



Salisbury East High School

1011

Annual Report 2011

'Learning Together, Achieving Together'



Department of Education
and Children's Services



TABLE OF CONTENTS

SCHOOL CONTEXT	3
GOVERNING COUNCIL	4
STRATEGIC DIRECTIONS AND TARGETS	5
Strategic Direction 1:	Quality Teaching and Learning
Strategic Direction 2:	Wellbeing & Support Services
Strategic Direction 3 :	Partnerships & Pathways
Strategic Direction 4:	Professional Development, Facilities, Information Technology Infrastructure
APPENDIX	15

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, Assistant Regional Director, Northern Adelaide Region

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, Salisbury East HS Governing Council

March 2012

SITE CONTEXT STATEMENT

Since 1966, Salisbury East High School has proudly delivered a quality educational service to adolescents and young adults in Adelaide's northern suburbs. The aims of the academic, vocational and co-curricular programs at Salisbury East High School are built on the school's vision which places great emphasis on excellence, and on having all students realise their potential no matter their individual circumstances.

We continue to have a diverse student population with 3.4 % identifying as Aboriginal and Torrens Strait Islander (ATSI), 10.1% from Non-English Speaking backgrounds (NESB), 10.1% qualifying as having English as a Second Language (ESL), 9.4% on Negotiated Education Plans (NEP) and 28.5% on School Card. Interestingly the percentage of all ATSI (1%), NESB (1.8%), ESL (1.3%), and school card (2%) increased whereas the percentage of and students on a negotiated curriculum plan declined slightly (0.2%). It should be noted that our four international fee paying students are not represented in this data, however the Flexible Learning Options Students (FLO) are included.

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 offers 50 subjects accredited in the new South Australian Certificate of Education (SACE), thus guaranteeing academic pathways (including Specialist Mathematics, Chemistry and Physics) 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.

The school has demonstrated its commitment to ongoing improvement by their participation and accreditation with the Council of International Schools and ongoing scrutiny of its' performance by following the DECD, Department Improvement and Accountability Framework. The Five Year Visit took place over three days from October 19th to October 21st 2011 and was Co-Chaired by Ray Davis CIS Associate Director/Regional Accreditation Officer and Ross Smith Principal Robina State High School Queensland. The Co-Chairs have had experience as Heads of CIS Accredited schools and have been CIS members/Co-Chairs of other CIS school visits. The CIS Five Year Visit Report from the visiting team states: *"Salisbury East High School is to be congratulated on its passion and commitment to providing a world class education for its students. It was obvious to the Visitors that the CIS process was valued by and valuable to, the school. The School is clearly maintaining a level of operation to meet the CIS Standards of Accreditation."*

More detail is provided in the school's Five Year Report and the Visiting Team's report regarding strategies in relation to the school's Site Improvement Plan and CIS standards. This document is available on our website and has informed future site directions.

The school is outward looking with a number of educational partnerships formed with Zhenjiang Province in north-eastern China, Jiaonan No 1 Middle School and Nanjing No 9 Middle School. In 2011 the school signed partnership agreements with eight Indonesian schools. In addition, four members of the Health and Personal Development team visited Hawaii to develop a sister school agreement with Waipahu High School 57. A student visit to the school is planned for 2014 as part of the new Elite Sport Program.



GOVERNING COUNCIL

The Governing Council at SEHS is small but remains active in the direction and policy making functions of the school. 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 Council has continued its efforts with mixed success to consult parents on a number of key policy revisions during 2011 including, the Uniform, Discipline, Debt Collection and Enrolment policies. The Governing Council has provided feedback on a Complaints Procedure for 2011 and plans to update the Anti-Bullying policy. This is consistent with the department's (DECD) recommendations resulting from the Cossey Report on Bullying in 2011.

In relation to resources and finances the Council applied for and acquitted a number of grants, approved the Budget and financial statements for the 2011 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 School successfully ended its agreement with B & C Textiles to supply the school uniform and has signed a new contract with Devon Clothing.

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 9 schools who works 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.

GOVERNING COUNCIL LIST:

<i>Member</i>	<i>Yrs Service</i>	<i>Position</i>	<i>Meetings Attended</i>
CARUSO, Cr G (Joe)	21	City of Salisbury Council	5
DAVIS, Bernie	1	Parent	8
DAVIS, Lynn	1	Parent	8
FINCH, Leonie	5	Parent	0 (resigned)
GEORGE-DUIF, Sue	5	Principal	8
HARRATT, Margret	5	Parent	7
HEATH, Bronwyn	3	Parent	5
PAIGE, Carol	2	Staff	5
READETT, Kerry	5	Parent	0
WARREN, Roslyn	2	Staff	8
WULCZYNSKI, Kerrie	4	Parent	7
ZAJAC, Edgell	2	Staff	2

QUALITY TEACHING AND LEARNING

Actions taken throughout 2011 towards improving the Quality of Teaching and Learning

In 2011 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 entire courses that have been made available via our Curriculum Moodle site and student on-line courses. Extensive PD has been provided to support teachers with the development of Moodle course where teachers can share resources. This has provided teachers with the opportunity to develop programs collaboratively provide 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 explored and implemented by AOS teams as a strategy to support structured assessment delivery and the provision of constructive student feedback.

In 2011 the school introduced and trialled an on-line shared delivery model of Specialist Maths and Physics involving students from FECS and SHS. This program provided students with on-line access to resources, the recording of lessons via Centra, the ability to submit assessment tasks electronically and access to discussion forums (where questions were posted and responded to by teachers and other students). The use of iphones and other portable technologies further supported students' learning as they could access these resources any time. The results were very successful with one student from SHS achieving a merit in Specialist Maths. This mode of delivery will be explored further in 2012 with the continuation of Physics and Specialist Maths delivered to students across the region.

Literacy & Numeracy - Year 9 NAPLAN

In the 2011 NAPLAN tests, 82.9% of students achieved results above the national minimum standard in all aspects of the testing, however there was a decline in the writing component with a result of 71.8%. The decline in the writing aspect may be due to the change in the writing test where a persuasive writing task was used in place of the previous narrative task. Due to the difference in the way these tasks function across year levels and the difference in the marking scales, comparisons from 2010 and 2011 writing cannot be accurately made.

The progression data shows that students are generally progressing well at SEHS with middle percentile values in line or exceeding the DECD values. Individual progress data for literacy (summary of Reading, Writing, Grammar and Spelling) shows that we are doing slightly better than Northern Adelaide data with respect to the lower quartile, where students are demonstrating a difference in progress which is marginal or in some cases negative (regression).

Approximately 25.6% are operating in this band. For Numeracy the percentage of students operating in this band are fewer than Northern Adelaide region by 6.5% and throughout DECD by 4.3%.

For the middle band, student in Literacy and Numeracy compare favourably to DECD and Northern Adelaide data with 56.1% in literacy and 54.7% in Numeracy differing by -4.3% and -1.1% respectively. Students in this interquartile range generally demonstrated improvement in their progress. The upper band is where we see students operating in the top 25% of results indicating significant improvement in progress. The percentage of students achieving in the upper quartile for literacy is 18.27% on average compared with 20.5% for Northern Adelaide data. Results for Numeracy in this area are particularly pleasing with 25.2% for SEHS compared with 19.8% in the Northern Region. Overall our progress and attainment in NAPLAN is good, however greater analysis of individual student progress results and targeted intervention is required.



Based on the analysis of previous NAPLAN data the English AOS team implemented within all Year 8 – 10 English classes a strong focus on Grammar and Spelling. This strategy will continue throughout 2012. Our Comprehension Professional Learning Communities have recommended that the use of targeted assessment and collaborative /authoring tools are implemented in 2012 as part of effective eLearning pedagogy to enhance student comprehension and literacy.

SEHS have continued to be pro-active in addressing the literacy needs of students. In 2011 we continued with the literacy intervention program in Year 8 designed to support students who fell below the national minimum standard (specifically in reading and writing) in the previous year's NAPLAN tests and have extended this Year 9, Year 10 and Year 11. Students were targeted to be supported by literacy support SSOs and participated in English as an Academic Language (intensive literacy) class. We now have a full literacy program in place to support students' literacy development from 8 through to the compulsory stage 1.

We have seen a result greater than the region in grammar, reading, spelling, and numeracy but a low score in writing. With our continued focus on improving literacy at SEHS we envisage that our expected results will improve with a goal of a mean benchmark proficiency of 8 consistent with the new Northern Adelaide Area benchmark and a percentage increase across all aspects.

SEHS has shown some mixed NAPLAN results with the outcomes achieved from our Aboriginal and Torrens Strait Islander cohort and this remains a high priority area for us to address. We hope to address this inequity through the whole school strategies outlined above and through targeted intervention of our Aboriginal Education Teacher.

Comprehension

Comprehension has been identified by the Northern Adelaide Region (NAR) and our school as a high yield strategy to improve the outcomes of students. SEHS has led the way for the secondary schools in the Region in trialling explicit comprehension instruction methods and sharing our processes and findings with teachers and leaders of the North. The Regional Curriculum Consultant facilitated Professional Development with members of two professional learning communities. These teams, each comprising of 9 identified teachers (from targeted learning areas) explored and trialled new strategies to enhance student comprehension and shared their experiences within the groups and with other staff. We have been impressed by the willingness and cooperative learning that has developed from this process. Anecdotal evidence from the staff indicated that these strategies were successful in assisting students increase their understanding of work covered in class.

Members of these PLCs were involved in structured walk throughs to observe other teachers implementing identified strategies and gauge student responses in action. This provided a great learning opportunity for all teachers involved where they could ask questions and follow up on effective practices they encountered. Constructive feedback was also provided in our PLC team meetings.

The outcomes for 2011 have been very promising thus far and the groups have made various recommendations for 2012 which will be shared to all teachers. These included the explicit teaching of vocabulary by all 'content based teachers' through strategies (ie the use of glossaries in all subjects) to reinforce technical terms and the spelling of such terms. Explicit teaching of the use of assessment tasks that encourage greater analysis of information and less plagiarism to encourage the development of higher order thinking skills is also recommended for 2012. This team has also worked on resources and professional development ideas for 2012, with a focus on assessment and the use of Blooms digital taxonomy to reinforce the use of technology to make assessment more meaningful.

eLearning

Throughout 2011 we continued our whole school focus on the use of Moodle and eLearning. We have had teachers partake in Moodle Professional Development this year which has supported a dramatic uptake of teachers using the Moodle resources and developing and sharing eLearning resources. All AOS coordinators and teams have developed a curriculum Moodle site which has provided all teachers unlimited access to resources and provided an insight into what is possible.

The 2011 Research Project was delivered via a common Moodle site, supporting 5 classes and 170 Year 11 students. This provided a great opportunity for teaching staff to improve consistency and share resources as well as providing our students with the opportunity to engage in forums with other teachers and students about their research project. During the year we implemented an ambitious compulsory initiative requiring all Year 12 learning to be supported with an on-line Moodle course. Although this requirement was not implemented in every year 12 subject, the majority of subjects had a presence on the Moodle, which was embraced by students. In 2012 we have made a clear commitment that every Year 12 class will now have access to electronic support materials and have the ability to submit assessment task on-line. This is working well as we have all AOS coordinators and identified eLearning champions working alongside our year 12 teachers and also have teachers supporting each other. This follows the outstanding success of the Physics and Specialist Maths on-line classes from 2011 where Moodle and a range of other technologies were used to support students.

Assessment

The work started in 2009 with the use of assessment rubrics has continued throughout 2010 and 2011 with AOS teams developing banks of rubrics where relevant to share. Rubrics are a tool that provides clear indicators for assessment relevant to each grade (A-E).

As part of our commitment to comprehension and development of students literacy skills we have initiated a program of reviewing and developing assessment tasks that challenge students' intellect and promote higher order thinking and reasoning skills. This will be achieved through the re-design of assessment tasks and use of improved questioning techniques.

Our 2012 goals are to make the use of structured scaffolding, assessment rubrics and eLearning practices to engage students in greater collaboration and publication of their own work across all year levels and subjects.

South Australian Certificate of Education (SACE)

We have worked on developing our capacity to deliver the new SACE through an explicit expectation that all staff attend teacher Professional Development. Following on from 2010 with our strong commitment to Stage One of the SACE, we supported every Stage 2 SACE teacher to participate in the New SACE Professional Development opportunities and actively contribute to the development of new Stage 2 assessment plans for 2011. We have successfully seen the introduction of the Research Project having successfully completed and assessed the Research Project with one student obtaining a merit award. Our progress so far has been very good with only a small number of students not completing the required set work.

An analysis of the SACE data indicates some very pleasing results.

The percentage of Stage One (Year 11) passing grades (A,B,C) achieved by SEHS students has decreased from 2010 when compared to that of 'like schools'. Only 3 areas out of the 9 listed have shown a significantly higher number of A's and B's than our like schools (the Arts, Health and Physical Education and Mathematics). Most other subject areas had a mix of outcomes.

We had 80 students complete the compulsory literacy requirement with a C or better in S1 2011, 15 students achieved a D,E and 5 an N and 3 Pending. Our passing results compare very well with like school data, however the D,E band results are higher than we would like. In S2 we had 75 students complete with a C or better, 19 achieved a D or E and 14 received an N, however we had no pending results in S2. The concern for SEHS is the need to ensure we achieve a higher pass rate for our SACE students doing the compulsory literacy requirements. As of 2011 we have introduced a Literacy program which we plan to consolidate and improve for 2012.

In our Numeracy program we had 104 students obtain a C or better in S1 2011, with 3 obtaining a D and 6 an E. A further 4 obtained an N and 12 Pending. In S2 we had 91 Obtain a C or better, 4 achieved a D and 6 an E. 6 students achieved an N and we had no Pending for S2. Overall a very positive result, exceeding both our like school and state results.

Results in Stage 2 (Year 12) indicate that whilst our percentage of '+A' and 'A' grades is below that of both the 'like schools' and the state, our percentage of 'A-' is just short of the State value. Our number of grades in the B and C

bands is below like school and we have shown a significant spike in the D+ and D grades, with almost 4 times higher than state values. We have achieved a mean stage 2 grade of 'C'. Overall we have achieved a total of 76.7% of grades in the A-C band, with 8.5% obtaining an A grade, this is up from last year by 6.7% and 2.5% respectively. Our mean achievement score is C.

The results for the compulsory Research Project represented a higher number of A+, A, B, B- and C than the state values, with only a small number equal to the state values in the D+ grade and none in the grades D to E-. This is a very positive outcome for our site and demonstrates the commitment and work we have put into developing a team of teachers and the use of our on-line Moodle course to support teachers and students with resources.

Our stage 2 grade distribution is showing a bias towards the C-D grade bands lower than the like school and state values. This continues to be a concern and we recognise our work with teachers and students is essential to try and move our grade bands closer to the B range, thus lowering the number of D and D+ grades. We have achieved a SACE completion rate of 71.6%, which is a drop from 73% in 2011, however it is difficult to compare these results given the varied requirements. We also had 53 students obtain an ATAR score (65% of our cohort), with scores ranging from 98.25 through to the lowest score of 6.4, this is similar to both the like school and state values. Our Median score was 52.35 and the like school was 64.75. Effectively we are proud of our high achieving students with over 17% of the cohort, who gained their SACE certificate, achieving an ATAR score exceeding 80. We will need to examine these results in more detail and implement strategies to try and lift our mean ATAR scores to at least match our like schools.

The comparison between School Assessed Grades and Moderated School Assessed Grades has been affirming, indicating either no adjustments or minor changes in some cases. (Some situations resulted in a slight decrease, however some students moderated results were increased in Specialist Mathematics.) This is a strong indication that the majority of teachers implemented the assessment process of performance standards to a high standard and developed and graded assessment tasks appropriately to the correct standard.



Enrolment

Our school has seen an ongoing decline in the total student enrolment numbers for the past number of years. However, it is pleasing to note that the decline in Year 8 enrolments has slowed somewhat this year. Our own data collection indicates that, whilst the number of Year 7 students in our feeder primary schools is declining, over the past three years we have been securing an increasing percentage of enrolments. This indicates the need to further strengthen our relationships with our colleagues in the local primary schools and continue with our strategies such as the Year 6 Head Start Visits and our Year 7/8 Transition Programme. Our continued participation in the NAR Comprehension initiative will not only assist in strengthening our primary school links but also increase staff's understanding of a range of pedagogical practices that can be used across primary and secondary schooling.

Our enrolments at almost all year levels decreased in 2011; the Year 10 enrolments remained stable. Overall our enrolments, from 2010 to 2011, have decreased by 51.3 FTE enrolments. However, it should be remembered that this figure does not include our 55 students enrolled in our Flexible Learning Option program nor our International Students.

We continue to have an increasingly diverse student population with 3.4% (+1.0%) identifying as Aboriginal and Torres Strait Islander (ATSI), 10.1% (+1.8%) from Non-English Speaking backgrounds (NESB), 10.1% (+1.3%) qualifying as having English as a Second Language (ESL), 9.4% (-0.2%) on Negotiated Education Plans (NEP) and 26.5% (+2.0%) on School Card. In 2012, we will continue our work exploring our curriculum design and our teaching and learning practices to ensure that our classroom practice is inclusive of all of our diverse and complex learners. The high percentage of students on NEPs means we have a responsibility to ensure that their learning needs are met and that student engagement increases through the provision of relevant, authentic curriculum.

Student Attendance

Our Attendance Rates have remained reasonably stable in 2011, in comparison to the 2010 figures. Our Attendance Rates for 2011 are 86.9%, only 0.3% down on our 2010 figures. In addition, our Attendance Rates appear to be congruent with the graphed data for National Attendance Rates. New administrative procedures designed to specifically address our attendance rates were instigated in 2009 / 2010, which had a significant impact on our Attendance Rates over the last two years. In order to support these procedures and further improve our practices, we described a Student Engagement position for 2011. The purpose of this position was to ensure that clearly defined procedures were developed for follow up of absences, with a particular focus on the role of the Home Group teachers, the SSOs and the Year Level Coordinators. The Student Engagement Coordinator has also been responsible for successfully improving our working relationship with our regional Attendance Counsellor and for developing an improved communication system with families.

Attendance Rates ATSI

Our overall Attendance Rates for our Indigenous students have decreased slightly by 0.5%, this has been reflected in decreased Attendance Rates across all year levels, except Year 10. Our Aboriginal Education Teacher (AET) has worked with students on their learning and curriculum needs, meeting with students on a regular basis to monitor their progress, provide them with support in completing assessment tasks and to assist them in accessing external forms of training (such as White Card Training). The AET has monitored the grades and attendance of the ATSI students throughout the year. Unfortunately, we were unable to appoint an Aboriginal Secondary Education and Transition Officer (ASETO) this year, so the follow up of absences of ATSI students has not been as supported as in previous years. This is an issue that needs to be addressed for 2012.

In the 2010 Annual Report, the Attendance Rates of the Year 10 ATSI students were described as requiring specific focus as this cohort moved into Year 11 and began working on towards their SACE. It should be noted that, whilst still not ideal, the Attendance Rates for this particular cohort have improved by 4.3%, from 75.6% in 2010 to 79.9% in 2011. This reflects the work of the AET and the Year Level Coordinator in providing support and follow up for these students.

Future Plans for Attendance

During 2012, the focus for attendance needs to be on:

- Implementing the procedures determined by the Student Engagement Coordinator in 2011
- Ensuring an ASETO is in place to support the follow up of absences of ATSI students
- Determining effective procedures for the follow up of individual truancy from lessons

Retention

Student apparent retention across Years 8 – 12 increased again this year by 6.9% (from 52.5% in 2010 to 59.4% in 2011). However, this is well below both the regional average (72.6 FTE) and the DECS average (87.5 FTE). In fact, our school figures are below both the regional and DECS averages at each of the comparative year levels. So, whilst an increase in Year 8 – 12 retention rates over the past two years is encouraging, our challenge for the future is to continue to build on this. Our involvement in the NAR Comprehension initiative is aimed at increasing student access to the curriculum. Within Areas of Study, staff have been continuing to work on making the curriculum more engaging, through the use of higher order thinking strategies and the development of e-learning tools, and through industry links. Simultaneously, the Student Services Team have been continuing to develop a secure learning environment and strategies to increase student connectedness to the school aimed at keeping our students at school longer.

Student Behaviour Management and School Values

During 2011, the Student Services Team has developed and documented our School Discipline Policy. This policy is based on our School Values (RESPECT, RESPONSIBILITY, PRIDE, INTEGRITY and DILIGENCE) and reflects our current practice. This policy underwent consultation with students, staff and the Governing Council. The Student Services Team has spent time ensuring that the way in which we deal with students is consistent and follows well understood guidelines and that our school values underpin all our behaviour management decisions and the resultant consequences for non-compliance. The school values are clearly published on all forms that are related to student behaviour. This includes:

- Daily Lesson Checks
- Focus Room reflection forms
- Suspension Notification forms / letters

Anecdotal evidence from staff who have been at the SEHS for a number of years has confirmed that the general atmosphere of the school has become more 'settled' in recent years. Focus Room data supports this anecdotal evidence. Data gathered from the online system over 2006 – 2010 shows a marked decrease in the number of students sent to the Focus Room each term. (NB: Due to a change in the student management computer system, data for 2011 has not been available). While there are a number of factors that have contributed to this, the Student Services Team believes that the primary reason is the increased mutual respect that exists between teachers and students. Information provided by Year Level Coordinators indicates that usage of the Focus Room has declined further this year. Based on this information and our declining enrolments, as of next year, the Focus Room will be closed and alternative strategies to support teachers will be investigated.

Future Plans for Student Behaviour Management

During 2012, the focus for Student Behaviour Management needs to be on developing practices and procedures to manage inappropriate classroom behaviour, without having access to the Focus Room. Feedback from recent staff consultation suggests the use of a 'buddy' system to replace the Focus Room, but details of how this will be managed need to be determined. This also needs to be supported by Professional Development on SBM and engagement strategies.



VET Achievement

Whilst the number of students who participated in Vocational Education and Training Certificates increased (17% of students enrolled in the SACE) it fell short of our target of 35%. We are pleased to note that a significantly higher percentage of these students (74%) completed their qualification which exceeded our target of 50%. This data suggests the selection and support strategies the school has put in place to support VET students have been effective.

During 2011, we maintained a two per cent average of students completing a School Based Apprenticeships which falls short of the NAR target of 5%.

In 2012, we plan to work with the Apprentice Brokers to identify and support students to gain School Based Apprenticeships.

Destination – where do our students go when they leave school?

A survey of our Year 12 students indicated that the majority of our students planned to go to University (51.4%), 22.2% planned to go to TAFE and 23.5% of them planned to go to paid employment, followed by 2.9% of year 12 school leavers seeking an apprenticeship or return to school. It is pleasing to note, although there is a slight deviation in the actual percentages these figures match the actual proportion of student destinations of our year 12 school leavers: Thirty four percent have been accepted into university courses, 23% into TAFE, and 5.21% into courses offered by a private provider and 5% have returned to school in an effort to improve their results. Seven point two nine percent (7.29%) of our students are seeking employment that had not originally planned to do so.

We are pleased with the proportion of Salisbury East High School students who pursue university as a planned learning and career pathway. While this remains pleasingly high, however, we recognised that we also need to focus attention to improving the results of these students and an increased focus students who take up TAFE based study or apprenticeships, as opposed to those who enter directly into the workforce. The number of students indicating that they are seeking employment without pursuing further tertiary qualifications remains a concern. National and international research indicates that graduates who continue with formal studies subsequently have access to greater life choices than those who enter directly into the workforce.

Our strategies to improve the skills of our students so that they are better able to secure long term employment are in line with the Northern Adelaide Skills, Workforce and Employment Blueprint. We will continue to link industry and education, training and employment providers through sustainable partnerships. Examples of our work in this area are through our leadership and participation of the Maths/Science Innovation Project and the Industry Pathways Program (Defence Work) and our link with industry to deliver curriculum connected with industry re Mechanical and Engineering in maths, science and technical studies.

Goals for Improvement

- increase the profile of vocational pathways in the school and their perceived value by students, staff and parents.
- better utilise our NASSSA (Northern Adelaide Secondary State School Alliance) to improve student access to, and successful completion of vocational and tertiary courses.
- expand the courses offered in our school to include vocational courses & the number of students with school based apprenticeships.
- The 2011 student leaders have suggested better links with the universities such as mentoring of students pursuing university pathways with university students studying the same or similar course.

TEACHING STAFF RETENTION

Staff are generally happy to work at Salisbury East High School. However, the decrease in student enrolments has had an impact on our staff numbers, affecting the retention rate of **contract teachers** as we have had to reduce the overall number of teaching staff.

There is an increased retention of permanent staff (91% up from 86% in 2010) and a reduction in the retention of contract teachers (44% compared with 64% in 2010) with a total retention rate of 83% (compared with 82% in 2010) from 2010 to 2011. There was a total of 12 teaching staff that left the school at the end of the 2011 school year (6 permanent and 6 contract teachers). Of the 6 permanent staff that left during 2011, two won promotions to other DECD schools, one won a position in another school, one moved interstate to join her partner, one retired and one completed his tenure in a leadership position.

TEACHER QUALIFICATIONS

100% of the teaching staff have teaching qualifications as required for teacher registration. 100% have teaching qualifications and a further 10% have post graduate qualifications.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All teaching staff at Salisbury East High School participate in professional development which is in line with the school priorities, Council of International Schools Accreditation recommendations and their personal professional development. This is evidenced by the fact that 100% of our staff met the 37.5 hour PD requirements for the shortened year. In 2011, all of our staff teaching the new SACE attended appropriate Professional Development sessions including clarifying forums relating to the new Performance standards.

To support the improvement of literacy outcomes, all staff participated in professional learning relating to the Northern Adelaide Regional focus on **Comprehension** in whole staff PD sessions dedicated to this topic once each term.

A group of 15 teachers undertook training after school in Terms 3 and 4 to improve their teaching in a range of Areas of Study. Building on the Teaching English as a Second Language to Students in the Mainstream Course (**TESMC**) in **2010**, they undertook the **How Language Works course** in 2011 and it is planned to continue with a follow on course in 2012.

Research Project teachers met regularly in workshops to ensure consistency across the team and one member of the team was involved intensively and gained valuable experience in the state-wide moderation process. Additionally in other Areas of Study a number of teachers (in Maths, Health, Music, The Arts and HPD) have accessed valuable PD by acting as moderators with other schools.

A number of projects have as a focus the incorporating of higher order thinking skills.. **The Industries Pathways Project, Advanced Technologies** and **Science and Maths Innovation** project have all enabled staff members to access PD and share with other members of their Areas of Study.

The completion of the upgrade to the Tech Studies Area, now the Trade Training Centre has coincided with the need for PD specific to the new technology which has been installed. One teacher has had comprehensive training in Electronics and the other members of the team have had training in using the Roland Mill and 3D printer technology.

eLearning has continued to grow with Year 12 Physics and Specialist Maths been offered from Salisbury East with students enrolled in other schools in the region joining the class via video link and accessing teaching resources and assignments via Moodle. The pioneering teachers have been asked to present their innovative pedagogy to other schools in the region. **Moodle** has become a common form of delivery and workshops have been run each term to upskill staff and support new teachers. IT has continued to be a focus for PD and the introduction of the new student attendance and achievement system Daymap has necessitated whole staff professional development. This transition has been an easy one as staff are generally comfortable with the use of IT in our classrooms. Wireless technology is available throughout the school and teachers have been issued with a choice of laptops for classroom and home use, facilitating the use of materials prepared on laptops and delivered by data projectors in their teaching.

A system has been put in place whereby staff can apply for funding to attend relevant state-wide and national conferences and two teams were successful in applying for funding to attend the Hawker Brownlow conference in Melbourne in Term 2. Staff are now supported via a number of sources to access virtually whatever PD they need.

STAFF ATTENDANCE

Average Staff attendance has improved to 96.4% in 2011 up from an average of 91% in 2010. In 2010 there were several prolonged illnesses which lowered the average staff attendance significantly

	2009	2010	2011
Term 1	97.05	92%	97.5%
Term 2	95.58	88%	96.6%
Term 3	94.88	89%	94.5%
Term 4	95.91	93%	97.0%
Total	95.86	91%	96.4%

FACILITIES/ICT UPGRADES

In 2011 we continued upgrades and major maintenance to our facilities. All remaining classrooms in the main building and FPU building were upgraded to meet our standard digital classroom configuration. All classrooms now have installed the following to support our Digital Pedagogy Strategy.

- data projectors & larger whiteboards
- sound amplifier systems connected to class room computers & teacher laptops
- multiple power outlets for student laptops
- blinds on exterior windows for light control

We have also issued a laptop to all staff with the expectation that they will actively use it for

- School administration & roll marking with the DayMap school administration software
- Develop digital teaching resources
- undertake PD to gain skills & ideas in the eLearning environment
- broaden their teaching experience and collaboratively share and communicate with colleagues via email & Internet forums
- Use MOODLE to support curriculum offerings

DECD has supported the DER laptop initiative by installing an industry standard wireless network. All teaching rooms have a wireless access point to handle the rapidly increasing use of laptops.

The school is deploying DER laptops to all year 11 & year 12 students in 2012. We also have 10 laptop trolleys strategically located across the school to service the 8 AOS learning areas. The initiative has been successful in that a great number of teachers are now integrating digital resources into their lessons.

Teachers increasingly use ClickView (a digital video to classroom across the network) and many now actively produce and use Powerpoint, Videoclips, electronic text books and Internet in the classroom to enhance student engagement in their lessons. Our capacity with interactive technology has increased by installing 4 short throw, interactive data projectors in the three new Science labs and the new Electronics Lab. We plan to roll out more eBeam interactive technology to targeted staff in 2012.

We have designed & upgraded an existing room to be an eStudio. The plan was to use interactive technology and video conferencing capability (DECD provided Centra software) to teach both students on site and off site, real time and using the Internet. The room was completed in 2011.

Two subjects, Yr12 Specialist Maths and Physics were delivered real time & interactively from this room in 2011 to external students in two other schools. The project for flexible delivery was successful in pioneering new technologies for both internal curriculum and external delivery and access.

Major building upgrades were completed in 2011. The three new science labs came into operation during Term 2 after modifications negotiated with the school were made. New equipment was purchased and the science team have modified and developed procedures for their efficient use. The design has proved effective and teachers report positively on the engagement of classes using the labs.

The major upgrade of the Technology Studies buildings to become the Technology Trade Centre (TTC) has been successfully completed. The Technology Team have embraced the opportunities the Electronics and the CAD/CAM technology provides. Much PD has occurred and the team are beginning to deliver engaging and innovative courses to introduce students to industry pathways.

Several other upgrade projects were also completed. Two large verandahs were built in the Library Plaza area and in a quadrangle in the main building area. With the additional seating within, these structures have had a positive effect in not only providing the much needed shade and shelter for students, but creating focus areas for students to connect positively in the social context, enhancing the life of the school.

Surplus classrooms in a region near tennis courts were removed in 2010. The planned staff carpark upgrade was completed in 2011 with resurfacing and line marking being completed by Term 1 & Term 2 respectively.

A long awaited & much needed bin solution upgrade was delivered. Permanent bins were installed in strategic locations, designed to have minimum impact on the visual appeal of the student environment. A significant improvement in the reduction of yard litter has been observed.

The Library infrastructure upgrade has progressed. One room has been converted to an eLearning room with data projector, interactive technology (eBeam), cameras & sound systems for the purpose of delivering real-time interactive lessons through Centra. The success of this concept is evident in that more subjects are planned to be taught in the room, lessons recorded and made available to students & staff. We plan to develop staff and students in the skills, strategies and opportunities for employing emerging pedagogy this technology offers.

PARENT, STUDENT & STAFF OPINION

Whilst only eleven parents submitted the parent perception survey making the survey invalid the parents indicated that the teachers provide help and support when it is needed, they have access to quality materials and resources, students know how they are expected to behave and the school provides a safe and secure environment. This perception is reinforced by other data such as the reduction of student behaviour management incidents. The school has made a significant number of improvements regarding the facilities of the school as mentioned in this report however this remains an area for further work.

STUDENT OPINION SURVEY

The students report that activities are interesting, teachers clearly explain what students are learning, they are learning a lot and they are generally happy about the quality of teaching and learning. They also report that students at this school are well behaved and that they feel safe at the school. Whilst we have increased the opportunities for students to be involved in decision making and provide leadership they report they would like to see these opportunities extended further.

STAFF PERCEPTION

The staff who completed the perception survey indicated that they were happy with the quality of teaching and learning. Areas for further exploration include management of student behaviour and performance management and appraisal. Over the past five years the school has implemented a number of plans to build the capacity of leaders to have performance conversations with staff and in 2012 this will remain a focus area.



APPENDIX ONE

QUALITY TEACHING AND LEARNING

NAPLAN

School Percentage above the NMS Proficiency Band.

SACE

SACE completion
Stage one results by learning area
Stage 2 Percentage of grades for the school in comparison to school and the state.
Achievement scores by learning area
Achievement score over three years.

Self Review Rubric

CIS Standard

Aboriginal outcomes

Student Proficiency Bands

Figure 1: Year 9 Proficiency Bands by Aspect

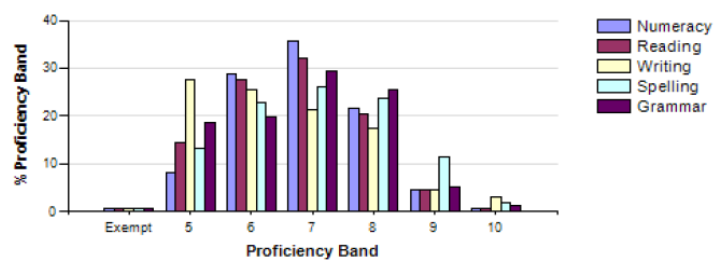


Table 1: Year 9 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 9						
	Exempt	5	6	7	8	9	10
Numeracy	0.6	8.3	28.7	35.7	21.7	4.5	0.6
Reading	0.7	14.4	27.5	32.0	20.3	4.6	0.7
Writing	0.6	27.6	25.6	21.2	17.3	4.5	3.2
Spelling	0.6	13.4	22.9	26.1	23.6	11.5	1.9
Grammar	0.6	18.5	19.7	29.3	25.5	5.1	1.3

Student Mean Scores

Figure 2: Year 9 Mean Scores

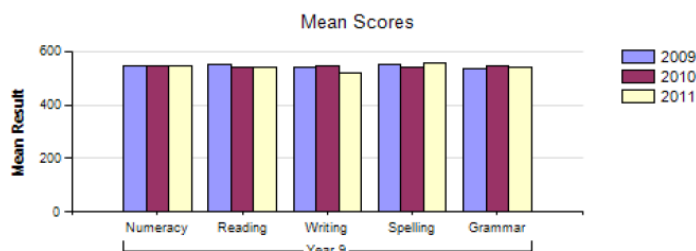


Table 2: Year 9 Mean Scores

Mean Scores by Test Aspect	Year 9		
	2009	2010	2011
Numeracy	547.5	547.4	547.2
Reading	551.1	540.2	541.0
Writing	538.9	545.5	517.2
Spelling	550.7	539.9	555.0
Grammar	535.9	543.8	538.6

School Mean Scores – Proficiency band & of students who achieved National Minimum Standards (NMS)

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Reading	551.1	540.2	541.0	7	7	7	87.4	86	85.0%
Writing	538.9	545.5	517.2	7	7	6	81.9	85	71.8%
Spelling	550.7	539.9	555.0	7	7	7	87.5	81	86.0%
Grammar and Punctuation	535.9	543.8	538.6	7	7	7	79.5	85	80.9%
Numeracy	547.5	547.4	547.2	7	7	7	93.1	88	91.1%

Figure 3: Year 7-9 Growth

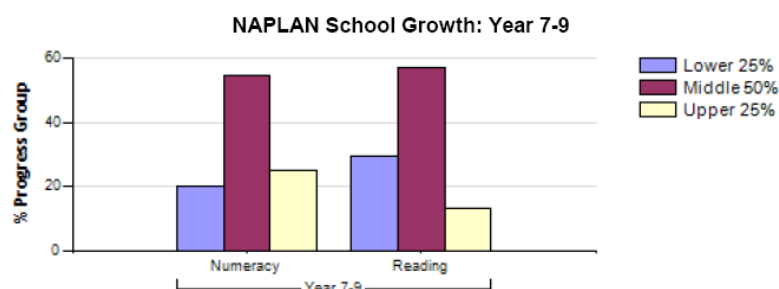
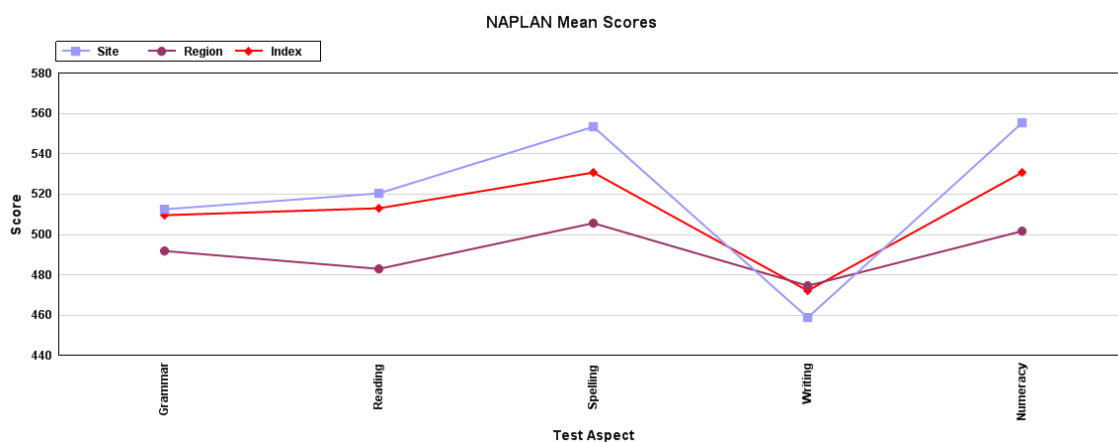


Table 3: Year 7-9 Growth

Growth by Test Aspect	Year 7-9	
	Progress Group	Site
Numeracy	Lower 25%	20.1
	Middle 50%	54.7
	Upper 25%	25.2
Reading	Lower 25%	29.4
	Middle 50%	57.4
	Upper 25%	13.2



Summary Report

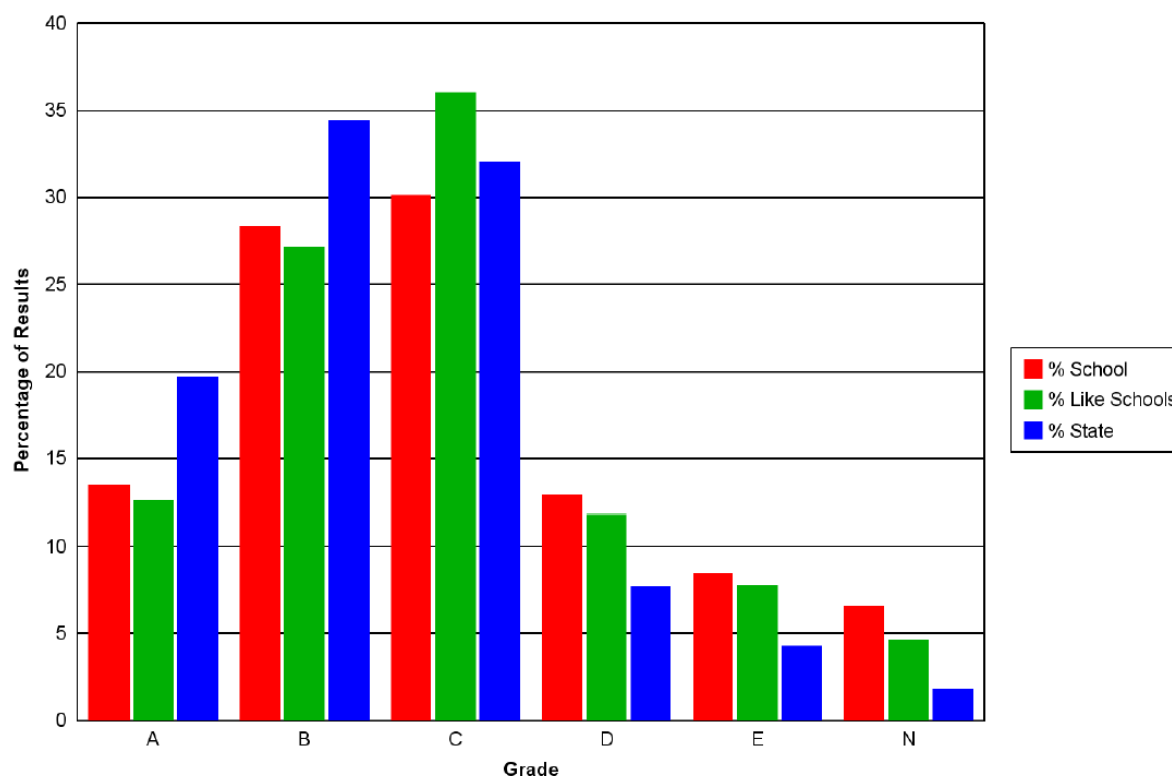
Progress Between Successive Tests

		Numeracy		Reading		Writing		Grammar		Spelling	
		Student Count	% Progress Group	Student Count	% Progress Group	Student Count	% Progress Group	Student Count	% Progress Group	Student Count	% Progress Group
Salisbury East High School	N/A	33	0.0%	36	0.0%	35	0.0%	33	0.0%	33	0.0%
	Lower 25%	28	20.1%	40	29.4%	35	25.5%	29	20.9%	37	26.6%
	Middle 50%	76	54.7%	78	57.4%	78	56.9%	77	55.4%	76	54.7%
	Upper 25%	35	25.2%	18	13.2%	24	17.5%	33	23.7%	26	18.7%
DECD	N/A	3,406	0.0%	3,350	0.0%	3,245	0.0%	3,207	0.0%	3,207	0.0%
	Lower 25%	2,069	24.4%	2,110	24.7%	2,113	24.4%	2,111	24.3%	2,045	23.6%
	Middle 50%	4,471	51.1%	4,489	51.0%	4,538	51.0%	4,602	51.4%	4,648	52.0%
	Upper 25%	2,076	24.5%	2,073	24.3%	2,126	24.6%	2,102	24.2%	2,122	24.5%
Northern Adelaide	N/A	731	0.0%	728	0.0%	717	0.0%	698	0.0%	698	0.0%
	Lower 25%	459	26.6%	483	27.9%	506	29.0%	496	28.2%	452	25.7%
	Middle 50%	960	53.6%	927	51.6%	915	50.6%	945	51.7%	974	53.3%
	Upper 25%	343	19.8%	355	20.5%	355	20.4%	354	20.1%	369	21.0%

SECONDARY STUDENT ACHIEVEMENT: SACE

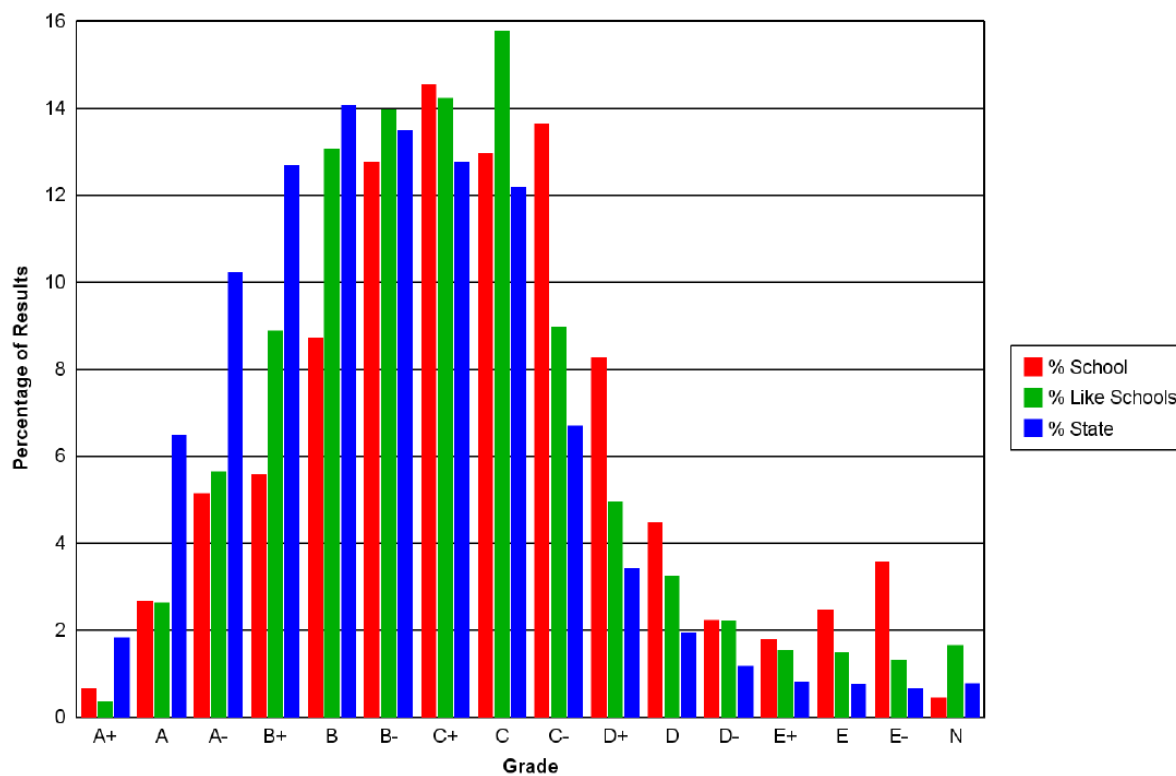
Student Achievement SACE Stage 1

Stage 1 School Subject Results - by Grade Distribution

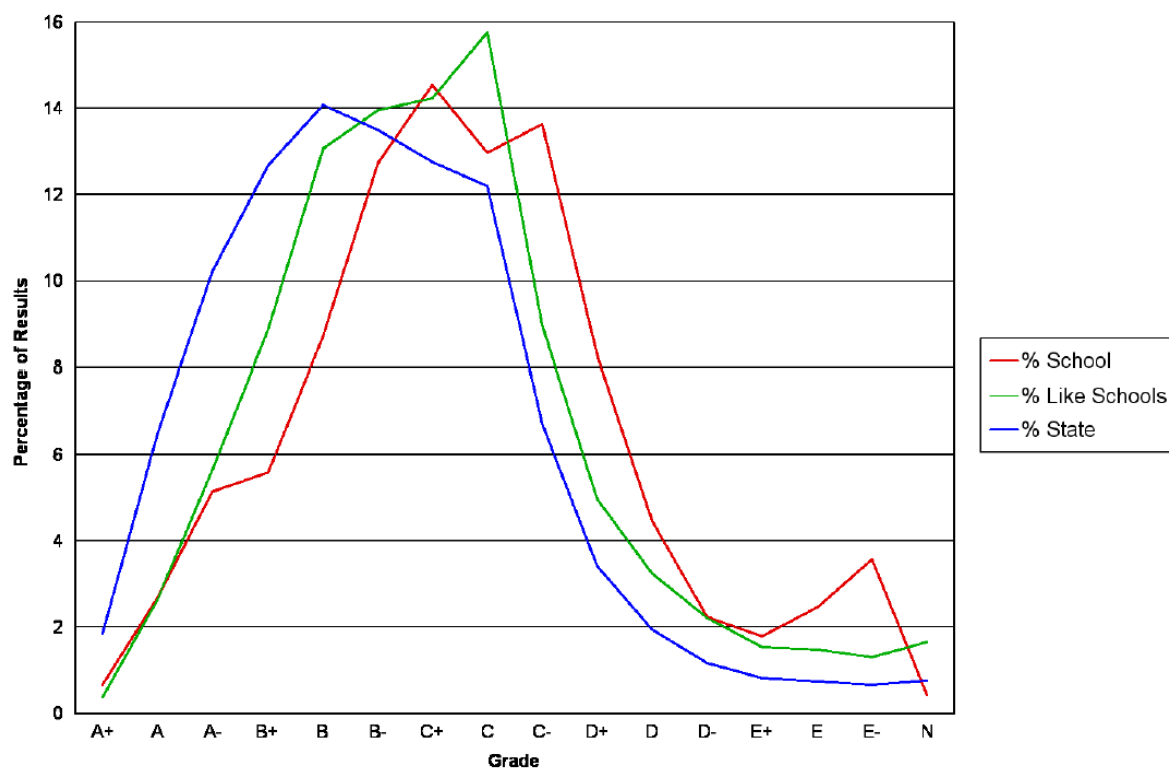


Student Achievement SACE Stage 2

Stage 2 School Subject Results - by Grade Distribution



Stage 2 School Subject Results - by Grade Distribution



APPENDIX TWO

WELL BEING AND STUDENT SUPPORT SERVICES		
Data Analysis 2007	Site Improvement Targets	Data Summary 2010
ENROLMENT <i>Student Enrolment by year level</i> <i>Student Enrolments Specific Populations</i> <i>Governing Council members, role and attendance</i>	ATTENDANCE, PROGRESSION & RETENTION <i>Student attendance including Year Level</i> <i>Attendance by year level and by ASTI</i> <i>Year Level Student apparent retention years 8-12.</i> <i>Apparent progression ratios by year levels</i> <i>Numbers of students receiving academic awards</i>	SUSPENSIONS <i>SBM – suspensions (internal use only)</i>

SEHS Targets:

Retention rate increase to 62%.

ENROLMENT

Student Enrolments (FTE) by year level 2009 – 2011

Year Level	2009	2009	2009	2010	2010	2010	2011	2011	2011	Change	Change
	M	F	T	M	F	T	M	F	T	2009 - 2010	2010 - 2011
8	112.0	87.0	199.0	87.0	81.0	168.0	73.0	82.0	155.0	-31.0	-13.0
9	109.0	80.0	189.0	104.0	76.0	180.0	91.0	77.0	168.0	-9.0	-12.0
10	88.0	88.0	176.0	108.0	73.0	181.0	108.0	74.0	182.0	5.0	1.0
11	72.0	69.0	141.0	67.8	79.8	147.6	72.0	52.0	124.0	6.6	-23.6
12	42.0	56.0	98.0	50.4	53.8	104.2	42.7	57.8	100.5	6.2	-3.7
Total	423.0	380.0	803.0	417.2	363.6	780.8	386.7	342.8	729.56	-22.2	-51.3

Student Enrolment by Specific Population

Student Group	2009	2009	2009	2010	2010	2010	2011	2011	2011	Change	Change	
Student Group	M	F	T	M	F	T	M	F	T	2009-2010	2010-2011	
ATSI	8.0	11.0	19.0	15.0	10.0	25.0	12.0	13.0	25.0	6.0	0.0	
NESB	32.0	35.0	67.0	40.8	41.0	81.8	39.0	35.0	74.0	14.8	-7.8	
ESL	32.0	39.0	71.0	43.0	30.0	73.0			74.0	2.0	1.0	
Disabilities	56.0	21.0	77.0	57.0	16.0	73.0	55.7	13.0	68.7	-4.0	-4.3	
School Card	105.0	108.0	213.0	106.8	101.0	207.8	106.0	102.0	208.0	-5.2	0.2	

ATTENDANCE

Figure 4: Attendance by Year Level

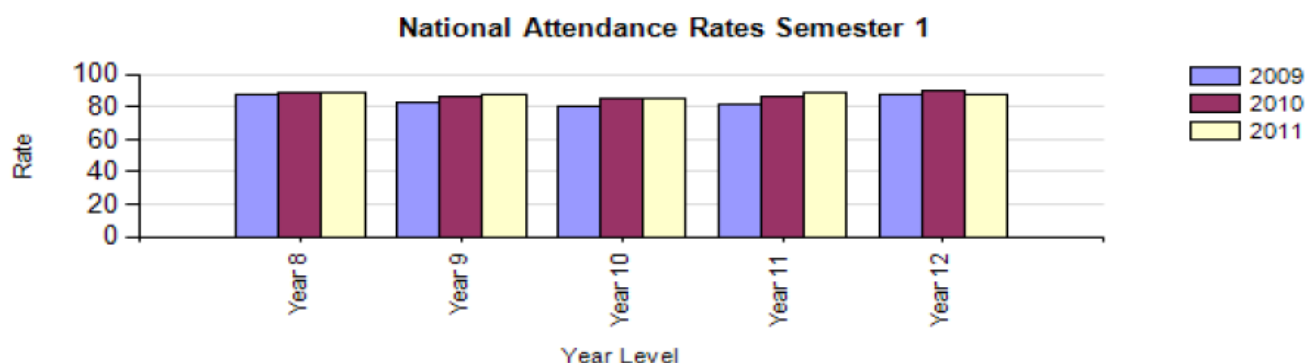


Table 4: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2009	2010	2011
Year 8	87.6	88.6	88.1
Year 9	82.5	86.5	86.9
Year 10	80.4	85.6	84.6
Year 11	81.0	86.5	88.3
Year 12	87.2	89.9	87.3

Attendance Rates by Year Level 2011

Year Level	2009	2009	2009	2009	2010	2010	2010	2010	2011	2011	2011	2011	Change
Year Level	School	Region	DECS	Index	School	Region	DECS	Index	School	Region	DECS	Index	2010-2011
Year 8	87.6	86.6	89.2	90.4	88.6	87.2	89.5	90.5	88.1				-0.5
Year 9	82.5	83.9	86.8	88.0	86.5	84.2	86.8	87.7	86.9				0.4
Year 10	80.4	83.1	85.2	86.5	85.6	82.9	85.4	86.6	84.6				-1.0
Year 11	81.0	82.3	84.9	85.7	86.5	82.6	84.9	85.1	88.3				1.8
Year 12	87.2	83.0	86.3	87.3	89.9	83.3	86.0	86.7	87.3				-2.6
Secondary Total	83.6	83.9	86.6	87.7	87.2	84.1	86.6	87.4	86.9				-0.3
Total	83.6	88.7	90.0	90.8	87.2	88.8	90.0	90.7	86.9				-0.3

Attendance Rates ATSI by Year Level 2011

Year Level	2009	2009	2009	2009	2010	2010	2010	2010	2011	2011	2011	2011	Change	Change
Year Level	School	Region	DECS	Index	School	Region	DECS	Index	School	Region	DECS	Index	2009-2010	2010-2011
Year 8	81.4	77.4	76.6	83.2	84.8	77.2	76.4	81.3	70.6				3.4	-14.2
Year 9	68.0	74.1	71.4	76.9	87.6	70.8	70.3	74.5	81.7				19.6	-5.9
Year 10	84.2	76.2	68.8	76.6	75.6	73.2	69.6	77.3	85.3				-8.6	9.7
Year 11	88.3	68.3	68.0	79.8	93.9	72.9	69.7	65.1	79.9				5.6	-14.0
Year 12	83.4	75.7	74.8	82.0	97.0	73.8	73.2	82.1	82.8				13.6	-14.2
Secondary Total	77.2	74.3	72.0	79.7	84.1	73.6	72.0	76.7	81.4				6.9	-2.7
Total All Year Levels	77.2	79.8	78.4	84.7	84.1	79.8	78.6	83.7	81.4				6.9	-2.7
Total ACARA 1 TO 10	73.6	81.2	79.5	85.2	82.1	80.6	79.4	84.5	81.6				8.5	-0.5

Student Apparent Retention 8-12

Year Level	Type	2009	2009	2009	2009	2010	2010	2010	2010	2011	2011	2011	2011
Year Level	Type	School	Region	DECS	Index	School	Region	DECS	Index	School	Region	DECS	Index
Year 8 to 12	Full-time	50.0	61.3	69.1	59.3	50.5	66.7	75.2	67.5	58.2	68.4	81.3	78.4
Year 8 to 12	FTE	50.0	66.6	79.5	65.4	52.1	71.7	84.2	70.4	59.1	72.6	87.5	80.6
Year 8 to 12	Persons	50.0	71.4	89.2	69.2	52.5	76.4	93.3	73.3	59.4	76.6	93.5	81.5
Year 8 to 10	Full-time	103.5	101.6	102.5	96.6	87.0	104.7	102.4	93.0	91.5	103.6	104.2	108.9
Year 8 to 10	FTE	103.5	101.7	102.6	96.7	87.0	104.7	102.7	93.0	91.5	103.7	104.3	108.9
Year 8 to 10	Persons	103.5	101.7	102.6	96.7	87.0	104.7	102.8	93.0	91.5	103.7	104.2	108.9
Year 9 to 12	Full-time	51.0	63.2	69.5	60.9	48.8	66.3	74.6	67.6	55.9	68.7	80.7	77.1
Year 9 to 12	FTE	51.0	68.7	80.0	67.1	50.3	71.4	83.4	70.6	56.8	72.9	86.9	79.3
Year 9 to 12	Persons	51.0	73.6	89.6	71.0	50.7	76.0	92.5	73.5	57.1	76.9	93.0	80.1
Year 10 to 12	Full-time	51.9	62.8	68.9	64.1	50.2	66.1	74.7	72.7	56.3	67.3	79.3	81.1
Year 10 to 12	FTE	51.9	68.1	79.0	70.2	51.3	71.1	83.5	75.7	57.1	71.5	85.2	83.3
Year 10 to 12	Persons	51.6	73.0	88.4	74.3	51.2	75.8	92.5	78.6	57.4	75.3	91.2	84.3



PATHWAYS AND PARTNERSHIP		
VET % of Year 11 Completion of cert Continued year 12 VET to Employment	Planned and actual destination %	

SEHS Target:

Percentage of Year 11 cohort 35% studying VET

Certificate completion 50%

NAR: Increase by 15 per cent the proportion of students receiving a Tertiary Entrance Rank (TER) SEHS increase by 5% by 2012.

SEHS: TER 65.0

Each year all secondary sites in NAR are able to accurately report on destination of 90% of school leavers

Planned Destination

Name	Gov School	Uni	TAFE	Paid Employment	Seeking Employment	Seeking Apprenticeship	Other Voc Provider	Total percentage
Total	1	35	15	16	0	1	0	68
Percentage	1.45%	51.4%	22.2%	23.5%	0.0%	1.45%	0.0%	100%

Actual Destination

Name	Gov School	Uni	TAFE	Paid Employment	Seeking Employment	Applied for Army	Other Voc Provider	Total percentage
Total	7	34	8	13	0	1	4	67
Percentage	10.5%	50.7%	11.9%	19.4%	0.0%	1.6%	5.9%	100%

	2007	2008	2009	2010	2011
Regional VET Percentage of year 11& 12.	2%	12%	19%	8%	17%
Cert completion	34%	31%	42%	63%	74%
Continued year 12	-	-	48%	29%	8%
SBA at year 11	-		4%	2%	2%
Employment/Apprenticeships before completion of course	--		8%	2%	1
Left school & gained employment after course completion			1%	5%	1%