



# **SALISBURY EAST HIGH SCHOOL**

School No.: 1011

## **2012 ANNUAL REPORT**



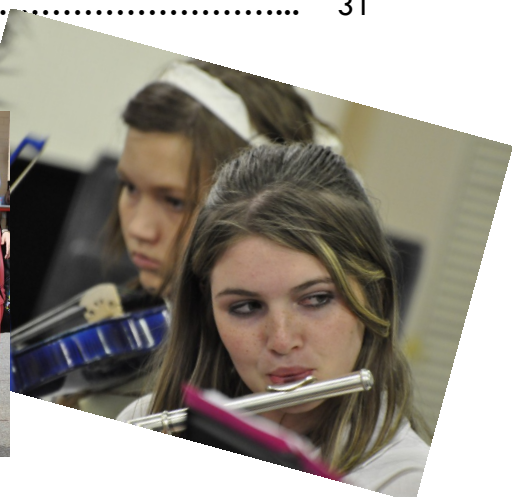
**Government  
of South Australia**

Department of Education  
and Children's Services



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## CONTEXT

<b>School Name:</b>	Salisbury East High School	<b>School Number:</b>	1011
<b>Principal:</b>	Jacqui van Ruiten	<b>Region:</b>	Northern

Salisbury East High School is an internationally accredited secondary school with a long and proud tradition of providing quality, personalised learning experiences to our students. The school is committed to providing a wide range of subjects with our Specialist Music, STEM (Science, Technology, Engineering and Mathematics) focus and student life programs attracting students from across Adelaide's northern suburbs.

Our student population is diverse with 20 nationalities represented (in small numbers), 4% identifying as Aboriginal and Torres Strait Islander (ATSI), 12% qualifying as having English as an Additional Language and Dialect (EALD), 9% on Negotiated Education Plans (NEP) and 25% on School Card. 748 students accessed our educational programs in 2012 (including 45 Flexible Learning Options students (FLO), but excluding our 2 full-fee paying international students). Whilst this enrolment figure was a slight decrease on the previous year, it also reflected the declining enrolment trends of our feeder schools, yet demonstrated that the school was still considered a desirable school in our local community. Throughout the year our staff worked to improve student retention through engaging activities along with new marketing strategies to promote our innovative learning initiatives. New senior school programs, including the SEAL (Salisbury East Alternative Learning) Program for disconnected youth, Peer Leading program and an active student voice model were developed and resourced to be implemented in 2013.

Salisbury East High School graduates have a reputation for achieving excellence in their academic and vocational programmes and the vast majority of students move successfully into University studies, TAFE courses and the world of work. The school offered 63 subjects accredited in the 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.

2012 was a **year of review, consolidation and forward planning** for Salisbury East High School as the school experienced leadership changes with the appointment of a new Principal and new Assistant Principal, Well-being. The Executive Team spent much of the year leading a review of practices and working with staff, students and parents to implement change in policies and processes. As 2012 was the final year of the school's Site Learning Plan, our work was a continuation from what occurred in 2010 and 2011 with a strategic focus on improved communication and increasing student participation and achievement.

Staff committed to regular professional learning in technology and its application to 21st century practice and continued the process of refining their curriculum and its delivery to support the implementation of the Australian Curriculum.

As a school we provided many opportunities for students to develop in a supportive, challenging learning environment. Students participated in leadership conferences, sporting competitions, academic competitions, quizzes, music and dance performances, industry tours, fundraising activities, camps and excursions to the city, the Art Gallery, Museums, and local sights.

In addition our school community welcomed international visitors, Indonesian teachers and students on Study Tours from China and Japan. These visits, both long and short-term, have enriched our school by providing unique opportunities to engage with young people from other cultural backgrounds in ways that recognise difference and create international friendships. Salisbury East High School is proud of our international focus, our international accreditation status, our language programs and our international programs. The school continues to be outward looking and has worked to strengthen our international partnerships and our relationship with DECD International Education Services with the establishment of an International Team and raising our profile internationally.

Facility improvements across the school have continued to be a focus for advancement in 2012. The 2012/2013 State Government budget announcement granting Salisbury East High School **\$7.040 million Capital Works project for a new Creative Arts Centre** (with Visual Arts, Dance and Music facilities), was a highlight. The 'planning and consultation' stage began in late 2012 with the anticipated project completion due in late 2014. Several other site funded projects were also actioned including the front-office redevelopment, refurbishment of the main building (with locker installation, painting and new flooring) and the upgrade of the board-room.





### **INTERNATIONAL STUDY TOURS AND PARTNERSHIPS**

In 2012 our International Team visited China to establish new partnerships and attend the 60<sup>th</sup> Celebration of our sister-school, Jioanan No 1 Middle School. During the summer break our principal was invited to join IES representatives to train leaders and promote SA schools in Java, Indonesia. These business trips have already generated future business ventures and strengthened our sister-school relationship with four schools. Throughout 2012 the school worked closely with International Education Services (IES) to successfully host two student study tours (with 14 students from our sister-school in Jioanan, China and 22 Year 9 students from Ritsumeiken, Japan) and provide teacher observation for 12 Indonesian teachers. As well as the rich learning experiences these programs provide our students, they also provide additional funds for our school. Based on the successes of our 2012 international programs, our team's commitment and our international reputation we have already increased the number of long-term international students to 4 and have committed to hosting four international study tours.



### **COMMUNITY PARTNERSHIPS**

To further increase our VET offerings and meet accountability requirements the school established a **new partnership with Training Prospects to deliver Electro technology (Electrical)** in our new Trade Training Centre facility. This program will commence in 2013 with approximately 16 students from across the northern region.

The school investigated participation in various new programs to influence student connection with school and pathways. These programs include:

- the **Beacon Foundation Program** from 2013, which aims to inspire, up skill and offer pathway opportunities to our Year 10 students in partnership with local business and community groups.
- **AIME Program:** A mentoring program to support our indigenous students
- **'Yourtutor':** An on-line tutoring scheme available after-school in a range of subjects.

## LEARNING TECHNOLOGIES and COMMUNICATION

The expansion of learning technologies across our school and the consolidation of various e-strategies has contributed to improve student learning and parent communication. For the first time our senior students were able to hire netbook devices to support their 'on time' learning which was also supported by increased materials on the school moodle site. SMS messaging and email communication was positively introduced to promote school events and share student absence information with our parent body. All school publications (ie newsletters and letters) were uploaded onto our website and our families had access to an interactive, on-line course counselling facility. In addition staff increased their skills using the DayMap Learner Management system to track student attendance, write student reports and share information about students. Each of these new initiatives has been positively received.

Further ICT developments were explored in consultation with our community, culminating in our current plans to establish a new Virtual Desktop Infrastructure across our school and the introduce a 'bring your own device' program with our Year 8 student cohort.

## STUDENT SUCCESSES

At SEHS we have a proud tradition of providing students the opportunity to engage in competitions that provide enriching challenges to support STEM pathways and Gifted students. We have experienced an increase in student participation and success in a range of competitions. The Australian Mathematics Competition had 49 participants of which more than half received meritorious awards (5 distinctions and 20 credits). Our participation in the NASSSA Maths Olympics hosted by SEHS saw our Senior 1 team win overall Senior prize across the Northern region with our Senior 2 team earning second in that division. Our students also performed well in the Rio Tinto Science competition with 4 students achieving Distinctions and 5 receiving Credits.

With the introduction of the Cross-Curricula unit of work 'Scalextric', Year 8 students also had the opportunity to participate in the Concept to Creation (C2C) Holden Cruze Challenge. 2012 was our inaugural year and our students were proud to boast a position of 3<sup>rd</sup> out of 7 schools from

across the state.



- Successful Show Time and MAD Night performances, showcasing the amazing talents of our Arts students in Dance, Music, Multimedia, Art and Design.
- Successful Music Camp and performances in the Riverland.

## STUDENT SUCCESSES (continued)

- Four Year 11 students, Vince Franco, Neil Dien, Josh Hansford and Matt Heath, successfully applied to participate in science and technology seminars in Sydney during the summer break.



- Abigail Davey was a successful recipient of a Maurice de Rohan Scholarship for the SpiRit of Science Program 2012 and travelled to London in December to attend the young peoples' Christmas Lectures at the Royal Institution of Great Britain.
- Introduction of a new Elite Physical Education Program (EPEP) and student selection process., which involves South Australian Sports Institute (SASI) fitness testing and skill requirements.

The PE students and faculty also celebrated a range of sporting achievements and highlights including:

- ◊ Northern Zone Open Indoor Cricket (Boys) – Champions
- ◊ Northern Zone Open Badminton (Singles) – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>
- ◊ Northern Zone Open Badminton (Doubles) – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>
- ◊ Northern Zone Open Beach Volleyball – Champions
- ◊ Northern Zone 5-A-side Soccer (Boys and Girls) – 3<sup>rd</sup>
- ◊ Northern Zone Open Basketball (Boys) – 3<sup>rd</sup>
- ◊ Northern Zone Open Basketball (Girls) – 2<sup>nd</sup>
- ◊ Northern Zone Open 9-A-side Football (Boys) – Champions

The school placed 28th (out of 205 schools) in the prestigious Howard Mutton Award (that recognizes the school's involvement and success in zone, state and knock-out championships). This is our best achievement and one we are hoping to build on in 2013.





## STUDENT SUCCESSES (continued)

- Taylor Angelikis, Year 12 student, represented SA schools in the solo, male division of the National Aerobics Championships in Sydney.



- Tyler Hill was the 2012 DUX with an ATAR score of 95.70.
- 16% of Year 12 students achieving very high ATAR Scores
- 47% of students completing their SACE with VET competencies
- James Harrat, Priyah Hurdowar and Samantha Folkard were each awarded the 2011 Australian Vocational Student Prize, where they were nationally recognised for their achievements in 'completing their senior studies while undertaking a VET or school-based apprenticeship'

## RE-VISIONING SALISBURY EAST HIGH SCHOOL

In 2012 Salisbury East High School reviewed site directions and developed new guiding, improvement priorities and leadership structure, in consultation with school community groups. This process was implemented in response to the 2011 CIS recommendation. The draft Vision and Values statements are to be ratified by Governing Council in 2013.

**Our vision is to inspire students to pursue personal excellence and become resilient global citizens by providing supportive and innovative learning experiences**

The Salisbury East High School Community's actions and interactions are based on the values of:

**respect, integrity, excellence, pride and responsibility.**

### *New Leadership roles and structure*

Staff and Governing Council members were also involved in the re-visioning of leadership roles within the school for 2013 and beyond. As a result the Executive team's roles were redescribed as follows:

- *Deputy Principal:* Quality Assurance and Accountability, Internationalism, Daily Operations, Professional Development, HR Management
- *Assistant Principal, Student Well-being*
- *Assistant Principal, Curriculum Innovation and 21<sup>st</sup> Century Learning*
- *Senior Leader 1: STEM and Gifted Programs*
- *Senior Leader 1: Literacy and Special Programs*

It was also determined that Year Level Coordinators would support the same year level to provide greater expertise and understanding related to the particular needs and curriculum requirements of the cohort.



## 2. REPORT FROM GOVERNING COUNCIL

Governing Council has provision for 17 members, 10 parents, 2 staff, 2 students, 2 community members and the Principal. For 2012 there were 14 members as there were only 10 nominations from the parent body. The Council met nine times throughout 2012.

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 2012 including Debt Collection and ICT advancement. The Governing Council has reviewed 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.

The main areas Governing Council undertook this year centred around advice and guidance with general School Policy. Council supported a poll of parents to legally recover the full amount of school fees and set an increase in fees to \$405 for next year. Council has supported ICT advancement in the school by endorsing new infrastructure plans and the BYOD policy for new Year 8 students. The Council contributed to the review of our site directions and guiding statements; provided feedback on the introduction of new uniform items (as part of our Uniform policy) and supported the implementation of a new 'staggered start' at the beginning of the 2013 school year. Throughout the year the members have provided feedback on our electronic communication model (including SMS, email and website communication).

In relation to resources and finances the Council applied for and acquitted a number of grants, approved the Budget and financial statements for the 2012 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 Governing Council employed an indigenous student trainee undertaking Certificate III in Community Services, Youth Work.

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.

## 2. REPORT FROM GOVERNING COUNCIL

### 2.1 Annual Report Verification

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

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

The Chief Executive

The school community

All Members of the Governing Council

Mr David O'Brien, 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,  
SEHS Governing Council,*



### 3. SITE IMPROVEMENT PLANNING

#### INTRODUCTION:

Staff and Governing Council members engaged in self-review processes, using DIAf principles, to demonstrate our ongoing commitment to continuous improvement, collect and review valuable feedback about our school, affirm good practices and, above all, identify areas for further improvement. This informed our work for 2012 and site improvement priorities for the next three years.

The Site Priorities for 2012 included:



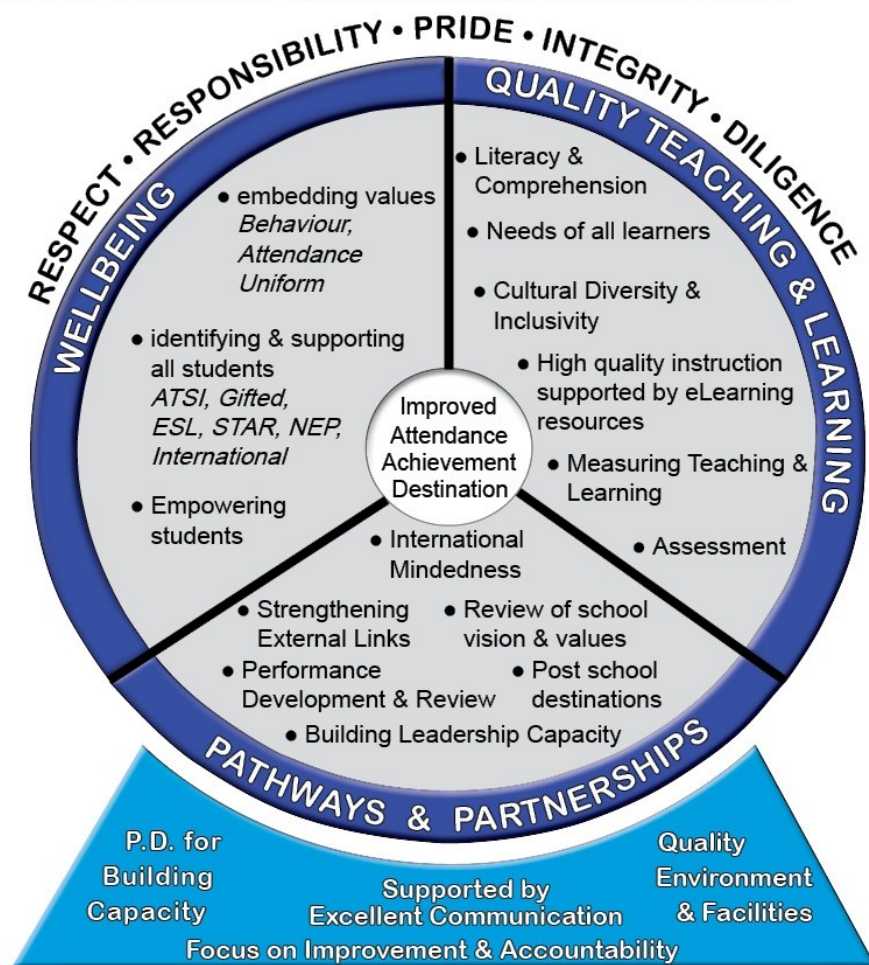
## Site Improvement Plan



#### VISION STATEMENT

SEHS has high expectations of all students, staff & parents in regard to their intellectual potential; success in vocational and co-curricular activities; respect for themselves and for others; work out-put and responsible behaviour.

Our students engage in a wide range of learning opportunities which connect Salisbury East High School with local, national and international communities





### 3. SITE IMPROVEMENT PLANNING

#### 3.1 STRATEGIC DIRECTION 1: Quality Teaching

##### Target/s:

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

- Improve Grade Point Average of middle school students ( $> 3.5$ )
- Improve SACE Completion to be comparable to like schools data
- Increase the A-Band and improve the percentage of passing grades, ie A, B and C Grades in Year 12 subjects  $> 80\%$
- Increase the mean ATAR Score  $> 59$
- Increase percentage of students who achieve an ATAR ( $> 70\%$ )
- ATSI students achieve SACE Completion
- VET participation is 35% with 79% certificate completion

##### Progress/Achievements

2012 progress and achievements in relation to our targets are positive. 2012 student achievement is the best it has been for a number of years. A trend of continuous improvement in Year 12 results is now evident in 2010, 2011 and 2012. We feel the improvement demonstrated is a step in the right direction that now needs to be maintained and built upon to consolidate further improvement.

The percentage of combined A, B and C Grade bands at Year 12 was 82%. This has improved from 76% in 2011, the first year of our current SACE curriculum. SACE Completion in 2012 was 78%, improved from our 2011 base line data of 72%. Mean average ATAR score increased from 54 in 2011 to 59.90 in 2012 with 75% of our students achieving an ATAR score in 2012.

Increase in VET participation to 47% of our SACE students using VET to complete their SACE. 82 senior students undertook some VET competencies in 2012 with 10 students engaging in Certificate III courses (100% completion.) and 7 students undertaking SBAs. Students continue to be supported to access a range of flexible options to complete their schooling.



In the senior years we have supported students to be successful by monitoring individual progress and where necessary influencing students to engage in a program of learning that is the most appropriate for them.

Interim Reports were introduced for senior students in Term 1 to identify students at risk of underperforming. This effective strategy will be expanded for all year levels from 2012.

### 3.1 STRATEGIC DIRECTION 1: Quality Teaching (continued)

It is interesting to note that 88% of our SACE completers successfully completed more than the compulsory 210 credits. This is indicative of the range of courses, in addition to their Year 12 subjects, that students at Salisbury East have access to, which can be used to contribute to SACE completion; including VET subjects, work-based apprenticeships and community learning programs.

#### Curriculum and Professional Learning

In 2012 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 and provided consistency in terms of the content taught at each year level. AOS teams have reflected on students' achievement data and explored a range of strategies to improve results. The use of assessment rubrics and performance standards were also explored and implemented by AOS teams as a strategy to support structured assessment delivery and the provision of constructive student feedback.

We have worked on the development of Australian Curriculum through our targeted PD days which had a focus on the Capabilities and linking these to the creation of assessment tasks. Our other two PD days focussed on Quality Teaching (Assessment for Learning) and the TfEL was used to provide structure to the days. Strategic sessions were planned and delivered which focussed teachers' understanding to the improved delivery of content and emphasised the importance of formative feedback.

Staff identified and committed to trialling various formative assessment strategies, along with engaging with peer observation and the Australian Professional Standards for Teachers.

This continued to be a focus for staff development in a range of forums.



### 3. SITE IMPROVEMENT PLANNING

#### 3.1 STRATEGIC DIRECTION 1: Quality Teaching (continued)

A Quality Teaching Team was established to support the implementation of agreed quality teaching strategies and enable interested staff to research, trial and present a range of quality teaching strategies to colleagues. Feedback for this initiative has been positive and staff are encouraged to attend PD with this as its focus (eg Dylan William workshops).

Most staff engaged in our site's Performance and Development process (using the DECD proforma) and received feedback on their performance. The Principal and Assistant Principals participated in related professional learning facilitate our implementation and to model the process with middle managers. In 2013 our Middle Managers will also engage in professional learning to assist them in providing constructive feedback to their team.

The development of on-line programs through the use of Moodle continued to be a priority. With the introduction of the Australian Curriculum we worked towards the creation of centralised courses where teachers shared the development of critical resources and assessment tasks that meet the Australian Curriculum Achievement Standards. These courses will be on-line and made available to all students and teachers. The ability to collaborate on the preparation of assessment tasks and resources that address both NEP and Gifted students will make a significant difference in the way we support students to achieve the appropriate standard.





### 3.2 STRATEGIC DIRECTION 2: Well-Being

#### Target/s:

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

#### Progress/Achievements

Improved Staff wellbeing and voice, evidenced by increased staff collaboration, highly positive responses to the staff opinion and Psychological Health surveys.

Successful strategies included:

- ⇒ Open agendas
- ⇒ Meeting process reviewed
- ⇒ A Staff Well-being box was added to the Staff Room, monitored by PAC.
- ⇒ Regular PAC meetings and reports
- ⇒ Review of Decision Making process tabled with clear transparent, consultation process
- ⇒ Increased socialising opportunities and staff FISH (recognition) award

This year saw the introduction of our new uniform with our Year 8 and senior students. This has changed the look of our students and increased the standard of dress for the school. The students displayed pride in themselves and though it cannot be all attributed to the uniform, they also have a pride in their school. The continued work to upgrade our facilities and introduction of our new smart school uniform have contributed to the positive tone of our school and the sense of pride our students have for themselves and their school.



### 3.2 STRATEGIC DIRECTION 2: Well-Being (continued)

We have observed a substantial decrease in the level of vandalism around the site and received positive student comments related to the improved aesthetics around the school.



The 2012 Student Behaviour Management data demonstrated a slight decrease in the number of suspensions and exclusions from previous years. This was attributed to replacing the 'focus room' with a collaborative 'buddy support' approach, along with the effective (and timely) intervention strategies employed by the student services team and an increased whole-school focus on positive relationships.

Staff also engaged in professional learning centred on the implementation of the TfEL framework (and supported by current research) to improve pedagogy and engagement of students. Year level Coordinators developed their understanding of restorative practices and used these principles when dealing with students. This team have commented on the effectiveness of mediation meetings and restorative questioning.

Although the school provided a range of student voice options including student leadership forums, consultation groups and organisation committees for different events, our students expressed the need to increase student leadership capacity and opportunities in our school. From this feedback leaders developed a new student voice model incorporating peer leaders, Student Beacon Ambassadors and the new student council.

The Student Services team reviewed the site's grievance procedures, Anti-Bullying policies and related documentation to ensure DECD compliance. This was supported by the introduction of the National Safe Schools framework and restorative practices to reduce the occurrences

### 3.2 STRATEGIC DIRECTION 2: Well-Being (continued)

of bullying. These procedures were promoted to our community. Bullying data indicates that students did seek support and that incidences were followed up immediately. Throughout 2012, there were 19 cases of bullying across all year levels that resulted in the perpetrating student(s) being suspended from school, including 1 case that led to a student being excluded from SEHS. A further 17 incidents of bullying were successfully resolved by members of the student services team by using restorative practices and formal warnings/letters to perpetrators of bullying. Of the 36 reported bullying incidences, alarmingly over 70% of cases involved some connection to cyber bullying and online harassment. In response, the student services team delivered education programs about cyber bullying, online safety and bullying via the Student Development program. In addition, all students in yr8,9 and 10 watched a performance "The Hurting Game" that targets bullying and harassment online and resilience.

Further to the work in 2012, the school has initiated strategies to further reduce the occurrence of bullying and harassment by

- Increasing student involvement
- Raising awareness of bullying and harassment to the whole school community
- Involvement in National day of Action against bullying and violence
- Establishing and reviewing restorative practices with whole staff.



### 3.3 STRATEGIC DIRECTION 3: Pathways and Partnerships

#### Target/s:

Improve **connections** with community:

- Strengthening links with local community and tertiary institutions
- Review and align new guiding statements
- Refocus on international mindedness (including formalising international partnerships)

#### Progress/Achievements

Improved Communication:

- ◇ SMS messages re: absence
- ◇ Regular Newsletters
- ◇ Updated website
- ◇ 2 Parent teacher interviews
- ◇ Reports posted home at the end of the year
- ◇ Interim reports and Student alerts sent home re: non submission



### 3.3 STRATEGIC DIRECTION 3: Pathways and Partnerships (contd)

Refocus school on international mindedness:

- Staff engaged with recommendations from CIS review (which was incorporated into 2012 priorities and Teacher Action documentation)
- Curriculum reviewed to reflect internationalism (more work required)
- International Students integrated into mainstream classes
- Increased number of international visits (including teacher training and study tours)
- Formalised three international partnerships and recommitted to our sister-school agreement with Jioanan No 1 Middle School in China.
- Harmony Day celebrated

Increased the number of VET offerings and established new partnerships with:

- \* Beacon Foundation
- \* Training Prospects (to deliver Electro-technology in our Trade Training Centre)
- \* AIME (Uni SA)

Increased school promotion in the community with the publication of new promotional materials, banners and displays at local shopping centres.

Once again the school actively participated in the C2C, ATP and STEM –related activities, which was supported by local industry and tertiary institutions. Through the expansion of our STEM focus our school has initiated developing formalised partnerships with industry.

Staff demonstrated commitment to strengthen our focus areas in STEM, ICT, Literacy and Creative Arts. They also strongly supported three site priorities for the next three years:

**Quality Teaching:**

- Develop rich assessment practices
- Embed Staff Performance Development processes

**Well-being:**

- Embed school values
- Increase student leadership and involvement

**Pathways and Partnerships:**

- Build global awareness
- Increase parent/community/tertiary involvement

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



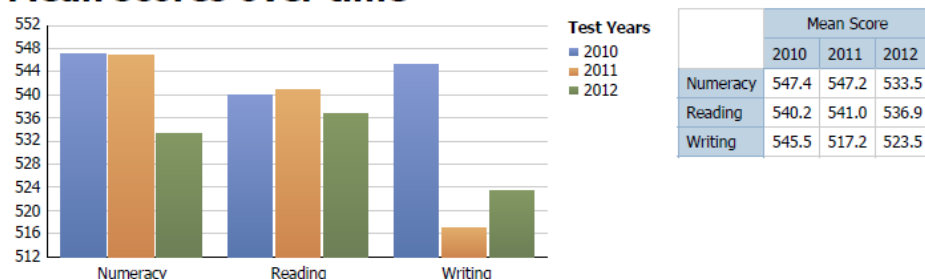
## 4. STUDENT ACHIEVEMENT

### 4.1 NAPLaN

86% of our Year 9 cohort participated in the 2012 NAPLAN testing. This was consistent with previous years and no student was exempted. When comparing 2012 and past results, the 2012 student cohort achieved a lower mean score in all areas. Comparing different cohorts is difficult. The 2012 Year 9 cohort had a high number of students from non English speaking backgrounds (16%). Our results are more comparable to our like grouping of index schools, however still slightly below these figures and the regional results. Our Writing mean score, although a decline from past years (since using the Persuasive genre type) was above the scores for Northern Adelaide and like schools. This suggests that the year 9 English topic 'So, you think you can persuade me?' is having a positive influence. Other explicit literacy strategies are being developed for implementation in 2013 to address the recent decline in achievement. Staff professional development and resources have been targeted in this area.

	2012 School	2012 Index	2012 Region	2012 DECD
Grammar	528.3	547.2	536.5	557.4
Reading	536.9	552.8	540.0	560.1
Spelling	539.2	553.3	544.7	560.5
Writing	<b>523.5</b>	522.9	515.4	533.2
Numeracy	533.5	555.4	541.1	563.4

### Mean scores over time



NOTE: Data recorded prior to 2008 used a different scoring method and is not directly comparable with data from 2008 on.

In 2012 more students achieved their National Minimum Standards in Reading, whilst Numeracy achievement remained consistent with previous years. Ironically our recent whole school focus on Comprehension with a focus on vocabulary, has not provided the anticipated positive effect. Further reinforcement on explicitly teaching subject specific vocabulary will be explored in 2013.

*Proportion of Year 9 Students meeting the National Minimum Standard:*

	2010	2011	2012
Spelling	81%	86%	80%
Grammar	85	81	82
Writing	85	72	69
Reading	86	85	89
Numeracy	88	91	88

#### 4.1 NAPLaN (continued)

When comparing the progress of our 2012 Year 9 cohort (overleaf) there were mixed results. An improvement in Numeracy was evident with progression from the lower band to the middle range, however a corresponding fall occurred from the upper band. The progression data in Reading is more of a concern with approximately a 5% decline in growth.

Growth by Test Aspect	Year 7-9	
	Progress Group	Site
Numeracy	Lower 25%	23.5
	Middle 50%	53.0
	Upper 25%	23.5
Reading	Lower 25%	29.8
	Middle 50%	50.8
	Upper 25%	19.4

SEHS have continued to be pro-active in addressing the literacy needs of students. In 2012 we continued with the literacy intervention program (additional literacy subject, EAL) 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 across Years 8-11. Students were targeted to be supported by literacy support SSOs and participated in EAL (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.

SEHS has shown some mixed NAPLAN results with the outcomes achieved by 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.

Further investigation and deeper interrogation of data is required. Leaders in the school are undertaking an in-depth analysis of this data and working to develop clear questions to interrogate the data in terms of learning and working towards targeting improvement across all areas for 2013. As a site we plan to investigate and resource literacy training for our support staff. Other plans include making data accessible to teachers and providing opportunities for students to reflect on their own personal data in Round Table presentations.

During 2012 our literacy leaders and Principal participated in the SPALL (Secondary Principals as Literacy Leaders) and Literacy for Learning training programs. This team will lead staff in improving literacy across our school that will be further supported by our Literacy PLC and classroom walkthroughs.

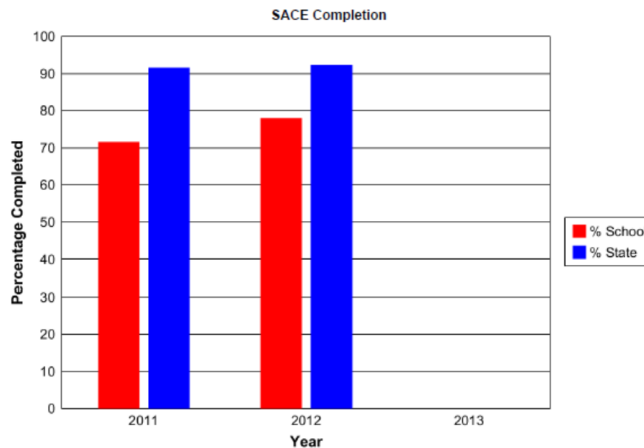




## 4. STUDENT ACHIEVEMENT

### 4.2 Senior Secondary – SACE (Stage 2 Results)

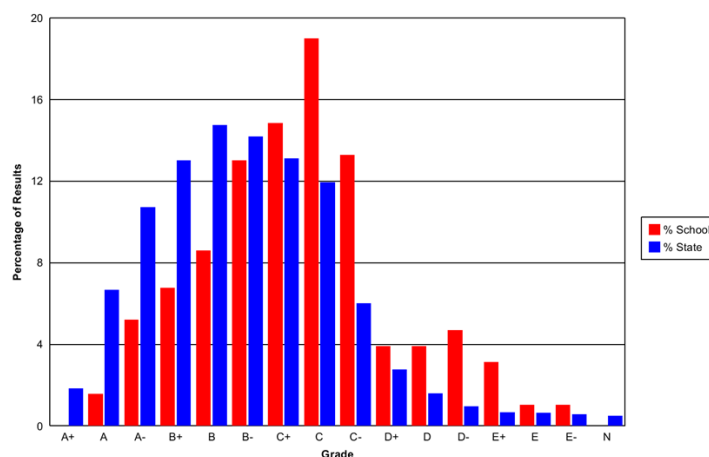
In 2012 57 Year 12 Students completed their SACE out of 73 potential completers. This indicates a completion rate of 78%, higher than the completion rate 72% achieved by the 2011 student group.



- 93% achieved a TAFE selection score (69% in 2011)
- 75% achieved an ATAR score (65% in 2011)
- Mean ATAR score was 59.9 (2011 Mean ATAR was 54.42)
- 16% of potential completers achieved a ATAR greater than 80

SACE results and access to preferred pathways were an improvement in 2012. Whilst the school increased the number of students satisfactorily achieving passing grades (from 77% in 2011 to 82% in 2012) the number of A-Grades declined. The average subject achievement score in 2012 was C (and C+ for our female cohort). Our Stage 2 grade distribution is showing a bias towards the C-D grade bands. A similar trend presents in our Stage 1 results with students achieving more C, D and E grades than the state average. 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 78%, which is an increase from 2011 up by 6% but a decline from 2010 (anomaly may be due to the introduction of the New SACE). Students accessed a range of courses to complete their SACE and 88% achieved more than 210 credits. In 2012 47% of our SACE completers also studied VET competencies.

Stage 2 School Subject Results - by Grade Distribution



## 4. STUDENT ACHIEVEMENT

The results for the compulsory Research Project represented a decrease in the number of A's from previous year, with 70 students achieving a C-grade or better, 9 students receiving a D grade or less, which is disappointing. We have initiated greater focus on meeting deadlines with our students and identification of students having difficulty and supporting them to submit assessment task.

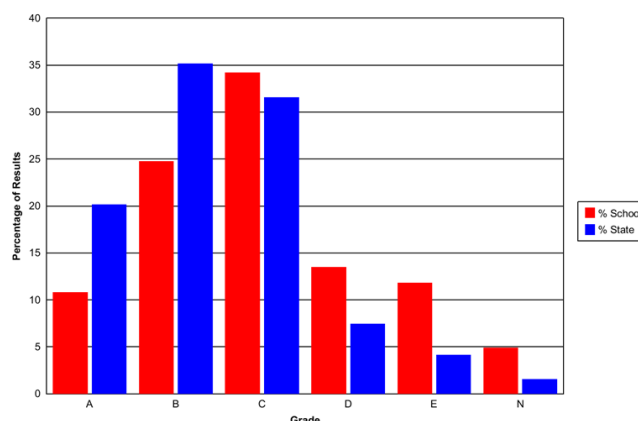
### 4.2 Senior Secondary – SACE (Stage 1 Results)

The percentage of students who achieved satisfactory achievement in their Year 11 Stage 1 subjects was 83.3%. This is similar to the 84.9% achievement rate of 2011 and below that of State and our like schools group. This highlights an area of exploration for us.

*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 remained equivalent to 2011, with a small increase in our A grades and slight decrease in the number of D and E grades. In most subject areas the trend appears to be higher values in C, D and E grade bands than state average and lower values in the A, B grade bands. Other subjects, such as Maths Child Studies and Community Studies show more A grades than the state average.

Stage 1 School Subject Results - by Grade Distribution



The analysis of 2012 Stage One Literacy, Numeracy and PLP student achievement data highlighted a slight increase in satisfactory completion from previous years. The school recognises, however, that more work needs to be done to improve this data, monitor student progress (and involve parents in this process) and to increase student performance.

In Numeracy subjects our students achieved pleasing results with 84% successfully completing the course in Semester 1 and 78% in Semester 2. Student completion in Literacy subjects was 75% in Semester 1, followed by only 66% in Semester 2 (with 14% receiving a *pending* result and another 9% No achievement (N)). Student results in the 2012 PLP program were also mixed with 74% successful completion. It was also observed that student achievement decreased in Semester 2 in both Literacy and Numeracy, yet the number of N and pending results increased.

Stage 1 and 2 SACE Board school data has been shared with the school's leadership team. Case-management, moderation and the promotion of using multi-modal forms of assessment presentation in the middle school are strategies for future development.

## 4. STUDENT ACHIEVEMENT

### 4.3 Senior Secondary – VET Pathways

In 2012 we worked to expand our curriculum offerings to provide a wide range of subjects in the SACE, thus guaranteeing academic and vocational pathways. 82 senior students participated in a broad selection of VET programs and traineeships, such as retail, construction, automotive, plumbing and aged care to name a few. **47% of our students who completed their SACE used VET credits.** Ten of our students achieved 100% success rate in their completion of Certificate III qualifications. (One ATSI student was also employed by the SEHS Governing Council undertaking her Cert. III qualification in Youth work.) We are proud of these results and the work we are doing to keep our senior students connected with learning and their preferred pathways.

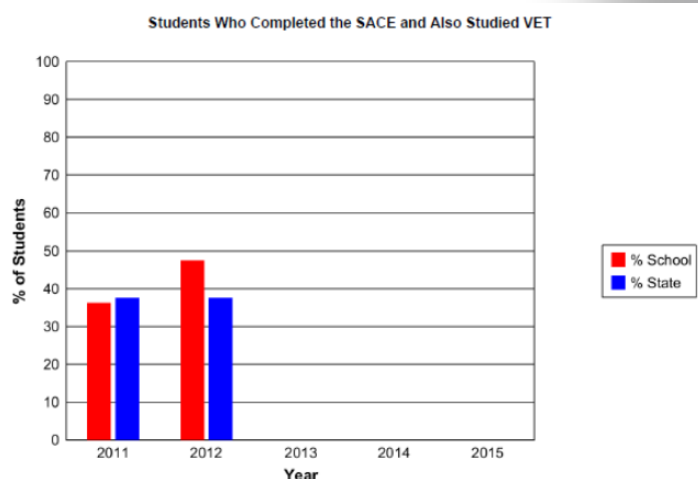
Our VET program supported courses offered across our Northern Adelaide State Secondary School Alliance sites with 41 students participating in these site-based programs.:

Animal Studies	2
Automotive	4
Building and Construction	8
Children's Services	6
Computing	1
Electro-technology	3
Hair and Beauty	8
Tourism and Hospitality	6
Horticulture	1
Music	2
Total:	41 students



Many student completed units of competency with 19 students completing Cert I competencies, 28 completed Cert II competencies and 35 completed Cert III. 10 students completed the full Cert III certificate with a total of 17 students completing SACE as a result of completing VET, which is a significant improvement from 2011. 30% of our SACE completers would not have achieved their SACE without VET. 7 students completed competencies towards a School Based Apprenticeship or Traineeship.

To further increase our VET offerings we established a new partnership with Training Prospects to deliver Electro-Technology (Electrical) in our new Trade Training Centre facility. The school also successfully applied to participate in the Beacon Foundation Program from 2013 to support students to remain connected at school through the involvement of our community organisations.





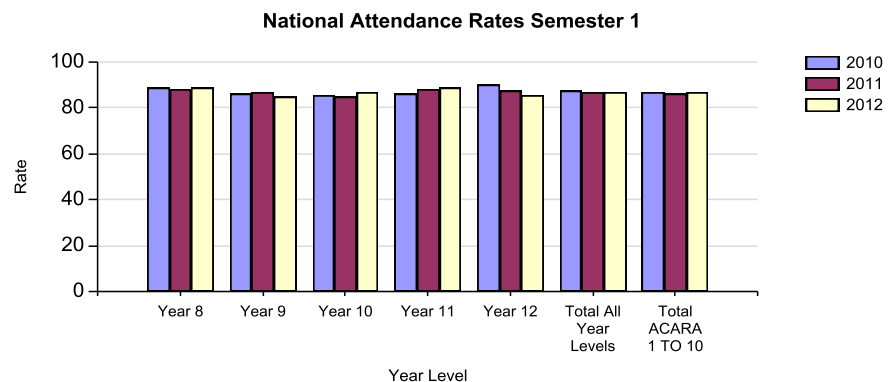
## 5. STUDENT DATA

### 5.1 ATTENDANCE

Attendance by Year Level	% Attendance		
	2010	2011	2012
Year 8	88.6	88.1	88.7
Year 9	86.5	86.9	84.7
Year 10	85.6	84.6	86.9
Year 11	86.5	88.3	88.6
Year 12	89.9	87.3	85.6
Total All Year Levels	87.2	86.9	87.0

#### Student Attendance

Our Attendance Rates have remained reasonably stable in 2012, in comparison to the 2010 and 2011 figures with the mean rate of 87%, only a slight improvement on 2011. In addition, our Attendance Rates appear to be congruent with the graphed data for National Attendance Rates.



The school and Student Services Team introduced a range of strategies aimed at increasing attendance based on the effective use of data gathered from the Daymap system. This has included educating staff in professional development that centres on the continual monitoring of student attendance data by home-group teachers establishing 'watch lists' and Year Level Managers analysing daily attendance data to recognise and act on trends within data. In addition, a campaign of educating the school community with articles, 'every day counts' and 'its not ok to be away', dedicated to attendance appearing in the schools newsletter. Continuing from previous administrative procedures was the introduction of the SMS messaging system to notify parent/caregiver(s) re absence, this has had a positive impact on attendance with the school community embracing the improved communication. This system has also had a significant role in increasing the participation of the school community in such events as parent interview nights and presentation evenings.

Future developments include:

- ◆ increasing the staff ICT skills to use a range of Daymap tools (ie individual attendance maps) and 'put a face to the data'.
- ◆ Publishing weekly attendance rates per student and per home-group
- ◆ YLC using attendance summary to identify truancy
- ◆ Continue to increase education of school community re attendance
- ◆ Review and implement changes to attendance policy.

## 5.2 DESTINATION

Table 5: Intended Destination

Leave Reason	2011				
	School		Re- gion	Index	DECD
	No	%	%	%	%
Employment	17	7.5%	3.5%	6.1%	4.0%
Interstate/Overseas	5	2.2%	6.5%	7.6%	8.8%
Other	1	0.4%	5.1%	0.9%	2.3%
Seeking Employment	18	7.9%	4.5%	4.4%	3.5%
Tertiary/TAFE/Training	49	21.6%	5.1%	4.6%	4.9%
Transfer to Non-Govt Schl	12	5.3%	9.5%	8.8%	10.3%
Transfer to SA Govt Schl	62	27.3%	55.9%	46.5%	48.4%
Unknown	63	27.8%	10.0%	21.0%	17.7%

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

While some of this data is positive, the school will continue to explore strategies to retain students in hybrid SACE/TAFE options in 2013 and develop a new flexible learning program for disconnected young people looking to transition to other pathways. This also highlights the need for appropriate destination data for each cohort to monitor the number of students who have transitioned into viable learning or earning pathways away from SEHS and the support mechanisms that have enabled those students to transition successfully.

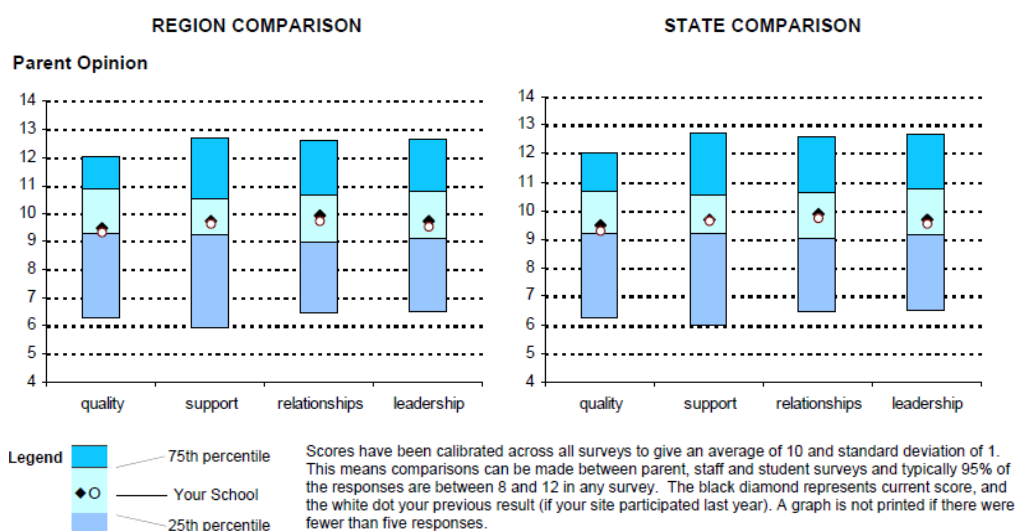


## 6. CLIENT OPINION

### 6.1 PARENT SATISFACTION SURVEYS

The school has utilised the centrally available opinion survey tools. This process distributes survey information to randomly selected families and parents were asked to respond to the survey online following instructions provided. The number of responses received this year was 14. Although this may not be a sufficient number for a valid survey, it still provides information.

The responses received placed the school in the middle 50% when compared to other schools. When compared to 2011, this year's survey responses placed the school at slightly higher levels in all of the four surveyed areas, namely 'Quality of Teaching and Learning', 'Support of Learning', 'Relationships and Communication' and 'Leadership and Decision Making'.



Positive responses included:

- All agreed that 'students from all backgrounds are treated fairly'
- Only 8% of responding parents disagreed with leadership related statements: 'the school is organised this year', 'I have confidence in management' and 'I believe that there is effective leadership in the school'
- 100% of responding parents agreed with the statement, 'I am satisfied with the management of facilities'
- 100% of respondents agreed with the statement, 'the school provides opportunities to discuss my child's progress'
- 23% disagreed with the statement 'I think my child receives high quality teaching at this school', however 31% strongly agreed and 31% agreed.

For our further investigation are the responses:

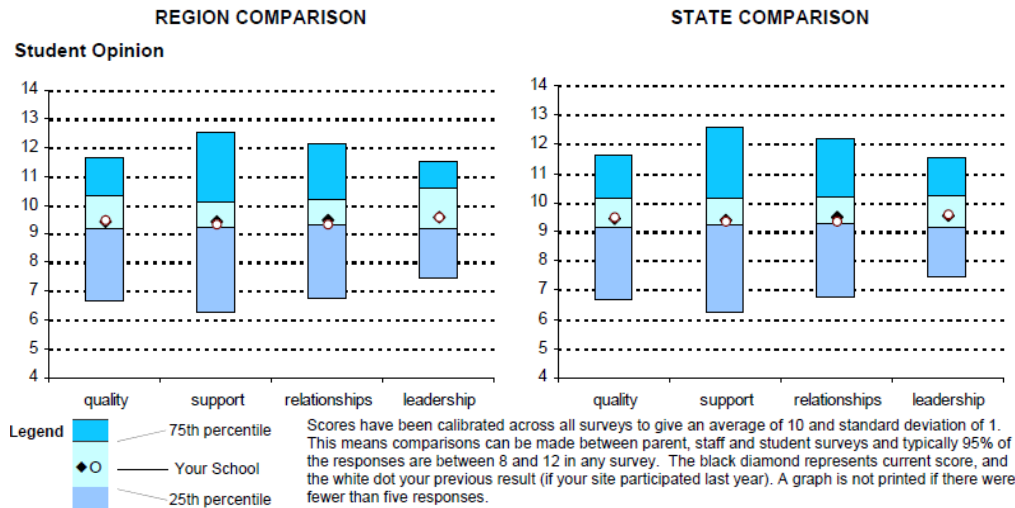
- 54% of respondents do not feel 'encouraged to be involved in the school'
- 25% indicated that they are not 'given opportunity to have a say in matters'
- 29% disagreed with the statement, 'my child's teachers provide help and support when needed'
- 31% stated that they do not believe 'Teachers are enthusiastic in their teaching'.

Parents gave a neutral response to a large number of questions indicating they neither agree nor disagree.



## 6.2 STUDENT SATISFACTION SURVEYS

The school utilised the centrally available opinion survey tools. The school received information from 82 student responses this year. The school was positioned in the middle 50% when compared to other schools at a similar level to last year. This was a slight improvement in all areas from 2011.



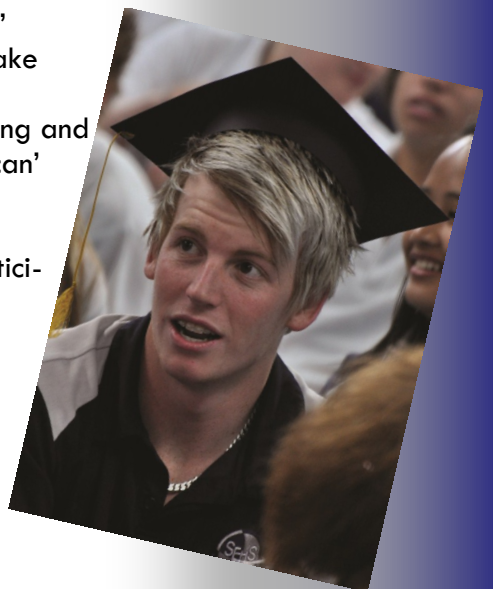
The students report that activities are interesting, teachers clearly explain what students are learning, they are learning a lot and they are generally happy about the quality of teaching and learning. They also report that students get along well with others, however they indicated their concern about the behaviour and friendliness of some students. Our students commented that they feel safe, supported and happy to be at the school. Whilst we have increased the opportunities for students to be involved in decision making and provide leadership students have indicated that they would like to see these opportunities extended further. Pride in our environment and extra-curricular activities are also recognised areas to develop.

Positive responses included:

- Only 4% of responses disagreed with the statement, 'my class activities are interesting and help me learn'
- 96% of responses supported the statement, 'If I am having difficulty my teachers help'
- 8% of responses disagreed with the statement, 'teachers give extra help when needed'
- 91% of responses agreed that they are 'happy to be at this school'
- Only 6% of responses disagreed with the statement, 'staff would take good care of me if I was hurt or sick at school'
- 98% of responses agreed with the statements 'I know how I am doing and how I can improve' and 'my teachers expect me to do as well as I can' whilst 90% agreed that 'my school reports are accurate'
- 95% of our student respondents agreed that they 'like the kinds of things I am learning' and feel that 'students are encouraged to participate in school events'.

For our further investigation are the responses:

- 34% did not think the school is clean (46% neutral)
- 49% did not think everyone takes good care of the school
- 36% did not think students at this school are well behaved
- 34% believed that 'there is not a lot to do at recess and lunch'.



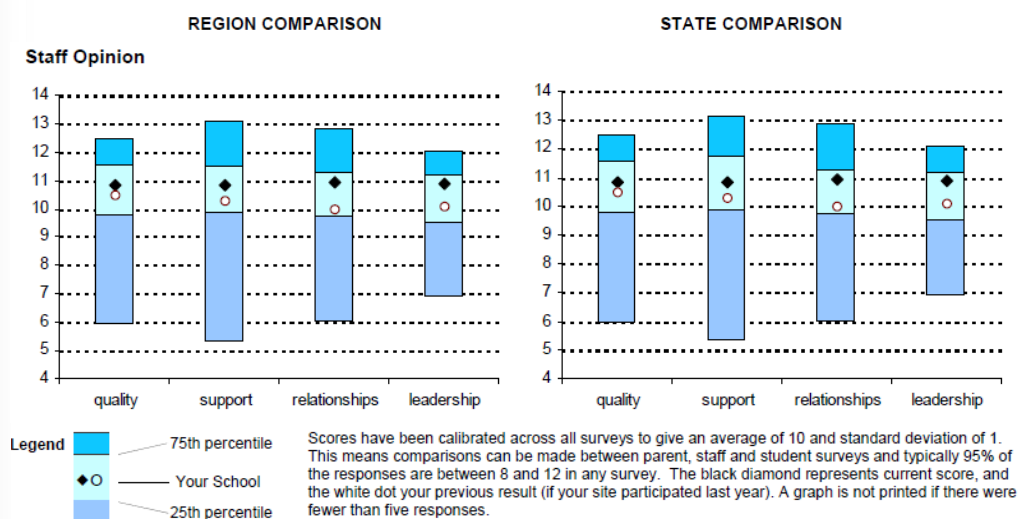
## 6.1 STAFF SATISFACTION SURVEYS

The school utilised the centrally available opinion survey tools. The school received information from 28 teacher responses, and was positioned in the middle 50% when compared to other schools. When compared to 2011, this year's survey responses indicated significant improvement and positioned the school close to the upper quartile.

During 2012 the leadership team has worked to develop collegiate collaboration with transparent consultation and communication processes. Well-being and communication activities including a Well-Being suggestion box, regular staff-acknowledgement and FISH award, door prizes, meeting reports and weekly morning staff briefings contributed to a more harmonious work environment.

All staff involved in this survey endorsed the statements:

- There is good communication between staff in this school (61% Agree (A), 39% Strongly Agree (SA))
- Teachers feel appreciated
- Teachers can freely express their opinion or concerns to other staff
- Our school involves staff in developing the school's vision (71% SA)
- I am happy to be at this school (25% A, 75% SA)



The most significant improvement was identified in the 'Leadership and Decision-Making' dimension with 7 out of the 9 statements featuring in the upper quartile eg 'There is supportive leadership' (39% A, 61%SA). Only 10 statements out of the 49 had either 4 or 7% disagreement (No staff member *strongly* disagreed with any statement).

Our work in 2013 will be to continue to involve staff in all future site developments and maintain our high expectations. Staff responses in the Psychological Health Survey were very similar to this feedback.



## 7. ACCOUNTABILITY—STAFF

### 7.1 STAFF ATTENDANCE, RETENTION & COMPOSITION

Average Staff attendance remains high at 96.2% in 2012, almost identical to the 2011 figure of 96.4%. Staff are very happy to work at Salisbury East High School (Staff Perception Survey 2012). However, the decrease in student enrolments has had a slight impact on our staff numbers, minimally affecting the retention rate of **teachers** as we reduce the overall number of teaching staff.

There was a slightly decreased retention of permanent staff (88% down from 91% in 2011) and an increase in the retention of contract teachers (50% compared with 44% in 2011) with a total retention rate of 83% (compared with 83% in 2011) from 2011 to 2012. There was a total of 10 teaching staff who left the school at the end of the 2011 school year (4 permanent and 6 contract teachers). Of the 4 permanent staff that left at the end of 2012, three retired. Two contract staff won permanent positions in other schools.

#### Workforce Composition

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	47.24	0.93	13.68
Persons	0	50	1	14

### 7.2 TEACHER QUALIFICATIONS

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

*Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.*

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

### 7.3 TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All teaching staff at Salisbury East High School participate in professional learning which is in line with the school priorities, Council of International Schools Accreditation recommendations and their personal professional development plans. This is evidenced by the fact that all but one of our staff met the 37.5 hour PD requirements for the shortened year.

The **Australian Curriculum** initiative has seen intensive involvement of some Areas of Study in the Phase 1 and 2 groups while the Phase 3 groups are involved in the early planning stages. Staff are supported to attend PD sessions and Area of Study meeting time is dedicated to sharing knowledge and clarification of issues. Whole school PD sessions have been run on student free days to allow expert input and extended time on task.



**Research Project** teachers met regularly in workshops to ensure consistency across the team and one member of the team was again involved intensively in 2012, gaining valuable experience in the state-wide moderation process. Additionally in other Areas of Study a number of teachers (in Maths, Health, Music and The Arts) access 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** projects have all enabled staff members to access PD and share with other members of their Areas of Study. **Scalextric** PD was a focus this year as Year 8 Maths and Science teachers received training and shared with colleagues.

**eLearning** has continued to develop, especially in Year 12 Physics and Specialist Maths. **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 embedding of the new student attendance and achievement system **Daymap** has necessitated whole staff professional development. 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.

Staff can apply for funding to attend relevant statewide and national conferences and a team attended an introductory **Beacon Foundation** conference in Melbourne in Term 4. Our **International Team** visited three schools in China in October 2012 to cement existing partnerships and explore new ones in Shenzhen, Shanghai and Jiaonan. A number of staff have accessed leadership training, (**Time to lead** and **Performance Counts**) and other sessions have already been booked in for 2013 to further develop the leadership capacity of middle managers.

Each year a Training Needs Analysis is conducted and relevant PD is sourced and provided by the **PD Committee** involving teaching and non teaching Staff. In 2012 **Restorative Practice**, **BELS First Aid**, **Asthma Training**, **Adobe Indesign**, **esolutions** training were offered and all staff were supported to complete the **Responding to Abuse and Neglect** PD online.



## 8. FINANCIAL STATEMENT

### Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$7,473,063
2	Grants: Commonwealth	\$68,655
3	Parent Contributions	\$278,083
4	Other	\$179,932



More information about our school and learning programs, including our context statement and CIS report, is available from our website at [www.sehs.sa.edu.au](http://www.sehs.sa.edu.au).



## **Salisbury East High School**

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