

Salisbury East High School

2018 annual report to the school community



Government
of South Australia
Department for Education

Salisbury East High School Number: 1011

Partnership: Salisbury

Name of school principal:

Joe Priolo

Name of governing council chair:

Adam Duncan

Date of endorsement:

8/3/2019

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, responsibility and responsibility that guide our behaviours, actions and interactions and are shaped by our focus on well-being and expectation of high standards of student achievement.

In 2018 Salisbury East High School attracted 740 students from across Adelaide's Northern Suburbs (including 70 Flexible Learning Option students). In 2018 our site employed 57 Teaching Staff (16 leadership) and 23 support staff.

SCHOOL HIGHLIGHTS

Hosted 5 successful International study tours

SEHS Student Japanese Tour

Increased enrollment trends across the school (particularly in year 8 154 to 188 students)

Professional Learning Teams Presentation Days

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

Increased number of STEM project days working with primary schools across the partnership

Major STEM redevelopment completed with new STEM Centre, Food Lab and Shop Front library now operational.

Increased connection with local industry through student industry visits and work-wise week program and inspiring the future platform.

Continued development of parent-college communications via Daymap, strengthening awareness of learning and accountability of our students through the use of Achievement Policy

Strong Professional Development focus on differentiation of learning programs to support all students, innovative pedagogies that promote creative and critical thinking and task design and collaborative moderation.

STUDENT HIGHLIGHTS

98.8% SACE completion

100 % Research Project Completion - year 11 for the first time

SEHS Aerobics Team placed 4th in the national championships

42 students received a University Offer

Improved Student Leadership structure and increased student involvement.

Multiple Arts Performances - Celebrating the ARTS

60 students successfully completed Vocational Education Courses in years 11 & 12

5 NASSSA Vocational Award winners

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 2018 the Governing Council has focused on:

Improving parent and community involvement within our school. Developing an improved forum for parental and school community involvement - increasing parent portal participation through daymap, information nights and whole school events. Identifying the educational needs of the local community and the attitude of the community toward 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

Developing and approving the 2018 interim budget, continuing to monitor the finances of the school

Setting and seeking community endorsement for the Material & Services fees for 2018 - achieved by polling parents.

KEY ACHIEVEMENTS

Governing council collaborated on the development of the 2019 - 2021 Site Improvement Plan.

Significant upgrades to school facilities, new learning resources, technology upgrades and new infrastructure.

Participation of Governing Council members on sub-committees to ensure the school runs efficiently and within budget, scrutinising policies, programs and strategies.

The review and implementation of the Mobile Phone Policy and School Uniform Policy.

GC began process of the new uniform tender process

I would like to thank all Council members for their continued efforts and support, and I look forward to their continued involvement with the school.

Improvement planning and outcomes

In 2018 our key priorities included:

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.

Development of a range of high quality assessment strategies to allow students to effectively demonstrate their learning.

Continued improvement in student achievement in Numeracy and Literacy through a whole-school approach.

Utilising the 'AC Numeracy and Literacy continuum' to improve student outcomes.

Promoting international mindedness across the school community and curriculum.

AOS coordinators given more time to assist team members to plan and deliver high quality learning and assessment.

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 throughout the curriculum.

Building a culture of success by making the recognition and celebration of student success a focus and priority

Involve all teaching staff in an Action Research process aimed at reviewing and improving the quality of teaching and learning.

WHAT THIS LOOKED LIKE IN CLASSROOMS

There is innovative task design, pedagogies and learning technologies that foster inquiry, problem solving, collaboration and creative and critical thinking. Effective and consistent assessment and student feedback practices across the school.

Every child experiences challenge and intellectual stretch – evidence of individual learning growth for every student. Students are active participants in their learning and are supported to embrace and overcome learning challenges.

All teachers and leaders share the responsibility for developing the numeracy and literacy capabilities of our students, allowing all students to more successfully access the curriculum and reduce the gap between our highest and lowest achievers

The school values of respect, responsibility and resilience are consistently demonstrated. Staff and students embrace the practice of growth mindset, resilience and perseverance and we all acknowledge and celebrate our successes

We know and understand our students' learning needs and capabilities. Task design and differentiated pedagogical practices that engage and challenge all students - at all levels.

KEY PRIORITIES FOR 2019

Increase student achievement in Numeracy (years 8-10) with a particular focus on Number & Algebra If we apply an evidence based approach to students gaining mastery of concepts with number (across all areas of learning) and Algebra within Mathematics, then we will increase student achievement within Numeracy.

Increase student achievement in literacy (years 8-10) with a particular focus on comprehension and writing If we prioritise the teaching of writing (within English) and comprehension across all areas of learning we will develop our students' ability to use a balance of textual and linguistic knowledge related to the learning intention and purpose for their reading and writing.

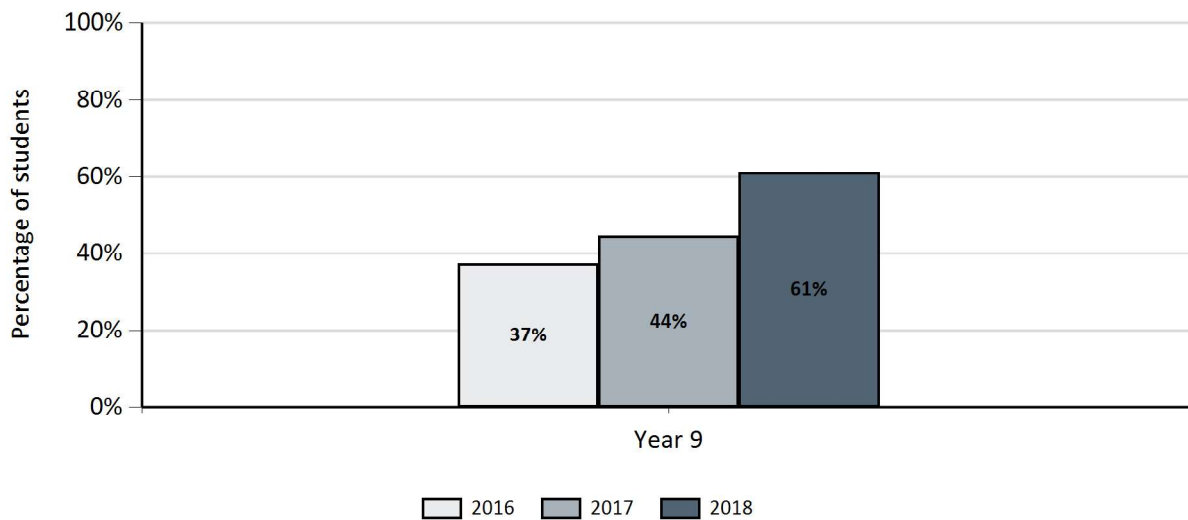
Increase percentage of 'A & B' grades within Stage 1 & 2 of the SACE.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

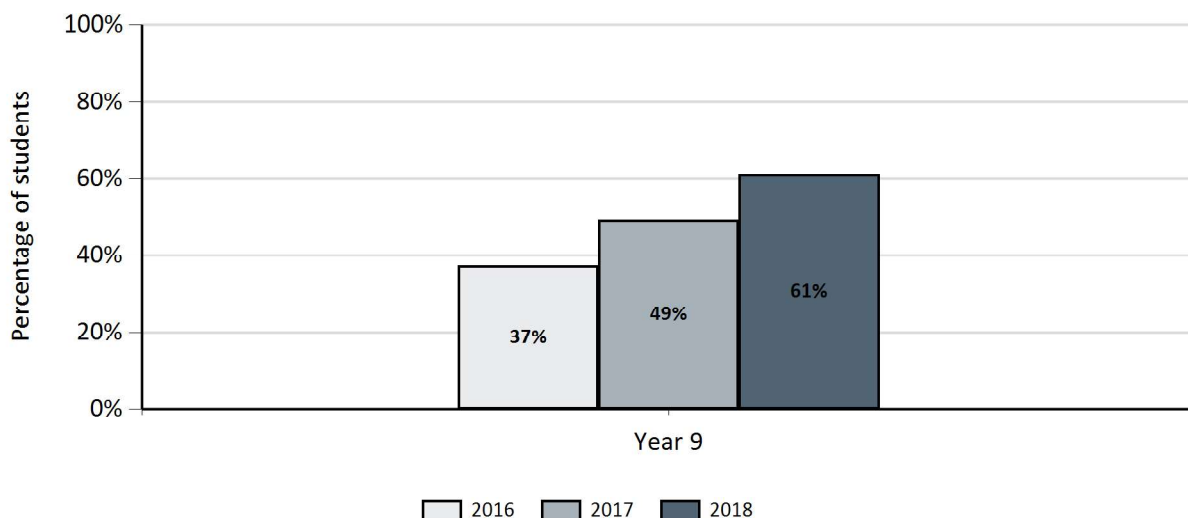
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	29%	25%
Middle progress group	53%	50%
Lower progress group	18%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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)
Upper progress group	30%	25%
Middle progress group	53%	50%
Lower progress group	17%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	134	134	13	8	10%	6%
Year 9 2016-18 average	132.0	132.0	9.7	5.7	7%	4%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]Includes absent and withdrawn students.

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

**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)

2015	2016	2017	2018
95%	96%	98%	99.3%

Data Source: SACE Schools Data reports, extracted February 2018.

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

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	1%	1%	2%	1.2%
A	4%	5%	3%	6.0%
A-	5%	10%	7%	9.9%
B+	14%	13%	14%	9.7%
B	14%	15%	14%	17.9%
B-	17%	13%	16%	16.4%
C+	15%	17%	17%	13.9%
C	20%	18%	20%	20.3%
C-	6%	4%	6%	4%
D+	0%	2%	1%	0.7%
D	4%	1%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2018.

*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 in October that year

2015	2016	2017	2018
95%	94%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	28.4	34.5	35	33%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	23.4	33.3	34.5	27.5%

School performance comment

SACE RESULTS

98.8% SACE Completion - 85 out of 86 potential completers
 92% retention rate from February Year 12 enrollments (92 students with 85 completers)
 53% with ATAR
 Average ATAR Score of 66.00
 7 SEAL Students (Alternative Learning Students) achieved their SACE
 A, B and C Grades 97.6 1 %
 7.2% A-Grade and 44% B Grades

STUDENT MERITS

3 - Radee Tchobadjiev Physics, Tayla Kerr Health, Khalis Nur Fazli Community Studies

Top 10 ATAR Scores (without bonus points):

1. Radee Tchobadjiev 98.85
2. Sharni Mitchell 97.3
3. Tayla Kerr 95.2
4. Jasmine Dalakis 85.85
5. Dakota Lindquist 85.1
6. Molly Taylor 84.4
7. Ruby Smith 82.9
8. Oda Nkuzimana 79.9
9. Aleesha Honeychurch 78.35
10. Jason Stewart 78.2

A or A- grades achieved in the following subjects: Arts & The Community (1), Biology (2), Chemistry (1), Child Studies (3), Creative Arts (2), English (1), Food (3), Health (19), Integrated Learning (7), Essential Maths (3), Solo Performance (1), Maths Methods (1), Material Products (1), Psychology (2), Physics (1), STEM & The Community (7).

YEAR 11 SACE

PLP - results at C and above 99.4%
 Literacy - results at C and above 96.2%
 Numeracy - results at C and above 88.8%
 100% Research Project Completion

Attendance

Year level	2015	2016	2017	2018
Year 8	84.2%	86.8%	88.0%	88.7%
Year 9	85.0%	85.1%	83.5%	86.8%
Year 10	86.6%	87.6%	85.2%	88.2%
Year 11	86.3%	87.9%	90.1%	89.6%
Year 12	85.9%	88.4%	85.8%	94.0%
Secondary other				82.7%
Total	85.7%	87.2%	86.5%	89.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Our attendance rates increased across 4 of 5 year levels with an average attendance of 89.1%. Year 10 and 12 attendance increased significantly. 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

In 2018 behavior incidents and referrals dropped by 17%. With our new year 8 blocked timetable structure we saw a significant decrease in low level behavior referrals. The prevalence of incidents related to threatened or actual violence were significantly down on previous years - indicating a safer and calmer environment. We are firmly committed to providing equality of opportunity for all students in a safe environment. Our policies aim to promote positive, protective and supportive behaviors 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

STAFF Survey (40 respondents)

I feel supported by our student behaviour management processes

78 % Mostly and Always

I am encouraged to take advantage of opportunities for professional growth

85 % Mostly and Always

I understand the priorities of my school for 2018 and I have a clear understanding of my role and responsibilities within this.

79% Yes

I am able to approach and speak to leaders about concerns and grievances

91 % Mostly and Always

Most days I feel happy when I am at work

91% Mostly and Always

The school is a caring and nurturing place.

94% Mostly and Always

PARENT SURVEY (70 Respondents)

Teachers at this school expect my child to do his or her best

88% Mostly and Always

Teachers at this school treat students fairly

87 % Mostly and Always

My child feels safe and confident at this school

88 % Mostly and Always

The school communicates well with families and the wider school community

79% Mostly and Always

This school works with me to support my child's learning

72 % Mostly and Always

The school cares about my child's learning and wellbeing

Development

85 % Mostly and Always

STUDENT SURVEY (122 Respondents)

The school is inclusive and supportive of the diverse cultural backgrounds of our students

Intended destination

Leave Reason	School	
	Number	%
Employment	21	12.7%
Interstate/Overseas	14	8.4%
Other	0	NA
Seeking Employment	37	22.3%
Tertiary/TAFE/Training	58	34.9%
Transfer to Non-Govt School	5	3.0%
Transfer to SA Govt School	31	18.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

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	100
Post Graduate Qualifications	41

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	51.0	0.0	17.8
Persons	0	54	0	25

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	9,245,00
Grants: Commonwealth	0
Parent Contributions	245,000
Fund Raising	0
Other	65,000

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

2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made 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 . Home work club for EALD students. Increased support for EALD students in SACE compulsory subjects	Improved access to meaningful curriculum for EALD students 8- 12. Improved SACE.
	Improved outcomes for students with disabilities	Increased SSO support in the classroom Extra teacher support for verified students in our learning support room. Quick Smart & Multi programs for identified students	Improved access to curriculum. Improved well-being curriculum differentiation
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Aboriginal students supported by AET, AESTO, in class tutors, AIME program. Leadership time given to support/monitor ATSI students. N/A 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 .	Increased attendance and engagement. Improved student engagement in accredited learning programs. PAT & NAPLAN results showed positive growth in lit & Num.
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Youth Worker employed with a focus on programs and initiative to promote student wellbeing. Resourcing for Numeracy and Literacy development for students who were identified as significantly below DECD SEA.	Improved student well-being. Improved Literacy & Numeracy skills.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		