



Salisbury East High School

2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Salisbury East High School Number: 1011

Partnership: Salisbury

Name of School Principal:

Joe Priolo

Name of Governing Council Chair:

Bernie Davis

Date of Endorsement:

28/3/2017

School Context and Highlights

Salisbury East High School is a 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 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.

In 2016 Salisbury East High School attracted 640 students from across Adelaide's Northern Suburbs (including 42 Flexible Learning Option students). The school has an increasingly diverse student population with 37 nationalities represented. 4% of our students are Aboriginal and Torres Strait Is-landers, 5% are from African cultural backgrounds and 4% from Asian countries. 12% of our students were born overseas in non-English speaking backgrounds. 8 % have a Negotiated Education Plan and approximately 28% are on School Card.

In 2016 our site employed 47 Teaching Staff (9 leadership) and 18 support staff.

There were many Highlights in 2016:

CIS Accreditation

94.3% SACE completion

100 % Research Project completion (end of Semester 1)

Positive Education - Teacher training and implementation in student development curriculum

Elevate Program Years 10-12

5 successful International students study tours

Introduction of Beacon Collaborative Classrooms

Head Start Program - Transition initiate for year 5 students across the Salisbury Partnership

Introduction of 2 Specialist STEM subjects in year 8 & 9

STEM project days working with primary schools across the partnership

Introduction of Specialist Soccer Program

SEHS Aerobics Team competed in the national championships

10th in Howard Mutton sports award (excellence in sports)

Our Teaching and Learning Teams focused on developing tasks that challenge our students further

As part of the STEM Works Program we were allocated 2.5 million dollars to facilitate the teaching of STEM at our school which will result in some major redevelopment work in 2017.

Increased connections with local industries through student industry visits and work-wise week program.

Governing Council Report

The Governing Council is an important voice of the school community, and we were very fortunate again to have a wonderful, diverse representation of the community as council members, including students and school staff.

In 2016 the Governing Council have been working on :

Developing a forum for parental and school community involvement and values.

Identifying the educational needs of the local community and the attitude of the community to educational developments

Ensuring that the cultural and social diversity of the site community is considered and the needs of all student groups are appropriately identified.

Collaborating on broad site policy statements such as the Site Learning Plan, the site budget, and student safety, welfare and discipline policies.

Monitoring and reporting on the Site Learning Plan and site's finances.

There has been a particular focus on improving parent and community involvement within our school.

Development of a second hand uniform shop to support our families.

The school's accreditation under the Council of International Schools (CIS) was also an opportunity for the Governing Council to reflect on its governance of the school under the guidelines set by the Department of Education and Child Development. The visiting accreditation team praised the inclusive and diverse group of parents and community representatives involved in school governance.

The governing council wishes to thank former Principal Jacqui Van Ruiten for her excellent service to the school. We would also like to acknowledge Steve Clark who was the Acting Principal in Semester 1 2016, for his many years of leadership service at this site.

Improvement Planning and Outcomes

In response to the 2015 Site Improvement Plan the following strategies were implemented in 2016:

Implementation of professional learning teams - focus on improving the quality of pedagogy in the classroom.
Training for all staff in the development of curriculum and task design underpinned by the Understanding By Design Framework - key focus was to improve student engagement through deeper learning and creative and critical thinking learning opportunities.
Continued focus on embedding Literacy and Numeracy Capabilities across all curriculum areas.
Increased documentation and communication with students and families through Daymap.
Increased focus on transition programs across the Salisbury Partnership to make meaningful connections with future students earlier.
Improved connections with international schools through an increased number of international visits.
Improved mentoring and tracking of year 12 students to improve student retention and SACE completion.

In 2017 we will:

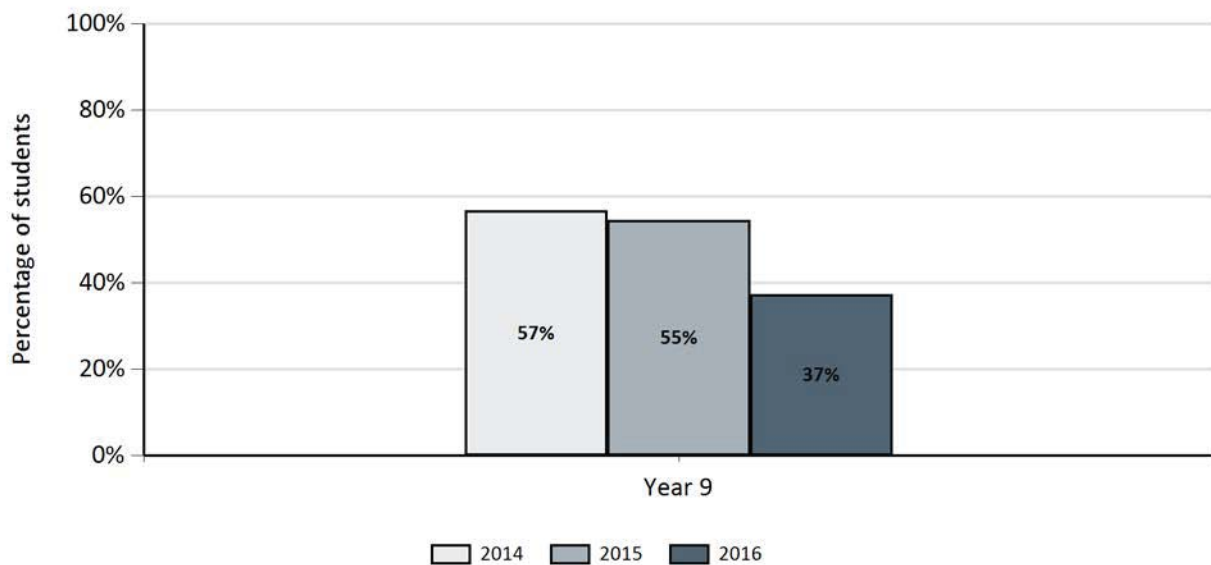
Continue with ongoing performance management conversations and observations that focus more explicitly on quality teacher pedagogy.
Integration of 21C pedagogies and technologies that engage, motivate and inspire inquiry, problem-based learning and higher order thinking.
Establish a range of high quality assessment strategies to allow students to effectively demonstrate their learning.
Improve student achievement in Numeracy and Literacy through a whole-school approach.
Utilise the 'AC Numeracy and Literacy continuum' to improve student outcomes.
Promote international mindedness across curriculum.
AOS coordinators to become 'pedagogical coaches', assisting team members to plan and deliver high quality learning and assessment.
Promote 'Collaborative Moderation' to enhance consistency of teacher judgments across AOS and within SEHS to ensure that data is effectively analysed for school improvement
Support character development and promotion of growth mindsets through embedding principles of positive education in the curriculum.
Further develop a culture of success by making the recognition and celebration of student success a priority.
Involve staff in an Action Research process aimed at reviewing and improving the quality of teaching and learning.

Performance Summary

NAPLAN Proficiency

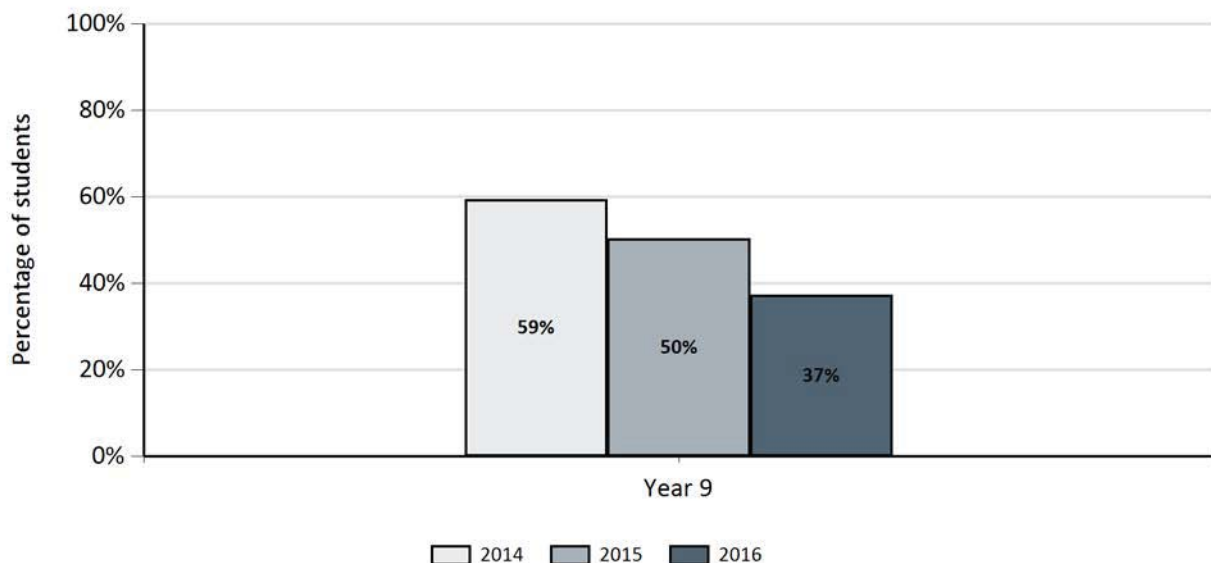
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	39%	25%
Middle progress group	44%	50%
Upper progress group	17%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	48%	25%
Middle progress group	42%	50%
Upper progress group	10%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2016	118	118	6	3	5%	3%
Year 9 2014-16 Average	116.7	116.7	9.0	5.0	8%	4%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
94%	95%	96.3%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	2%	1%	1.2%
A	4%	4%	4.9%
A-	6%	5%	10.4%
B+	7%	14%	13.1%
B	14%	14%	15.3%
B-	13%	17%	12.8%
C+	16%	15%	16.8%
C	22%	20%	18.0%
C-	8%	6%	3.7%
D+	3%	0%	2.0%
D	1%	4%	1.2%
D-	1%	0%	0.2%
E+	0%	0%	0.2%
E	0%	0%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
88%	94%	94.3%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	22.7%	28.4%	34.5%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	21.5%	23.4%	33.3%

School Performance Comment

SACE Achievements

94.3% SACE completion

56% with ATAR Score

Average ATAR Score 65.3

16.5% A-Grade and 79.8% B & C Grades

Merits 2016 – 2 (Rhianna Battersby & Shannon Griffin - Health)

5 students achieved an ATAR > 90

16 students achieved an ATAR > 75

Top 10 ATAR Scores:

Macaleah Watkins 95.30 Shanice Seiboth 92.30 Steven Prica 90.95 Anthony Knevitt 90.7 Brittnee Howson 90.05 Kaline Shimilimana 89.60 Rhianna Battersby 85.50 Shannon Griffin 82.75 Janelle Barker 81.85 Jessica Roe 81.45

41 A-Grades achieved in the following subjects: Child Studies (3), Creative Arts (2), English Communications (4), Food & Hospitality (3), Health (14), Ensemble Performance (7), Maths Apps (2), Maths Studies (4), Solo Performance (5), Material Products (1), Performance Special Study (1), Specialist Maths (1), Psychology (4), Physics (1), Research Project B (5), Visual Art – Art (1)

100% Satisfactory Completion in the following subjects: Visual Art – Art, Visual Art – Design, Photography, Ensemble Performance, Solo Performance, Musicianship, Performance Special Study, Art & The Community, Community Studies B, Science Technology & The Community, CAD, Child Studies, Food & Hospitality, Metal, Maths Studies, Specialist Maths, Legal Studies, Sports Studies, Chemistry, RP A, RP B.

SACE Completers using VET - 29 students

SACE Completers using VET for ATAR - 8 students

NAPLAN

In 2016 there was decrease in the number of our students meeting the DECD SEA achievement levels in both Literacy and Numeracy. This decrease in achievement levels has been a trend over the last 5 years at our site.

There has also been a significant decrease in the number of students retaining higher achievement bands between year 7 & 9 testing in both literacy and numeracy.

Initiatives for improvement in 2017 and beyond:

Data analysis with all staff identifying areas for improvement



Attendance

Year level	2014	2015	2016
Year 08	91.0%	86.6%	88.6%
Year 09	84.7%	87.4%	85.5%
Year 10	84.8%	87.3%	87.2%
Year 11	85.8%	87.7%	88.6%
Year 12	88.7%	87.5%	90.0%
Total	86.8%	87.3%	88.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance levels in 2016 were slightly up from previous years - an average of 88% across 8-12, however, we are still below the DECD average.

We will continue educating our students and families around the correlation between regular attendance and successful achievement. We will do this by sharing relevant information and data about the impacts of non-attendance with students through in class activities and with families through regular correspondence.

We will continue to make our curriculum as innovative and relevant as possible so students are excited about in engaging in their learning.

Behaviour Management Comment

Whilst the number of behaviour incidents has remained consistent - the prevalence of incidents related to threatened or actual violence was significantly down on previous years - indicating a safer and calmer environment.

SEHS is firmly committed to providing equality of opportunity for all students in a safe environment free from discrimination, harassment and bullying. Our policies aim to promote positive, protective and supportive behaviours and to eliminate all forms of bullying, harassment and violence.

Student development programs at all year levels aim to foster mutual understanding, empathy, compassion and generosity in student interactions with all members of the SEHS and wider community.

Client Opinion Summary

Survey Results Overview

Parents

The parent survey indicates that parents are generally happy with the school, particularly in the areas of high expectations of student learning and the willingness of staff to work with families to support learning as well as the promotion of student wellbeing. While there is a general view that teachers at the school treat students fairly, there are still small concerns about consistency in managing student behaviours. Areas for improvement identified were improved communication with parents/caregivers as well as more opportunities for families to be more involved in the school community.

Staff

80% of staff believe that the site was a caring and nurturing place.

90% of staff felt supported by leadership staff and policies and structures at the site.

90% of staff felt happy when at work.

90% of staff felt that they were encouraged and supported in engaging with valuable professional learning opportunities.

60% of staff felt that their biggest challenge in the classroom was differentiation - catering for varying student abilities.

Students

The following positive results were reflected in the student survey with a strong indication that students believe their teachers expect them to do their best, teachers care about them, teachers provide useful feedback about their school work and that the school looks for ways to improve student experiences.

The MDI wellbeing suggested the following

45% of students felt a strong connectedness to adults at our site (high range)

57% of students felt an emotional engagement with their teachers (high range)

52% of students felt a strong sense of peer belonging (high range)

Only 6% of students had experienced/witnessed cyber bullying on a regular basis (low range)

Only 5% of students had experienced/witnessed any physical bullying on a regular basis (low range)

Intended Destination

Leave Reason	School	
	Number	%
Employment	20	8.8%
Interstate/Overseas	22	9.7%
Other	2	0.9%
Seeking Employment	68	30.1%
Tertiary/TAFE/Training	62	27.4%
Transfer to Non-Govt School	3	1.3%
Transfer to SA Govt School	46	20.4%
Unknown	3	1.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All staff have undertaken the Responding to Abuse and Neglect and the Child Protection Curriculum training. All teaching staff produced their Teachers Registration Certificate prior to commencement of teaching. All voluntary staff undertook training prior to working at the school. Documentation is sighted and copies are stored both physically at school and with DECD. All Flexible Learning Options Caseworkers provided documentation prior to commencing their work and this was also documented with DECD.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	82
Post Graduate Qualifications	31

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who 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.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	43.8	1.6	15.6
Persons	0	47	2	18

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$7573121
Grants: Commonwealth	\$42199
Parent Contributions	\$341350
Fund Raising	\$24480
Other	\$151750

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Extra time for leaders to work with students identified at risk. Learning support coordinator given time to work with students who are not engaging in their learning.	Improved engagement for students at risk. Improved behaviors in class and yard.
	Improved Outcomes for Students with an Additional Language or Dialect	EALD classes across years 8 - 10. EALD student support in learning support room . Homework club for EALD students. Increased support for students in SACE compulsory subjects	Improve access to curriculum for EALD students 8- 12.Improved SACE completion.
	Improved Outcomes for Students with Disabilities	SSO support in the classroom Teacher support for verified students in the learning support room. Quick Smart & Multilit programs for verified students +	Improved access to curriculum. Improved well-being.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Aboriginal students supported by AET, AESTO, in class tutors, AIME program. Leadership time given to support/monitor ATSI students.	Increased attendance and engagement.
	First Language Maintenance & Development	N/A	Improved student engagement in accredited learning programs.
	Students taking Alternative Pathways Students with Learning Difficulties Grant	Increase in staffing to support an increased number of students engaging with our school based alternative learning pathway (SEAL). School based youth worker to support students on alternative pathways. WAVE room support for students identified as having low levels of literacy and numeracy. Targeted Literacy and Numeracy classes in years 8 & 9 .	PAT & NAPLAN results show positive growth in lit & Num.
Program Funding for all Students	Australian Curriculum	Learning areas continued to deliver and moderate Australian Curriculum. New +	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Youth Worker employed with a focus on programs and initiative to promote student wellbeing. Resourcing for Numeracy and Literacy development of students who were identified as significantly below DECD SEA.	Improved student well-being. Improved Literacy & Numeracy skills.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)		