnerships. The new **DECD Salisbury Partnership** was established whereby SEHS works in collaboration with 6 local Primary Schools and 5 Pre-schools to support our community and increase outcomes for students. Various staff are involved in and supporting Partnership initiatives including: Continuity of Learning (7-8 Transition and STEM focus) and Consistency in Numeracy practices in the Middle School.

Our school's involvement with **Training Prospects to deliver Electra technology (Electrical)** in our Trade Training Centre facility continued attracting 14 students across the region (including 4 SEHS students). The school also re-focused our energy in the **Beacon Foundation Program** with industry visits, work readiness programs, leadership mentoring programs, Year 10 Mock Interviews and expanding our community network. We are committed to working in partnership with business and industry to enrich our student's learning experience and increase their awareness of pathways and local employment opportunities. Several students engaged in structured work experience placements with the possibility of employment in 2015.

Our indigenous students engaged in the **AIME** mentoring program through Uni SA, where they developed a deeper understanding of their cultural heritage and were mentored to achieve learning goals. Various partnerships were formalized with business and tertiary organisations to support the development of our STEM program and promote engineering with our students.



Commitment to internationalism

During the year we continued to focus on strengthening our international partnerships and embedding intercultural understanding across the curriculum.

As a result of a successful submission our school participated in the 2014 **Thai-Aussie Bridge (Building Relationships through Intercultural Dialogue and Growing Engagement) Project**. This project aimed to build intercultural understanding between our students and students at Panyaworakun School in Bangkok, Thailand, through creative curriculum design and delivery. The associated funding supported training and travel expenses for our staff member, Yvette Riley, to connect with her Thai teacher partner and develop an engaging cross-cultural learning program.



3.3 STRATEGIC DIRECTION 3: Pathways and Partnerships (cont'd)

Together these teachers delivered a highly creative, international unit for Year 10 Science with a focus on Sustainability and Environmental Chemistry. This successful and engaging project provided our students with an authentic opportunities to develop an understanding and empathy for the Thai culture, make international friends and use innovative technologies to learn across borders as responsible, global citizens. Following the success of this initiative the school has provided leadership and training in cross-cultural learning programs and delivery to both local and international educators and has received further funding to ensure further expansion and sustainability.

Staff and students had opportunities to visit other countries and learn more about these cultures. In April two students, Connor Weste and Nathien Wex, and staff mentor, Steve Clark, participated in the **NASSSA Western Front trip** in April. Three teachers (Jacqui van Ruiten, Hayley Western and Carol Paige) also visited DECD/ OBEC partner schools in **Thailand** to strengthen international partnerships, provide training and development in STEM and create cross-cultural programs (for implementation in 2015).



Throughout the year we successfully **hosted five international short term study groups** from China, Thailand, Indonesia and Japan. It is only through the generous support of our local families in their role as hosts that we are in a position to actively build our international program and provide intercultural experiences for our students. Based on the successes of our 2014 international programs, our team's commitment and our international reputation we have already increased the number of long-term international students and have committed to hosting four study tours in 2015.



4. STUDENT ACHIEVEMENT

4.1 NAPLAN

In 2014 93% of our Year 9 cohort participated in the NAPLAN testing. This was a slight increase from the previous year, however we had between 15—19 students incorrectly exempted from the testing. Consequently this data entry error has negatively skewed our data (in particular the data related to the number of

Salisbury East HS

DECD Standards Trend

| | | | | | |
|--------------------------|-------------|-------------|-------------|-------------|-------------|
| YEAR 9 Reading | 2010 | 2011 | 2012 | 2013 | 2014 |
| School Percentage | 49.0 | 51.0 | 51.0 | 55.0 | 57.0 |

Ave
52.6

| | | | | | |
|--------------------------|-------------|-------------|-------------|-------------|-------------|
| YEAR 9 Numeracy | 2010 | 2011 | 2012 | 2013 | 2014 |
| School Percentage | 54.0 | 57.0 | 37.0 | 42.0 | 59.0 |

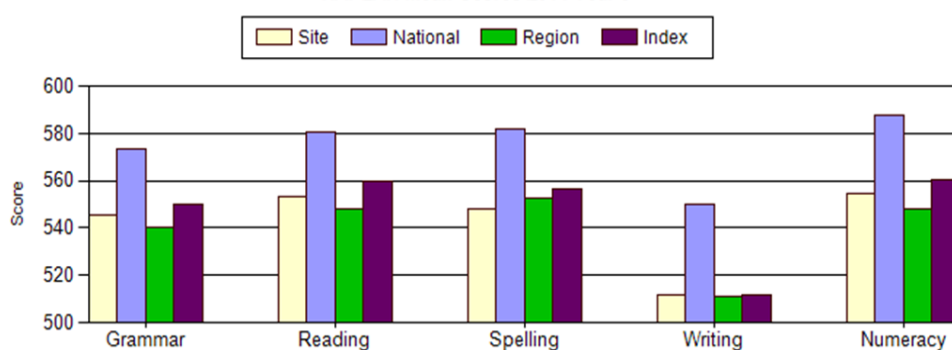
49.8

students achieving the National Minimum Standard).

When comparing the 2014 data with past results, there is a slight increasing trend of improvement in Reading and Numeracy.

| Mean Scores by Test Aspect | Year 9 | | | | | | |
|----------------------------|--------|-------|-------|-------|---------|-------------------|-------|
| | 2011 | 2012 | 2013 | 2014 | | | |
| | | | | SEHS | Index 4 | Northern Adelaide | DECD |
| Numeracy | 547.2 | 533.5 | 528.5 | 554.5 | 560.3 | 547.8 | 564.9 |
| Reading | 541.0 | 536.9 | 548.0 | 552.9 | 559.6 | 547.9 | 563.7 |
| Writing | 517.2 | 523.5 | 527.8 | 511.4 | 511.5 | 510.7 | 526.3 |
| Spelling | 555.0 | 539.2 | 550.3 | 548.1 | 549.7 | 540.4 | 556.4 |
| Grammar | 538.6 | 528.3 | 532.1 | 545.5 | 556.4 | 552.5 | 565.6 |

NAPLAN Mean Scores 2014 Year 9



These results are also more comparable to our like grouping of index schools and are higher than the Northern Adelaide data in four of the areas (excluding Grammar). When comparing our data sets for the past three years it is evident that we are closing the gap on liked and DECD data. We need to mention that comparing different cohorts is also difficult as this cohort had a higher number of students from non English speaking backgrounds (18%) and students with negotiated education plans (10%) .

In 2014 we observed an improvement in Numeracy which suggests the targeted numeracy strategies undertaken by the Numeracy Coach and whole school Numeracy approach in Semester 2 2013 and 2014 is having a positive effect. Similarly our continued work in Literacy supports the explicitly teaching of genre and tother targeted literacy interventions and practices.



4.1 NAPLaN (continued)

| Growth by Test Aspect | Year 7-9 Progression | | |
|-----------------------|----------------------|-----------|-----------|
| | Progress Group | Site 2013 | Site 2014 |
| Numeracy | Lower 25% | 37.5 | 28 |
| | Middle 50% | 43.8 | 48 |
| | Upper 25% | 18.8 | 24 |
| Reading | Lower 25% | 25.7 | 33 |
| | Middle 50% | 54.9 | 42 |
| | Upper 25% | 19.5 | 25 |

When comparing the progress of our 2014 Year 9 cohort (left), there were mixed results. A positive shift in the Numeracy progressions was evident when compared to the concerning 2013 data. However a corresponding increase occurred from the Reading lower band. The growth progression data in Reading was more of a concern with a shift to the

lower bands, yet the upper quartile was consistent with the expected growth.

To support our numeracy improvement agenda the school successfully applied for continued resourcing for a Numeracy Coach position again for 2014. This coach worked with staff to interrogate data and develop numeracy capabilities in the middle school, build staff capacity and implement intervention programs. The main focus for this position was to explore pedagogical approaches to improve reasoning and problem-solving (by enabling questions and prompts), develop and trial resources to improve basic numeracy skills and interrogate data. Another aspect of the coach's work was to support the QuickSmart program and dedicated Learning Support Officer in identifying and monitoring students. Overall the numeracy growth of the Year 8 students was clearly evident (in comparison of PAT-M testing) and improved student confidence in attempting new tasks was identified by teachers.

Although in 2014 the school did not have a Literacy Coach, the English and EAL teachers developed programs to support students to develop their literacy skills. The EAL teachers participated in Training and Development that developed their understanding of how students learn language and strategies to support cultural and linguistic diversity. They also attended training on supporting dyslexic students and providing information to all teachers. The EAL programs from 8-11 have clear strategies to support reading and writing skills and teachers meet regularly to ensure vertical understanding of Language and Literacy Levels. All Year 8 students will have access to an online game, Grammatikus, to support their development of spelling and grammar. This will continue in 2015.

| Top 2 Bands (%) | 2011 | 2012 | 2013 | 2014 |
|------------------------|-------------|-------------|-------------|-------------|
| Reading | 6 | 5 | 7.4 | 12.4 |
| Writing | 7 | 9 | 7.8 | 5.7 |
| Numeracy | 5 | 4 | 5.9 | 5.2 |
| Grammar | 6 | 5 | 5.5 | 9.0 |
| Spelling | 12 | 14 | 4.2 | 7.4 |

A site priority is to also increase student performance in the top two bands. In 2014 there was a significant shift in the top 2 bands in Reading and Grammar, as compared to previous years.

Literacy and Numeracy teams plan to unpack questions into fluency and fluency+ groups, analyse the correlation with our student performance and thereby develop a range of experiences to support these identified language/ numeracy requirements. Furthermore we plan to seek continued resourcing for a Numeracy coach in 2015 to consolidate previous work and develop a whole school numeracy approach to facilitate common language and strategies. The analysis of the triangulation of data (ie A-E grades, PAT-R and PAT-M, NaPLAN) also needs to be explored and compared in more detail. Other plans include making relevant data accessible to teachers and providing opportunities for students to reflect on their learning experiences in round table presentations. A continued focus on the explicit scaffolding and common language and genre expectations across all learning areas will also be a main focus to support the growth of student performance in the top two proficiency bands.

4. STUDENT ACHIEVEMENT

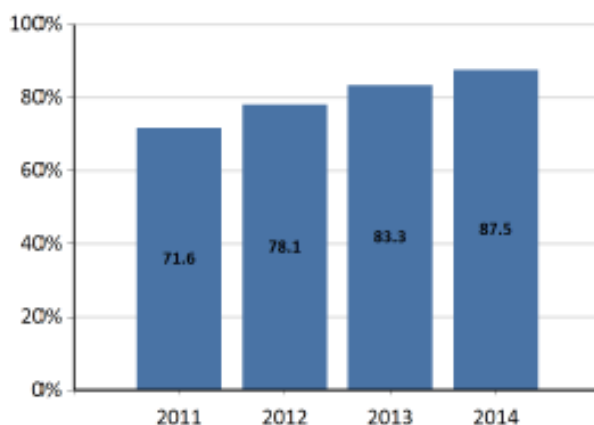
4.2 Senior Secondary – SACE (Stage 2 Results)

In 2014 77 Year 12 Students completed their SACE out of 88 potential completers. This represented a completion rate of 88%, a continued increasing trend and growth in student achievement (as identified in the table below). The school is proud of the growth in our Stage 2 results and believe this is attributed to the school committing extra resourcing, creating a new senior school leadership position and implementing a range of intervention measures and support structures.

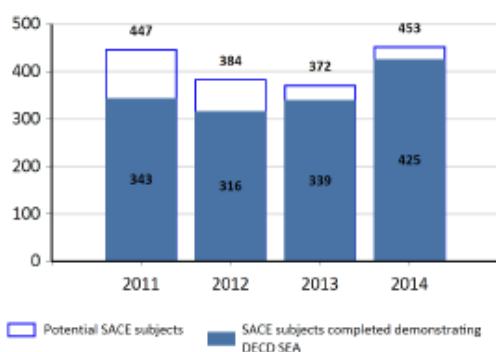
| | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------|------|-------|-------|------------------|----------------------------|
| SACE Completion | 75% | 72% | 78% | 86% | 88% |
| % A-Grades | 6 | 8.5 | 6.8 | 9.1 B's – 36% | 12.14% B's – 35% |
| % Passing Grades | NA | 76.7 | 81.8 | 91.1 | 93.8 |
| Mean ATAR | NA | 54.42 | 59.90 | 63.85 | 60.03 |
| % Uni Pathway | 32 | 42 | 27 | 40 | ???? |

The improved SACE completion data also features an upward trend in the number of students satisfactorily achieving passing grades (from 82% in 2012, 91% in 2013 and 93.8% in 2014). Not only has the school worked to improve case management, intervention strategies and promote diverse student options to support student achievement, but staff have been committed to developing rich, challenging tasks to extend students to achieve higher results.

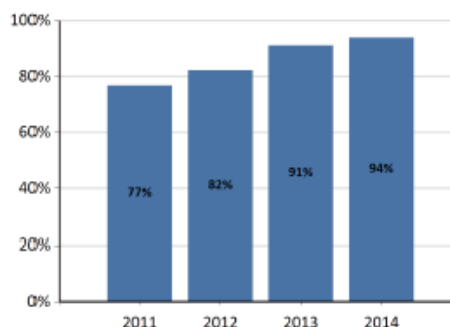
SACE completers as a percentage of potential completers
SACE DECD expected achievement
Salisbury East High School



Number of attempted SACE subjects and the number of grades "C-" or above.
SACE DECD expected achievement
Salisbury East High School

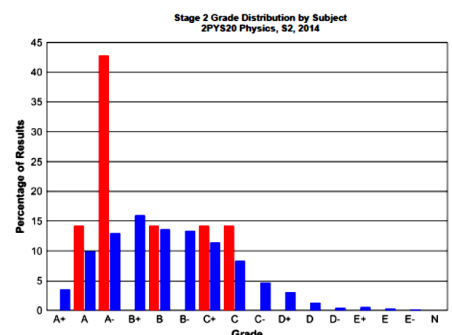
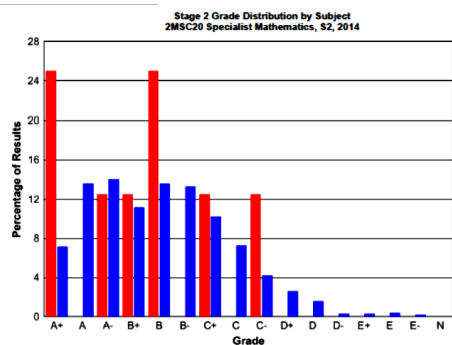
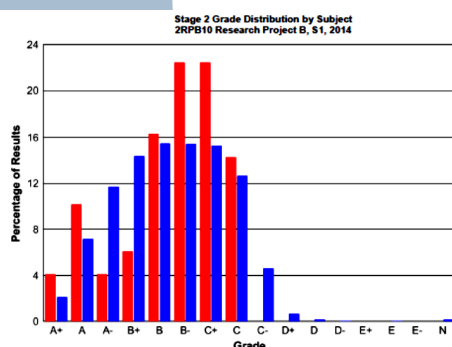
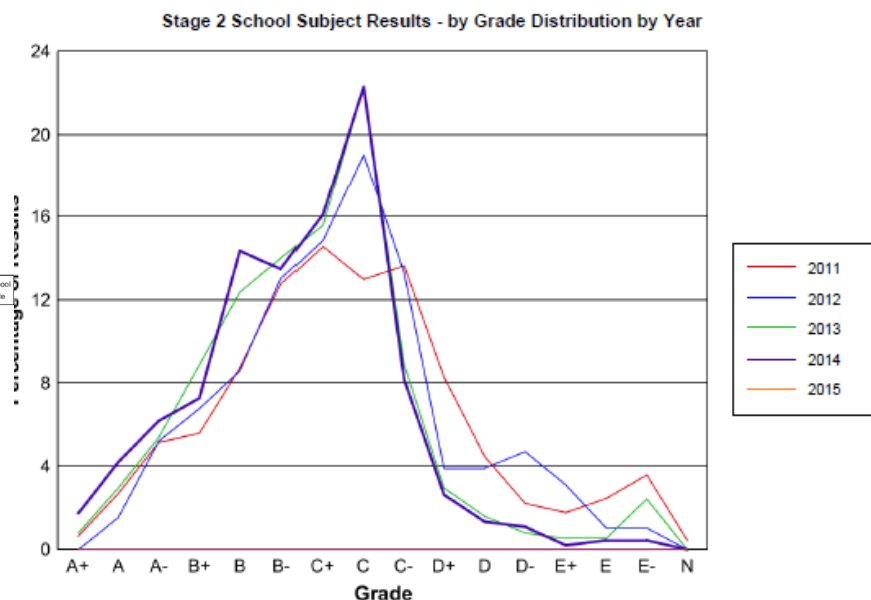
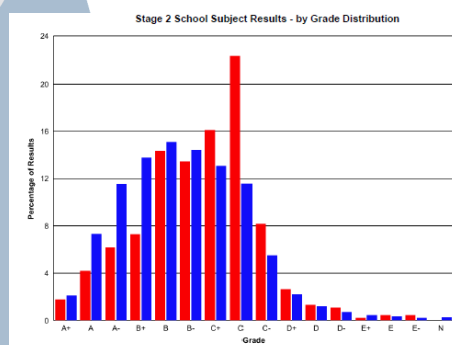


Percentage of grades that are "C-" or above for attempted SACE subjects
SACE DECD expected achievement
Salisbury East High School



4.2 Senior Secondary – SACE (Stage 2 Results)

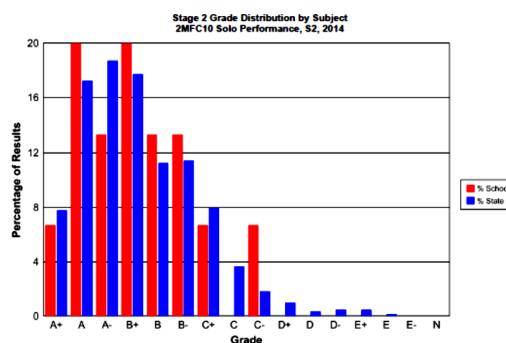
This work has been evident by the increased number of A-Grades and the improvement in our median SACE grade to a B-. This slightly upward trend is event in the Grade Distribution (by year) graph below, highlighting a slight shift to the left and a strong increase in all passing grades. This distribution, however, is slightly below the state trend and our work to further support students to increase the standard and quality of their work (through task design, drafting, mentors, etc) will continue to be our focus.



Furthermore we have also observed an increase in the number of subjects with 100% pass rates, including the compulsory Research Project.

Other 2014 Stage 2 improvements and successes include:

- 26% of potential completers achieved a ATAR greater than 80
- 5 students achieved ATAR scores above 90 and 3 students were awarded Merits (in Research Project (2) and Solo Performance)
- 81% achieved more than 210 SACE credits
- 42% used VET studies to complete their SACE requirements
- 100% completion in the Research Project
- Outstanding results of student achievement in Music, Specialist Mathematics and Physics (as highlighted in the graphs), which is a testament to the strong focus of STEM and Music across the school



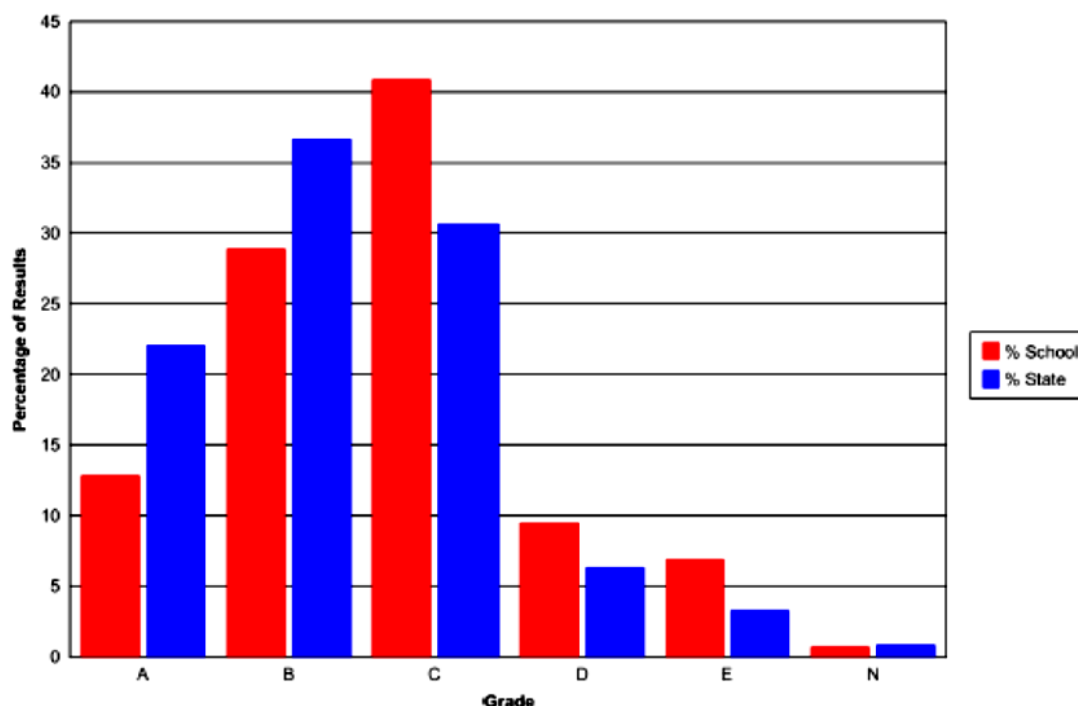
Our future work is to further increase resourcing in the senior school team to consolidate these effective intervention strategies and improve the monitoring and analysis of data.

4. STUDENT ACHIEVEMENT

4.2 Senior Secondary – SACE (Stage 1 Results)

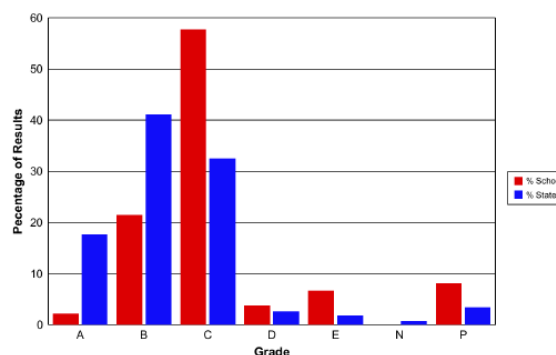
A similar upward trend presents in our Stage 1 results with a positive trend of students achieving more passing grades. Deeper analysis of our Stage 1 data also shows a slight increase in the A and B bands (consistent with our Stage 2 data) and an increase in satisfactory completion of SACE subjects (82.76% in 2014 compared to 78% in 2013). Over the past two years the school has worked to decrease the number of failing grades and N results, which has been achieved by the successful implementation of the 'At risk' notification and progress reports in mid-way through Terms 1 and 3 and the effective case management procedures.

Stage 1 School Subject Results - by Grade Distribution

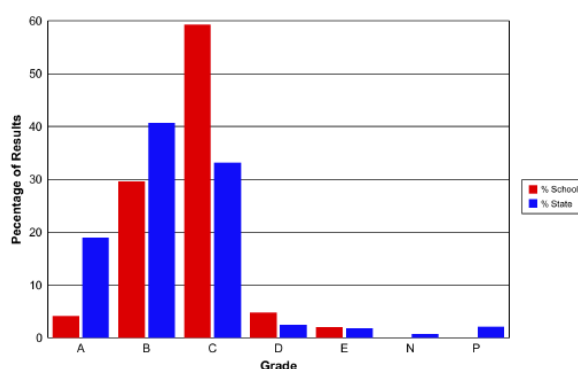


The analysis of 2014 Stage One Literacy, Numeracy and PLP student achievement data highlighted a continued increase in satisfactory completion from previous years. In Numeracy subjects our students achieved pleasing results with 93% successfully completing the course in Semester 1 and 83% in Semester 2, which is higher than respective results. Student completion in Literacy subjects was similar to 2013 achievement data with 82% in Semester 1, followed by 93% in Semester 2 but substantially higher than previous years.

Stage 1 Results for Literacy Requirement, S1, 2014

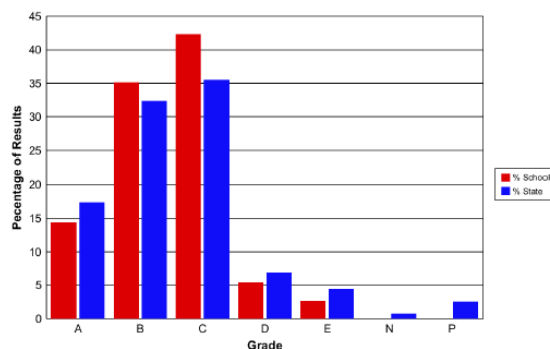


Stage 1 Results for Literacy Requirement, S2, 2014

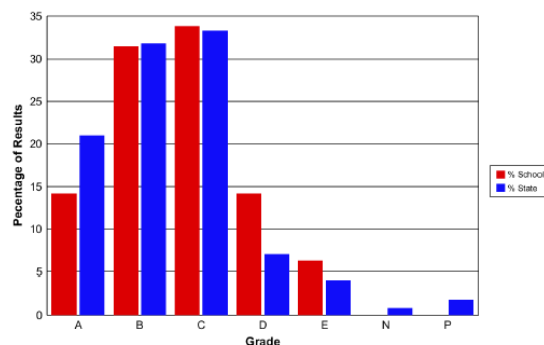


4.2 Senior Secondary – SACE (Stage 1 Results continued)

Stage 1 Results for Numeracy Requirement, S1, 2014

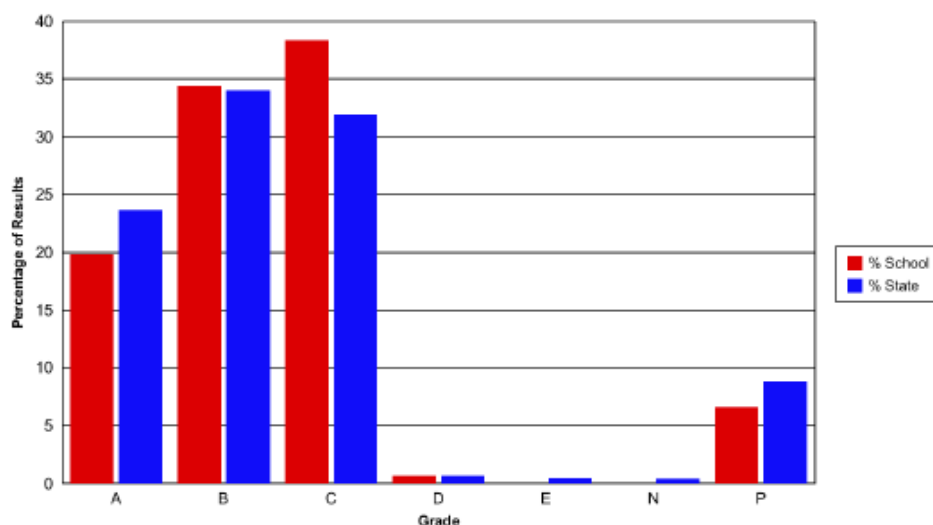


Stage 1 Results for Numeracy Requirement, S2, 2014



Our PLP course introduced new activities including a Workwise Program (with industry and tertiary visits, Interview and Marketing yourself presentations) and Mock interviews that engaged students. This year the entire cohort (with the exception of one student) satisfactorily gained the compulsory SACE unit. It was also observed that the number of N and Pending results was significantly reduced (ie N-results: <1% and Pending Results: 3% in Literacy (S1) and 6% in PLP only, which is well below comparative state results). The school continues to support students who did not satisfactorily complete compulsory components with individual counselling in early 2015 to negotiate their learning program and pathways. These students are case-managed by leaders and their progress closely monitored to ensure they meet the SACE requirements and attain their SACE.

Stage 1 Results for Personal Learning Plan Requirement, S2, 2014



Stage 1 and 2 SACE Board school data has been shared with the school's leadership team. Case-management, moderation and the promotion of using multi-modal forms of assessment presentation in the middle school are strategies for future development. The school recognises, however, that more work needs to be done to improve this data and monitor student progress to further increase student performance. Future plans (modelled on effective Stage 2 practices) include increasing Stage 1 leadership support, commencing case-management practices and introducing traffic light monitoring systems to flag any concerns.

4. STUDENT ACHIEVEMENT

4.3 Senior Secondary – VET Pathways

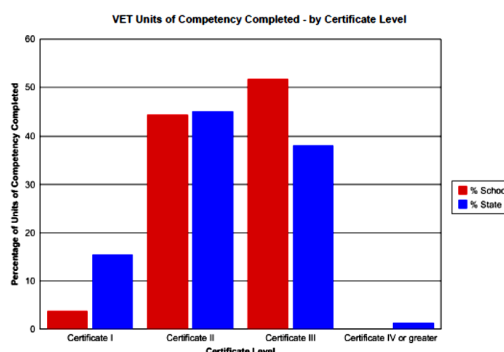
In 2014 we worked to expand our curriculum offerings to provide a wide range of subjects in the SACE, thus guaranteeing academic and vocational pathways. **51** senior students participated in a broad selection of VET programs and traineeships, such as retail, construction, automotive, plumbing and aged care to name a few. **42% of our students who completed their SACE used VET credits**, which is slightly higher than most SA schools. Of this 27% required the VET component to meet their SACE pattern requirements.

| | 2011 | 2012 | 2013 | 2014 |
|--|------|------|----------|----------|
| % SACE completers studying VET | 36 | 47 | 57 | 42 |
| % Students needing VET to complete SACE | 15 | 30 | 35 | 27 |
| % Undertaking Certificate levels (1/2/3) | NA | NA | 16/38/20 | 4/31/29 |
| Cert III completion | NA | 10 | 3 (100%) | 3 (100%) |

We observed a slight decline in the number of students using VET to complete their SACE (or relying on VET studies to complete their SACE) compared to previous years and attribute this to our effective intervention strategies and support in mainstream classes. Once again three of our Stage 2 students achieved 100% success rate in their completion of Certificate III qualifications. We are proud of these results and our commitment to engaging our senior students with learning and preferred pathways.

As a committed member of the Northern Adelaide State Secondary School Alliance (NASSSA), Salisbury East High School students are able to participate in over 60 diverse VET programs. In 2014 **51** students participating in these NASSSA programs:

| | |
|---------------------------|--------------------|
| Aged Care | 4 |
| Allied Health | 6 |
| Animal Studies | 2 |
| Automotive | 2 |
| Building and Construction | 1 |
| Community Services | 6 |
| Children's Services | 3 |
| Electro-technology | 2 |
| Hair and Beauty | 11 |
| Health Services | 3 |
| Tourism and Hospitality | 11 |
| Total: | 51 students |



Eight students also completed competencies towards their School Based Apprenticeship or Traineeship.

To further increase our VET options and pathways the school offered a Certificate II in Electro-Technology (Electrical) for students across NASSSA in our Trade Training Centre facility (delivered by Training Prospects). Certificate I & II in Construction were also delivered in Year 10 and Stage 1 Technology subjects. Our school is committed to investing in VET programs and options to ensure each student is able to access their preferred pathway and is exploring new VET courses (in Certificate II and III in Engineering and CAD).

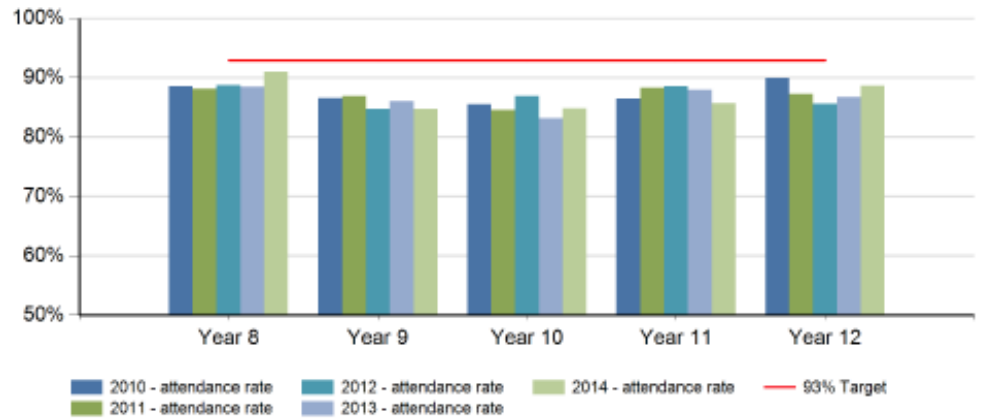


5. STUDENT DATA

5.1 ATTENDANCE

Our Attendance Rates have remained reasonably stable in 2014, in comparison to previous years with the mean rate of **86% consistent with previous years**. In addition, our Attendance Rates appear to be congruent with the graphed data for National Attendance Rates (below).

Salisbury East High School



The Student Services Team has introduced a number of diverse strategies aimed at promoting and increasing attendance, including:

- ◆ Staff professional development in the effective use of Daymap to monitor student attendance data and establish 'watch lists'
- ◆ Year Level Coordinators analysing daily attendance data to act on trends
- ◆ Communicating absences and lateness to families via SMS
- ◆ Introducing the 'parent portal' so that families can access student attendance
- ◆ Awarding students with 100% attendance certificates at Celebration Assemblies
- ◆ Running a Home Group (HG) Attendance Competition and publicly awarding the HGs with the highest attendance rate a prize each term.
- ◆ Our ATSI team working closely with families and following up non-attenders.

Despite these interventions we are not observing a significant shift in attendance. attendance patters are not shifting considerably. Families have been very supportive of the newly implemented strategies and value the opportunity to use the Daymap Parent Portal facility to monitor their child's attendance to lessons (which has made staff more vigilant in marking of the roll in a timely fashion). With our efforts to be leaders in 21st Century learning all learning resources, including learning programs, assessment tasks, interactive activities and specific software) are accessible to students and families. Therefore absent students are now able to still engage and participate in the learning from home. Future developments to improve our student attendance include:

- ◆ Expanding our structured attendance support and intervention system so that Year Level Coordinators and Home Group teachers monitor weekly attendance data and patterns through on DAYMAP, analyse attendance graphs and raise concerns and/or anomalies with caregivers.



- ◆ Increasing the staff ICT skills to use a range of Daymap tools (ie individual attendance maps) and 'put a face to the data'.
- ◆ Continuing to raise importance of attendance across our community
- ◆ Identifying and case-managing chronic non-attenders
- ◆ Investigating patterns in absences and achievement data more closely
- ◆ Reviewing and implementing changes to attendance policy.

5.2 DESTINATION AND RETENTION

In the past three years the school has worked to improve student retention and has introduced new intervention strategies and support practices.

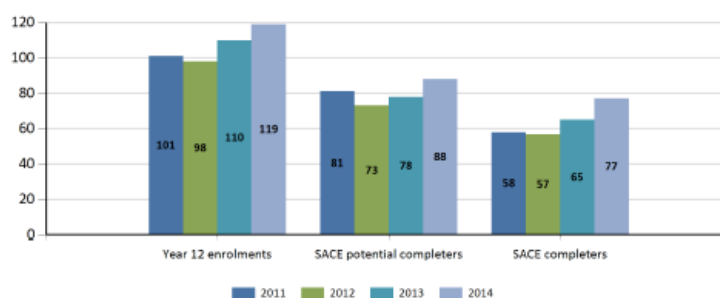
| Year Level | Type | 2012 | | | 2013 | | | 2014 | | |
|---------------|-----------|--------|-------|-------|--------|-------|-------|--------|-------|-------|
| | | School | DECS | Index | School | DECS | Index | School | DECS | Index |
| Year 8 to 12 | Full-time | 46.2 | 84.9 | 85.1 | 54.8 | 87.9 | 85.3 | 70.8 | 91.4 | 92.6 |
| | FTE | 46.5 | 90.5 | 88.2 | 55.1 | 92.4 | 87.8 | 70.8 | 96.5 | 96 |
| | Persons | 47.1 | 95.9 | 90.4 | 55.3 | 96.8 | 90 | 70.8 | 101.5 | 100.3 |
| Year 8 to 10 | Full-time | 100 | 105.5 | 101.4 | 103.2 | 105.5 | 101 | 100.6 | 104.6 | 101 |
| | FTE | 100 | 105.5 | 101.4 | 103.2 | 105.6 | 101.2 | 100.6 | 104.6 | 101.1 |
| | Persons | 100 | 105.6 | 101.4 | 103.2 | 105.6 | 101.4 | 100.6 | 104.3 | 101.1 |
| Year 9 to 12 | Full-time | 50.8 | 84.8 | 85.4 | 60.6 | 87 | 86.1 | 70.8 | 90 | 93.2 |
| | FTE | 51.2 | 90.2 | 88.6 | 60.9 | 91.5 | 88.7 | 70.8 | 95 | 96.7 |
| | Persons | 51.9 | 95.7 | 90.8 | 61.1 | 95.9 | 90.8 | 70.8 | 99.9 | 101 |
| Year 10 to 12 | Full-time | 53 | 82.8 | 87.8 | 59.9 | 83.8 | 85.1 | 70.8 | 86.6 | 91.3 |
| | FTE | 53.5 | 87.9 | 91 | 60.3 | 88.1 | 87.6 | 70.8 | 91.4 | 94.7 |
| | Persons | 54.1 | 93.1 | 93.2 | 60.4 | 92.3 | 89.6 | 70.8 | 96.1 | 98.9 |

As highlighted by the table above the school is experiencing an increase in student retention, especially from Years 10-12.

This is also supported by the graphical representation of Stage 2 student retention (right) that suggests an increasing trend in the retention and success of students achieving their SACE. When comparing the Year 12 February enrolment data with the SACE completers for the same year our Year 12 retention is:

| | 2011 | 2012 | 2013 | 2014 |
|-------------|------|------|------|------|
| % Retention | 57 | 58 | 59 | 65 |

Number of Students in the Year 12 cohort, potential SACE completers and SACE completers
SACE completion
Salisbury East High School



Despite these improvements student retention remains a concern with a number leaving to pursue work and/or TAFE options. The school continues to encourage students to remain at school unless opportunities for paid employment and ongoing training present. If these opportunities do present then the school supports what is best for the needs of each individual student.

In 2013 the school introduced the SEAL (Salisbury East Alternative Learning) Program to support disengaged students to remain connected and engaged in their schooling and to assist them in transitioning to a viable pathway and/or training program. This program has effectively engaged most participants in learning and supported effective transition to employment for three students, that may otherwise may have left school without any viable pathways or options.

Furthermore it should be noted that the school is experiencing an increasing trend for students to remain in 'learning' to Year 12 and beyond with 64% of known 2014 graduates continuing with further study. More information is overleaf.

5.2 RETENTION AND DESTINATION (continued)

The table below highlights the Destination data for 2013.

Improved destination data collection and analysis is still needed to effectively monitor the number of students who have transitioned into viable learning or earning pathways away from SEHS and the support mechanisms that have enabled those students to transition successfully.

These strategies have already been implemented for 2015.

| | 2011 | | | | 2012 | | | | 2013 | | | |
|----------------------------|--------|--------|--------|-------|--------|--------|--------|-------|--------|--------|--------|-------|
| Leave Reason | School | School | Index | DECS | School | School | Index | DECS | School | School | Index | DECS |
| Leave Reason | No | % | % | % | No | % | % | % | No | % | % | % |
| Employment | 17 | 7.50% | 5.70% | 4.00 | 15 | 7.80% | 4.20% | 2.90 | 10 | 4.00% | 4.70% | 3.00 |
| Interstate/ Overseas | 5 | 2.20% | 7.70% | 8.80 | 4 | 2.10% | 8.10% | 9.10 | 13 | 5.20% | 8.00% | 10.10 |
| Other | 1 | 0.40% | 0.90% | 2.30 | 2 | 1.00% | 1.10% | 2.30 | 1 | 0.40% | 1.20% | 1.40 |
| Seeking Employment | 18 | 7.90% | 3.90% | 3.50 | 20 | 10.40% | 4.80% | 3.30 | 33 | 13.30% | 4.30% | 3.60 |
| Tertiary/TAFE/ Training | 49 | 21.60% | 4.50% | 4.90 | 58 | 30.10% | 5.30% | 4.20 | 63 | 25.40% | 4.90% | 4.60 |
| Transfer to Non-Govt Schl | 12 | 5.30% | 9.20% | 10.30 | 10 | 5.20% | 8.70% | 9.80 | 10 | 4.00% | 8.00% | 9.70 |
| Transfer to SA Govt Schl | 62 | 27.30% | 48.40% | 48.40 | 53 | 27.50% | 49.00% | 48.00 | 60 | 24.20% | 49.80% | 47.40 |
| Unknown | 63 | 27.80% | 19.70% | 17.70 | 31 | 16.10% | 18.80% | 20.40 | 58 | 23.40% | 19.20% | 20.10 |
| Total | 227 | | | | 193 | | | | 248 | | | |



6. CLIENT OPINION

Two areas were of concern to teachers - the lack of possibilities to connect with colleagues in other disciplines and the quality of the school computers, the former being a minor issue, the latter being of greater concern (64%). Students were even more concerned than staff with the state of the school computers (50.9%). This is not a surprising result considering the DER funding which provided many of the computers has long since dried up and there is very little funding to maintain and update computers. This underlines the need for a viable BYOD policy to be implemented.

Section C: Governance and Leadership

A clear outcome of the survey is the very high level of synchronicity between the Governing Council, the Staff and the leadership of the school, particularly the Principal herself. The only low score in this Section was in C3 "*the governing body **limits** its actions to the determination and ...*" (55%). We suspect that the Governing Council feels it does **a lot more** than this in providing their input and thus a number of them responded in the negative.

Section D: Faculty and Support Staff

There were many indications of Staff satisfaction with the support systems for their work including the Staff handbook, appropriate professional development, the staff collegiate spirit – (100% *enjoy working with colleagues*) and effective communication and respect. There is an issue around staff appraisal with only 67% indicating they regularly receive helpful feedback. This has been taken on board as a priority for 2015 to ensure staff receive regular and appropriate feedback.

Section E: Access to Teaching Learning

Staff, Parents and the Board all indicated they were happy with the support services for mainstream students and those of high ability. Some concern was evident with the needs of students with learning difficulties not being met through insufficient trained personnel being available. The funding for this is at a low level despite an increasing number of needy students being identified.

The only other student issue identified was around **guidance counsellors**. It is believed this is again a nomenclature issue with students being familiar with the term VET Coordinator or Career Counsellor but not Guidance Counsellor, leading to a fairly negative response to E4 ((55%).

Section F: School Culture and Partnerships for Learning

The survey clearly showed a very positive connection between the Board, the parent community and staff. The one low score from parents related to them being invited to share their family's cultural heritage with the school and provides us with an opportunity to capitalise on this resource to broaden intercultural understanding. On the positive side 98% of parents agree the school fosters respect for diversity.

Several perplexing statistics relate to the school being a "*welcoming and friendly place*" and student respect for a. staff and b. other students. In respect to welcoming and friendly, 94% of parents believe we are, while only 68% of students concur.

Students indicated clearly that they thought respect for teachers (37%) and for other students (43%) was low. Were they reflecting their own personal feelings or their perception of a few students in their classes? Staff responses about students' respect for them and other students were 20% higher than these figures. In addition, students rated opportunities for learning leadership skills and participating in community service quite low (67%) while parents rated this at 94%. It is also clear that students feel there is room for more student involvement in decision making (53%).

Section G: Operational Systems

There is a very high level of Board, staff and parent satisfaction with the financial and general operation of the school and management of its resources and procedures, including those relating to workplace health and safety.

The reliability and sufficiency of internet access was questioned by 30% of staff. Students were on the whole reasonably happy with the canteen (68%). Parents were very satisfied with the nutritional value of food on offer (88%). Toilet and hand-washing facilities were considered inadequate by a majority of students (68%) and a third of staff felt the same about their facilities. A concern which emerged was the fact that only 67% of students indicated they *felt safe at school*. This low figure warrants serious investigation.



part of the preparation for the Council of International Schools Self-Review process the school was required to collect responses to the CIS survey. This survey was administered to members of the school community and analysed in by the Endicott Centre. Details were returned to the site in October 2014.

We were pleased by the response rate, especially with respect to the **numbers of parents** which almost trebled the responses from our initial survey nearly ten years ago when the school population was considerably larger. The response rate is summarised below:

Parents: 64 parents completed the survey (approx. 15% of the total parent population.)

Faculty/support staff: 56 teaching and nonteaching staff completed the survey (representing all teaching and approximately 50% of non-teaching staff)

Board: All 10 Governing Council members completed the survey

Students: 481 students (ie approx. 70% of the student population completed the survey).

In analysing the survey, the Principal, Deputy Principal and The Assistant Principal Teaching and Learning met several times and each took a couple of Sections of the Survey to analyse: we collated summaries in tabular form made comments on areas of interest / concern and suggestions for follow-up.

The areas for particular focus were:

where results were over **90%** (significant strength)

where results were under **70%** (areas for improvement / further investigation)

We subsequently shared our key findings with all staff in a dedicated staff meeting at the end of October 2014 and used table groups to discuss and interpret sections and individual standards where results were below the 70% threshold. The process was to assess the reason for the lower rating by respondents (which could include confusion with the terms or language used) and seek possible explanations and brainstorm possible plans for improvement.

We identified the following major strengths and areas for improvement in each of the following sections.....

Section A School Guiding Statements

Strengths: Staff, Board and Parents' knowledge of and satisfaction with the school's guiding statements was demonstrated to be at a very high level in the survey (many scores in the high 90's to 100). Strong Board and parental support was also evident for internationalism and interculturalism in the life of the school as well as pre enrolment information. There is a very high level of Board, staff and parent satisfaction with the financial and general operation of the school and management of its resources and procedures, including those relating to workplace health and safety. Students were on the whole reasonably happy with the canteen (68%). Parents were very satisfied with the nutritional value of food on offer (88%).

Identified areas for investigation/action: The relatively low student response to their familiarity with the school's mission or philosophy statement was most likely a question of nomenclature. We believe students are familiar with the terms like Vision and Values rather than mission or philosophy and therefore many responded in the negative. The reliability and sufficiency of internet access was questioned by 30% of staff. Toilet and hand-washing facilities were considered inadequate by a majority of students (68%) and a third of staff felt the same about their facilities.

A concern which emerged was the fact that only 67% of students indicated they *felt safe at school*. This low figure warrants serious investigation.

Section B Teaching and Learning

Strengths: Teaching staff, Board members and parents showed high levels of satisfaction with the majority of the standards in relation to the school's curriculum including documentation, provision of teaching materials, innovation and assessment. Staff and Student opinion varied significantly on the value and user friendliness of the library (Staff 96.4% and Students 68.6%). This has implications for rethinking the use of the library and its staffing.

Identified areas for investigation/action: There is concern with only 63.2% of students feeling their learning styles are taken into account. A low score (55.7%) was also registered for students agreeing that the local language and culture are used to enrich learning was thought to reflect a lack of relevance of the statement and students thus answered in the negative.

7. ACCOUNTABILITY—STAFF

7.1 STAFF ATTENDANCE, RETENTION & COMPOSITION

Average Staff attendance remained high at 94.0% in 2014, slightly lower than the 2013 figure of 94.7%. There were a number of staff with protracted illnesses and family members requiring care which added to staff absences. Staff are nevertheless very happy to work at Salisbury East High School (Staff Perception Survey 2013, CIS survey 2014). However, the decrease in student enrolments has had a slight impact on our total staff numbers, again minimally affecting the retention rate of **teachers** as we reduce the overall number of teaching staff.

There was an increase in the retention of permanent staff (98% compared to 95% in 2013 and 88% in 2012) and consistent retention of contract teachers (50%) with a total retention rate of 93% (compared with 88% in 2013) from 2014 to 2015. There was a total of 4 teaching staff who left the school at the end of the 2014 school year (1 permanent, 3 contract teachers). The permanent teacher left to take up a leadership position won at a neighbouring school. The contract teachers would have been welcome staff members but a combination of reduced number of classes needing teachers and our DECD HR obligation to place a permanent teacher here meant we were unable to offer them positions.

| 2014 Workforce Composition | Teaching Staff | | Non-Teaching Staff | |
|----------------------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| FTE | 0 | 48.64 | 1.093 | 13.94 |
| Persons | 0 | 51 | 2 | 18 |

7.2 TEACHER QUALIFICATIONS

All teachers at this school are qualified and registered with the SA Teachers Registration Board. Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

| Qualification Level | Number of Qualifications |
|------------------------------|--------------------------|
| Bachelor Degrees or Diplomas | 85 |
| Post Graduate Qualifications | 38 |

7.3 TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

In 2014 staff continued to avail themselves of a range of opportunities to enhance their professional learning meeting the needs of individuals and groups identified through Performance and Development meetings and annual Training Needs Analysis. Professional Learning takes place on designated Tuesday after school sessions, during regular Professional Learning Staff Meetings on Thursdays, at other times during school hours as well as out of school hours, depending on when events, conferences and workshops are offered.

The drivers for the diverse range of opportunities accessed are individual teachers' needs, the priorities of the school (including those identified through the **CIS** processes), and meeting the **SACE** and **Australian Curriculum** requirements. The overwhelming majority of teaching staff easily meet the 37.5 hours of PD to satisfy the requirement for the shortened year.



7.3 TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

The Australian Curriculum continues to demand PD for Phase 1 and Phase 2 Areas of Study through attendance at Clarifying Forums, while Phase 3 Areas of Study are more intensively involved in workshops to advance familiarity with the requirements of the new curriculum. Student Free days have been dedicated to working in AOS groups with support from AC Implementation Officers.

Research Project teachers have regularly shared expertise and supported one another to ensure students were able to succeed in this compulsory part of the SACE. An **increased number** of teachers have continued to hone their skills in their subject areas by acting as moderators and markers in SACE subjects.

STEM has seen a cross curricular PD focus under the leadership of the Assistant Principal resulting in increased learning for staff and opportunities for students to explore areas of interest across Science, Technology Engineering and Maths.

Staff have enjoyed professional learning involving diverse topics such as differentiating the curriculum, further developing formative assessment, problem based learning and identifying strategies for catering for the needs of students with **special needs and gifted** students.

Our use of **Daymap** has continued to expand and regular PD on new applications of this software has enabled staff to improve their skills and improve communication by using more of Daymap's functions as part of our Standard Operating Procedures. Recording of lesson plans (in the case of teacher absence) using Daymap has been embedded and the first successful steps have been made using the Parent Portal in 2014. Staff routinely set homework and relief lessons adding files using daymap so that parents are able to see homework set as well as their student's attendance.

Staff have been encouraged to apply to attend National Conferences including **Edutech, Positive Education, Gifted Education** and the **CIS National Conference**. Small teams have attended and shared their learning on return.

Supporting our **International** Program, the Principal, an Assistant Principal, a Coordinator and a teacher all travelled to **Thailand** to participate in delivering PD in schools during their vacation and set up connections with schools in those countries while the Deputy Principal chaperoned a group of NASSSA students (including two of our own) on a tour of the Western Front in Belgium and France, culminating in a Dawn Service on Anzac Day in Villers Bretonneux.

A number of short courses were offered to teachers by their colleagues with expertise as taster sessions and those less familiar with Moodle were given support as required.

Whole staff PD sessions exploring the backgrounds of our student cohorts continued with successful presentations and question and answer sessions involving the Community Liaison Officer for our **Middle Eastern** and also **Indigenous** communities. Further sessions are planned for 2015 to increase parent involvement from the **African** Community in particular.



Staff are supported, where possible, with both time and financial support to attend relevant professional learning and we continue to embed a culture of staff searching out and undertaking PD which will improve their teaching skills and outcomes for our students.

In 2014 we advertised **Merit Selection Training** sessions and thus have increased the number of teaching and non-teaching staff trained to participate in selection panels and twenty staff members underwent online and practical sessions to upgrade their **First Aid Skills**.

8. FINANCIAL STATEMENT

2014 Income by Funding Source

| | Funding Source | Amount |
|---|----------------------|----------------|
| 1 | Grants: State | \$7,229,536.77 |
| 2 | Grants: Commonwealth | \$71,967.41 |
| 3 | Parent Contributions | \$305,503.00 |
| 4 | Other | \$168,095.40 |



More information about our school and learning programs, including our context statement, is available from our website at www.sehs.sa.edu.au.





SALISBURY EAST HIGH SCHOOL

LEARNING TOGETHER, ACHIEVING TOGETHER

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