



Salisbury East High School

1011

Annual Report 2008

'Learning Together, Achieving Together'



Department of Education
and Children's Services



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School Annual Report 2008

School Name: Salisbury East High School

Location Number: 1011

PRINCIPAL'S COMMENTS

2008 was the final year of the school's three year *Site Learning Plan 2005-2008*. High achievement, effective pathways, strong relationships, local, national international citizenship and excellent communication remain a strong focus for our work. These align with goals and targets of the Kumangka Para District and our department's statement of directions (DECS).

The school continued its commitment to improvement and accountability by implementing many of the recommendations from the 2007 report by the Council of International Schools (CIS). Much of our work this year has involved working towards the "big four recommendations" to ensure our curriculum meets the needs of the full range of student learners, that staff are provided with high quality professional development and that we align our practices with our school vision and values. In addition, we have met the first two requirements of the CIS accreditation as evidenced by the Council's acceptance of our First Report on Planning and Progress and our Special Report submitted in October.

2008 has seen us:

- Continue to build a staff culture that is positive and receptive to change, and values the contribution/skills of staff.
- Increase the ways that parents/caregivers can be involved in decisions on policy and school improvements.
- Establish a student services team and school Aboriginal education team.
- Continue to document our curriculum in line with the CIS recommendations.
- Clearly articulate three pathways in the senior school namely, tertiary, vocational and civic.
- Build on our annual Round Table Assessment (RTA) for students from years 8-12 in preparation for the Personal Learning Plan of the future SACE. It also serves as a mechanism to improve the quality of teaching and learning and increase student engagement – RTA allows students to demonstrate how their learning connects with the real world.
- Implement a range of Professional development activities– including curriculum documentation, higher order thinking skills, staff study tour of China, literacy, assigning SACSA outcomes and the future SACE.
- Develop strategic partnerships with industry, educators and agencies to improve our year 7-8 transition process, enhance our curriculum and further pathway opportunities for our students (NASSPN, UniSA, Northern Futures, VTEC, TAFE).
- Submit an Education and Care Briefing for the establishment of a Birth to 12 School with our Salisbury East Cluster.

In 2008 we have reviewed the school's achievements against our published priorities in the current Site Learning Plan, and the CIS recommendations and plans. We have drafted a new Site Learning Plan but in 2009 wish to hold student and parent forums to allow us to further shape our priorities for the next three years. In particular we need to examine ways to enhance the participation of students and parents in our school's directions and decisions, in ways that they are comfortable.

We remain committed to continually reflecting on the educational service we provide to our community and to benefit the full range of students in our care.

We look forward to our work together in 2009.



Sue George-Duif
Principal



Dianne Dearden
Chairperson, Governing Council

ENROLMENT

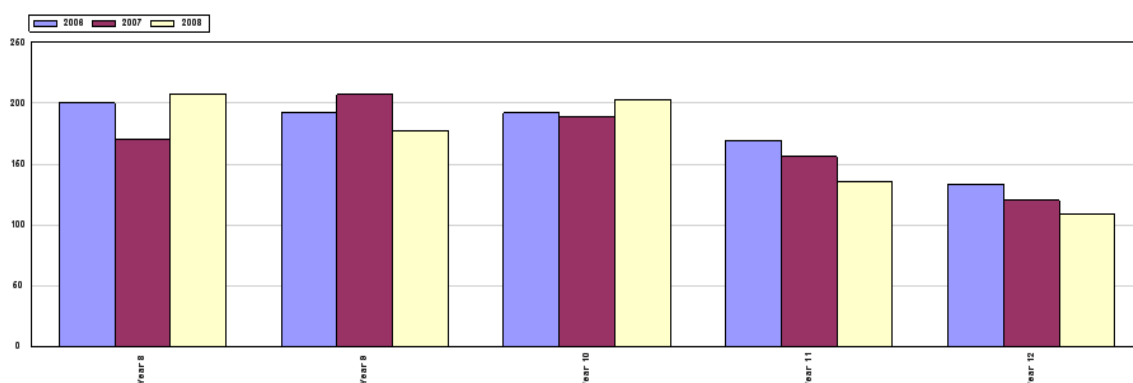
Our school has seen an ongoing decline in the total student enrolment numbers for the past 3 years; this trend is apparent across all year levels and consistent with the decline in enrolments across the Kumangka Para District. The greatest decrease has been in Year 9 which we attribute to largely to the school's prior decision to decrease the ceiling for this year level's enrolments in 2007. However, this year at Year 8 we have seen a 22% increase in enrolments (due to the 'raised ceiling') and a 7% increase at Year 10 from 2007-2008.

The outlook for 2009 is promising with the 2009 predicted enrolment for Year 8 standing at 217, with an approximately 38 person waiting list and an additional 55 students enrolled in our Flexible Learning Options Program (FLO).

We continue to have a diverse student population with 1.8% identifying as Aboriginal and Torrens Strait Islander (ATSI), 8.4% from Non-English Speaking backgrounds (NESB), 9% on negotiated curriculum plans (NEP) and 28% on school card.

In 2009 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 NEP's 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. In addition, the increasing incidence of NESB students means that our curriculum will continue to develop with a strong emphasis on internationalism and inclusivity.

Student Enrolments (FTE) by year level 2006 - 2008



Year Level	2006			2007			2008			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2006 - 2007	2007 - 2008
Year 8	105.0	95.0	200.0	81.0	89.0	170.0	115.0	93.0	208.0	-30.0	38.0
Year 9	101.0	91.0	192.0	105.0	102.0	207.0	82.0	95.0	177.0	15.0	-30.0
Year 10	100.0	92.0	192.0	94.0	95.0	189.0	102.0	101.1	203.1	-3.0	14.1
Year 11	85.7	83.8	169.5	76.0	80.0	156.0	63.0	72.0	135.0	-13.5	-21.0
Year 12	56.2	77.0	133.2	60.0	60.0	120.0	44.6	64.6	109.2	-13.2	-10.8
Total	447.9	438.8	886.7	416.0	426.0	842.0	406.6	425.7	832.3	-44.7	-9.7

Student Enrolments Specific Populations (FTE) 2006 - 2008

	2006			2007			2008			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2006 - 2007	2007 - 2008
ATSI	6.4	11.0	17.4	6.0	7.0	13.0	5.0	10.0	15.0	-4.4	2
NESB	50.8	47.0	97.8	38.0	32.0	70.0	32.0	38.0	70.0	-27.8	0
ESL	73.8	68.0	141.8	51.0	42.0	93.0	38.0	42.0	80.0	-48.8	-13
Disabilities	49.0	16.0	65.0	46.0	13.0	59.0	53.0	21.0	74.0	-6	15
School Card	146.0	135.0	281.0	134.0	118.0	252.0	114.0	122.0	236.0	-29	-16

STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: HIGH ACHIEVEMENT

One of priorities indentified by the CIS (Council of International School) process is to ensure that our curriculum provides for the full range of students. The Council of International School's Special Report prepared in October, 2008 extensively details our plans, outcomes and strategies implemented in this area. This has resulted in the inclusion of higher order thinking skills in our teaching and learning programs and an exploration of how we can ensure our curriculum is relevant and engaging for students.

Structural improvements have included acknowledgement and celebration of achievements through school publications, term by term ceremonies and afternoon teas (academic, perfect attendance, competitions) in an effort to recognise and celebrate achievement. We have extended the roundtable assessment to every year level of the school in preparation for the implementation of the PLP (Personal Learning Plan). Anecdotal evidence indicated that this was successful; however further professional development on higher order thinking skills and preparation of students for success will be beneficial.

Our newly established Aboriginal Education Team have implemented a case management approach, developed individual learning plans, scheduled regular meetings for students and families, and reviewed and updated the SOSE curriculum to include an Aboriginal perspective. In 2008, we have collected baseline data for students identifying as Aboriginal, those on NEPs, and NESB which we will use to gauge our successes.

Area of study coordinators are currently evaluating program outlines for all 8-10 subjects and working with teaching teams to identify opportunities to embed higher order thinking skills (HOTS), to modify assessment processes to feature criterion referenced rubrics and to build in increased opportunities for student negotiation within the learning process. Most faculty areas have completed this task on the program overviews and are currently working with individual teachers to expand the detail in unit plans and assessment plans.

Area of study action plans have been completed for all 8 learning areas and coordinators are currently working with teams to ensure that SACSA outcomes are met, that HOTS are explicitly taught, that negotiated learning and assessment modes are intrinsic, that information technology skill development features for both staff and students and that multicultural perspectives are embedded. AOS and school wide professional development is currently being undertaken to inform those changes.

Coordinators are also working with teams to review and reform all assessment practices in Yr 8-10 classes. All units of work must feature a range of authentic assessment modes (tests, product/project, process, criterion-referenced, conferencing) and staff are being supported to use assessment rubrics as a tool for organising and managing assessment, for providing explicit criteria for students and for being inclusive in the range of assessment criteria and the way it is written/communicated.

We recognise the key to improving achievement for students lies with the provision of quality professional development. In addition to the traditional professional development we have expanded the concept of 'go to people' who are staff who have been identified staff with expertise in particular areas that are mentoring others and providing ongoing Professional Development and advice.



Literacy & Numeracy (Year 9)

	All students		Male students		Female students		Aboriginal and Torres Strait Islander students		Language background other than English students	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Spelling	556.2	78.2	551.1	86.4	560.4	71.0			545.9	90.6
Grammar and Punctuation	535.5	60.9	521.7	57.6	547.0	61.4			540.1	55.7
Writing	551.3	82.1	528.8	86.5	570.4	73.3			573.9	61.7
Reading	546.8	50.4	540.0	50.4	552.4	50.0			532.4	59.9
Numeracy	542.5	51.7	549.6	55.8	536.6	47.5			544.0	47.8

Table 3a: School means for all students as a proficiency band

Spelling	Grammar and Punctuation	Writing	Reading	Numeracy
7.5	7.1	7.4	7.3	7.2

Table 2: School band summary

The percentages and counts of students in each band for each NAPLAN test. The percentage and count of exempt students are shown below Proficiency Level 5 as they are counted as below minimum standard in the national tables.

Proficiency Band												
	5 or lower		6		7		8		9		10	
	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number
Spelling	16.0%	25 0	14.7%	23	30.1%	47	25.0%	39	11.5%	18	2.6%	4
Grammar and Punctuation	19.2%	30 0	24.4%	38	35.9%	56	15.4%	24	3.8%	6	1.3%	2
Writing	15.5%	24 0	25.2%	39	21.9%	34	23.2%	36	9.0%	14	5.2%	8
Reading	5.9%	9 0	30.1%	46	39.9%	61	19.6%	30	4.6%	7	0.0%	0
Numeracy	11.3%	17 0	34.0%	51	32.0%	48	17.3%	26	4.7%	7	0.7%	1

Note: The sum of the percentages across each aspect may not add up to 100 due to rounding.

Note: Bold figures are exempt students and these are included in the lowest proficiency level for comparison with national figures.

The National Assessment Program for Literacy and Numeracy results for SEHS were above the national minimum standard. The highest mean result for SEHS was spelling and the lowest was grammar and punctuation. In all components of the NAPLAN tests over 80% of students tested were above the National Proficiency Levels (82% for spelling, 80.8% grammar & punctuation, 84.5% writing, 94% reading, 88.7% numeracy).

Literacy continues to be a strong focus for our improvement of learning outcomes for our students. This year we focused on raising awareness of literacy issues and common strategies to improving literacy levels of all students through whole staff professional development activities, the purchase of resources and through the implementation of individual programs for all students below the bench mark by English and Maths teachers. In 2009 we plan to implement a literacy intervention program for year 8 and year 10 students who have fallen below the bench mark with Literacy (specifically reading and writing). In addition we will provide teachers with the results of the NAPLAN test results (in the areas of literacy and numeracy) and accompanying support to analyse the results and implement strategies for improvement.

This year two of our maths teachers initiated a mechanical mathematics program with their year 10 Pre-Vocational mathematics classes. The program involved in school activities, industry visits and training with VTEC (a private provider in the area of

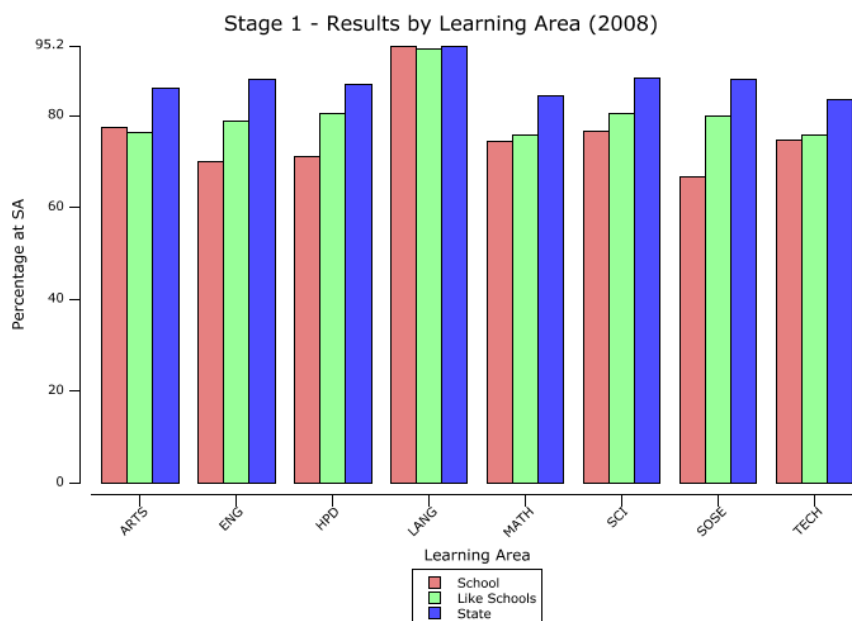
automotive vocational courses). This program was highly successful with an increase in attendance by 99% of students involved in the program and an improvement in mathematics results. The students reported an increased knowledge of vocational courses, an increased knowledge about the type of mathematics involved in the industry and their ability to make informed decisions about pursuing a career in this area. In addition, two of the students are continuing with Vocational Courses this year. In 2009 we will research and embed mathematics required for other industry areas, work with the future SACE office to share this innovative practice and extend this professional development opportunity to more teaching staff. In addition, the mathematics area of study plans to introduce a PreVoc (IVEC) maths which will address the numeracy needs of those most in need.

The PLP at year 10 also has a focus on literacy and numeracy which is delivered by both maths and English teachers.

SENIOR SECONDARY STUDENT ACHIEVEMENT: SACE

Student Achievement SACE Stage 1

SACE Stage 1 results by learning area



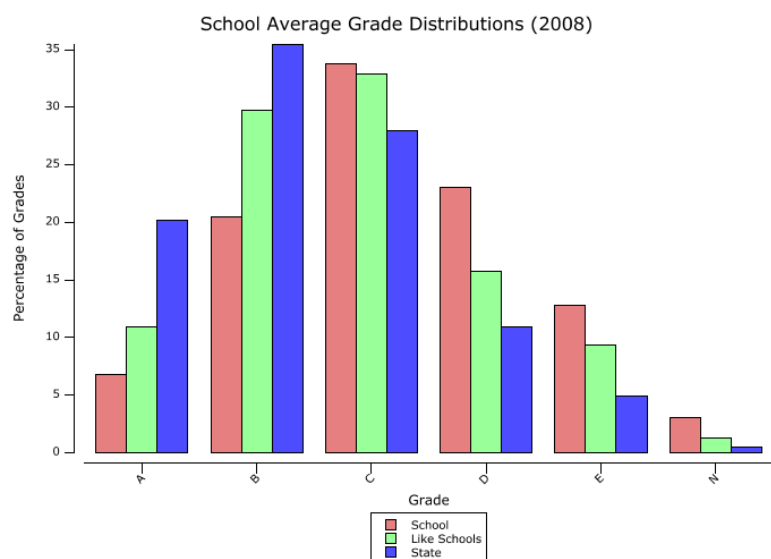
Learning Area	Number of students	School	Like Schools	State
ARTS	111	77.5	76.4	86.0
ENG	224	70.1	78.7	88.0
HPD	396	71.0	80.6	86.9
LANG	21	95.2	94.5	95.0
MATH	211	74.4	75.7	84.2
SCI	150	76.7	80.4	88.3
SOSE	267	66.7	80.0	87.8
TECH	154	74.7	75.8	83.4

The graph above highlights the percentage of Stage 1 (Year 11) students who gained satisfactory achievement in the subjects they were enrolled in. The percentage of SA grades in the Arts is above like schools and languages are above the state. Each area of Study team now has a tenured Coordinator in place who are working with their Area of Study Teams towards the goal of bringing these results in line with "like" schools and opportunities for staff to share best practice. The course counselling process has been re-structured and Higher Order Thinking Skills will take on a greater focus at Years 8–10. Curriculum Leaders will also work with teams to explore and identify ways of personalising the learning experience for the full range of students which is consistent with the future SACE. More information regarding initiatives in curriculum development can be viewed in the CIS Report First Report on Planning and Progress and the October CIS Special Report that specifically addresses strategies undertaken in the areas of curriculum development.

The percentage of students who completed the Stage 1 pattern has continued to increase over the past 4 years. For the first time in recent history the percentage of students completing the Stage 1 pattern was above both "like" school and state averages.

SACE Stage 2 results

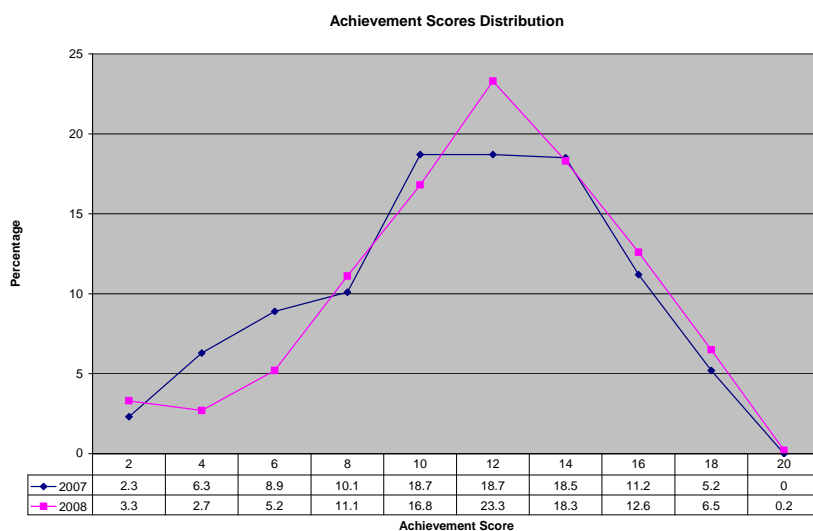
Percentages of grades over all subjects for the school in comparison with "like" schools and state



Grade	School Count	School	Like Schools	State
A	31	6.8	10.9	20.2
B	93	20.5	29.7	35.5
C	153	33.8	32.9	28.0
D	104	23.0	15.8	10.9
E	58	12.8	9.4	4.9
N	14	3.1	1.3	0.5

2007

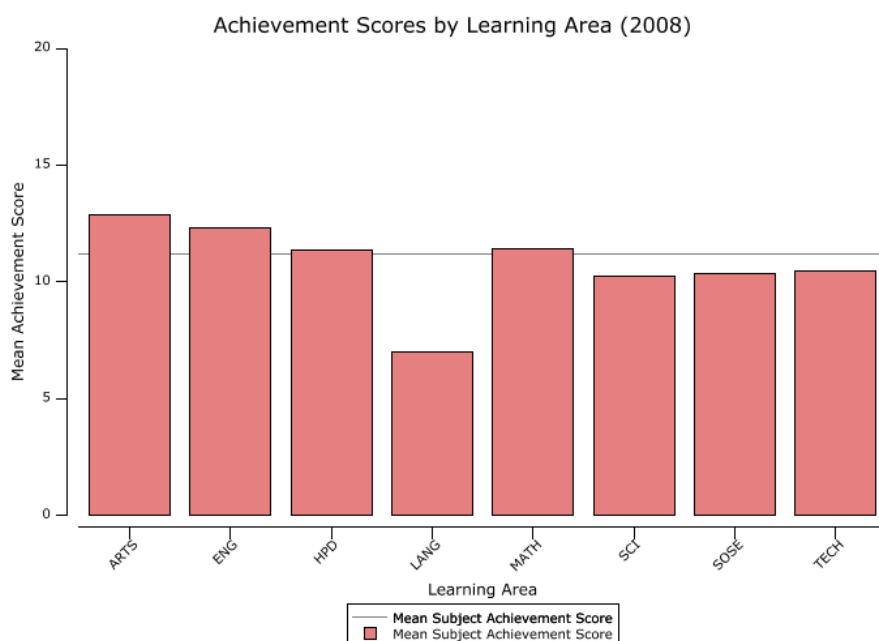
Grade	School Count	School	Like Schools	State
A	22	5.2	11.6	20.2
B	85	20.2	30.4	34.9
C	114	27.1	31.5	27.8
D	107	25.5	16.3	11.3
E	82	19.5	9.0	5.2
N	10	2.4	1.4	0.6



The Percentages of Results in Each Achievement score band for 2007 and 2008.

Whilst the percentage of A grades achieved by our Stage 2 (Year 12) students remained the same from the previous year the percentage of B and C grades increased slightly. In 2008, SEHS saw a rise in the percentage of passing grades (i.e. A's, B's and C's). In 2007 it was 52.26% and in 2008 it rose to 61.1% and the mean achievement score also rose slightly from 10.62 to 11.16.

However, the percentage of failing grades (D's and E's) remains and is also below "like" school averages. We hope that the reforms to the course counselling process and the continued focus on improving learning outcomes will improve this outcome.



Learning Area	Number of students	Mean Subject Achievement Score
ARTS	56	12.86
ENG	64	12.31
HPD	70	11.37
LANG	2	7.00
MATH	44	11.41
SCI	63	10.25
SOSE	84	10.33
TECH	70	10.46

Overall

Learning Area	Number of students	Mean Subject Achievement Score
*	453	11.18

SEHS is pleased to report that the percentage of SACE completers from the number of potential SACE completers rose from 58% in 2007 to 74 % in 2008 (16%). In addition, the mean subject score is 11.18 (from 10.62 in 2007). Whilst the number of students with a TER was only 2 more than in 2007, the mean TER Score rose from 52.14 to 58.37. This improvement is significant given the disappointing results achieved last year and the dedicated effort of staff to ensure that we provided the best possible support for our students. Some of the strategies we employed were to implement structural changes such as regular pattern and progress checks of students, offer flexible learning options such as Community Studies, meeting with students and their parents and counselling support.

The second part of our strategy to improve SACE completion was to significantly change Pathway options for students in both Stage 1 and 2. The structure for Tertiary, Vocational and Civic Pathways was put in place for the 2009 counselling process and we are confident that these measures will further enhance SACE completion as students are now enrolled in more appropriate and meaningful courses.

Aboriginal Students

There was only one aboriginal student and whilst support was given through SSABSA and school networks she failed to successfully complete her SACE due to her decision to complete year 13 in 2009.

VET Achievement

The number of students who participated in Vocational Education and Training Certificates increased from 40 students to 47 students in 2008. Sixteen of these (34%) completed Certificates, 2 gained apprenticeships before completion of their course (4%) and 8 students are continuing courses (55%). Five students were enrolled in school Based Apprenticeships with several of our students undergoing traineeships at retail/fast food venues such as Hungry Jacks, Subway.

The number of students utilising VET for SACE completion increased from 12 to 20 students. We would expect this to rise significantly with the introduction of our new Vocational Pathway.

In 2008 we have mapped our existing pathways and have collectively developed a broader range of pathways that will meet industry needs and that complement the existing NASSSA curriculum pathways. SEHS is the lead school in the Creative Skills Hub and continues to work with and behalf of the other ten schools in the alliance to ensure that students are provided with pathways in this area.

We have also undertaken professional development in the new SACE (including VET and students with disabilities) and participated in the pilot program to trial the new PLP (Personal Learning Plans) with our Year 9 and 10 students. We have also enhanced and developed networks with providers to ensure that students at risk of leaving school early are provided with relevant courses and pathways.

The ongoing non completion rate in VET has been identified as an area for improvement. Therefore in 2008/2009 we implemented a number of improvement strategies

- Parents to accompany students to an information session regarding vocational programs
- Introducing of an application process for students wishing to pursue a vocational pathway.
- Ensure parents/caregivers were included in information sessions, code of conduct meetings and signing of commitment forms.
- Design of a vocational pathway where students followed a curriculum pattern to take advantage of the flexibilities of the SACE and minimise school lessons missed due to attendance at Vocational Courses.
- Establishment of a year 10 automotive maths program with VTEC and Northern Futures as a mechanism to provide information about automotive courses, development of applicable mathematical skills and an engaging curriculum.
- VET students will undertake Vocational Studies and be closely monitored by the VET coordinators as will the relevance and success of programs for all groups of students (including Aboriginal).
- Commitment to NASSSA to maximise opportunities for our students.

In 2009 we will continue to explore other ways to ensure that students and parents are supported to make informed decisions about participation in vocational pathways. We will also be developing further VET courses to be delivered on site to encourage outside enrolments. These courses should reflect the changing nature of the work place and new technologies, with a Multi-Media focus.

Goals for Improvement

We have identified key leadership responsibilities for further work in this area for 2009, which will include an inquiry approach, collection, and review and monitoring of data and implementation of strategies for improvement.

Our continued focus on curriculum development and professional development for staff to enable them to meet the full range of students needs will assist us in improving the achievement of all students.



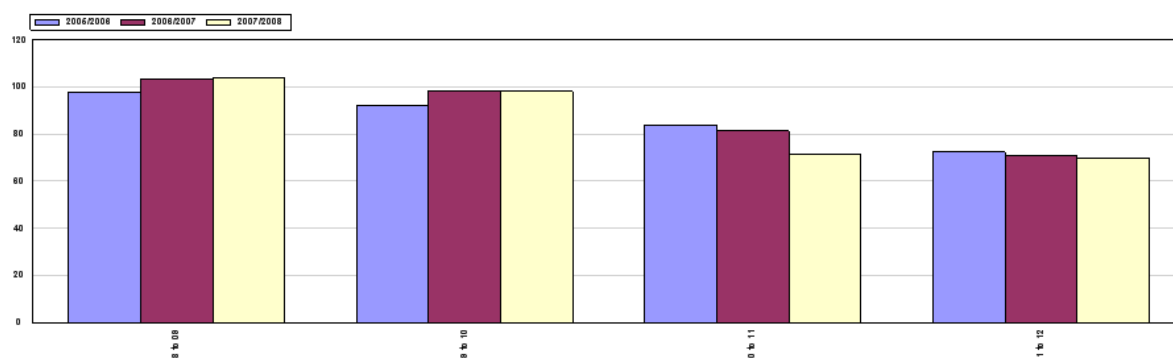
Strategic Direction 2: EFFECTIVE PATHWAYS

Apparent Progression

The percentage of year 8 students that progressed to year 9 and year 9 into year 10 has slightly increased over the past three years. However, in the senior school we have observed a decline particularly from year 10 to 11. This data further validates our school's decision to investigate curriculum and vocational offerings in Years 11 and 12 to ensure that it caters for all learners and provides inclusive pathways.

Apparent Progression Ratios by Year Level

	2005/ 2006	2005/ 2006	2005/ 2006	2005/ 2006	2006/ 2007	2006/ 2007	2006/ 2007	2006/ 2007	2007/ 2008	2007/ 2008	2007/ 2008	2007/ 2008
Year Level	School	District	DECS	Index	School	District	DECS	Index	School	District	DECS	Index
08 to 09	98.0	97.5	99.4	97.5	103.5	100.3	100.9	99.7	104.1	99.7	100.6	101.7
09 to 10	92.3	90.7	99.0	94.5	98.4	96.4	101.3	95.5	98.1	97.1	99.9	93.3
10 to 11	83.9	119.6	99.7	89.2	81.3	122.1	101.9	92.4	71.4	113.3	99.5	88.9
11 to 12	72.4	54.5	77.2	73.3	70.8	54.9	76.3	75.1	70.0	52.4	75.2	69.2



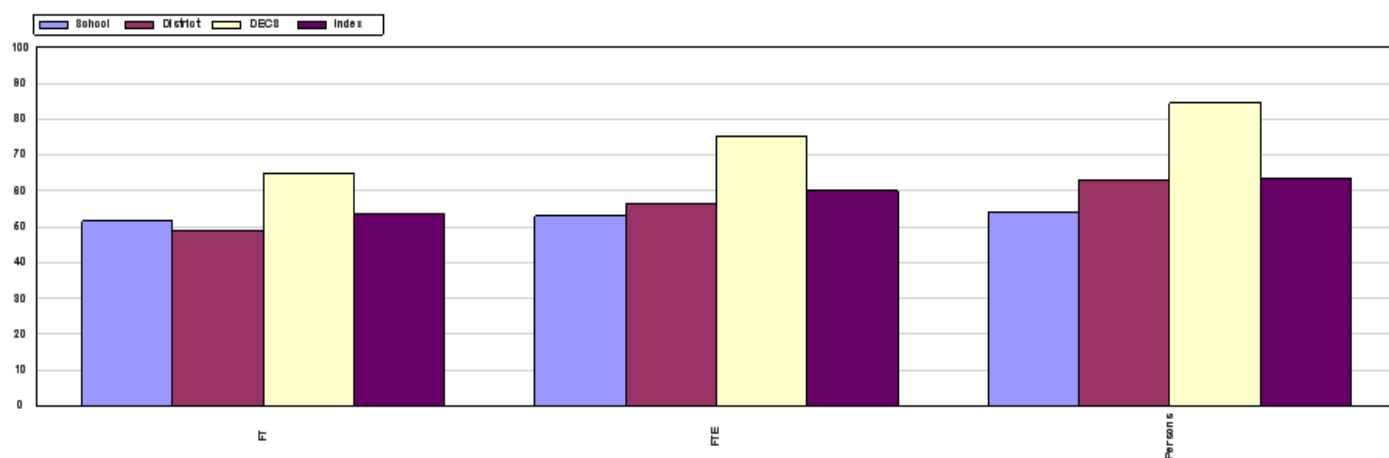
Retention

Student apparent retention across Years 8-10 increased by 5.2% (from 96.4 in 2007 to 101.6 in 2008), which is above the district average (100.8 FTE) and equitable to the DECS average, which is pleasing. However, student retention from Years 8-12 and 10-12 decreased, consistent with District trends. Over the past three years there is no perceivable pattern or consistency in these figures.



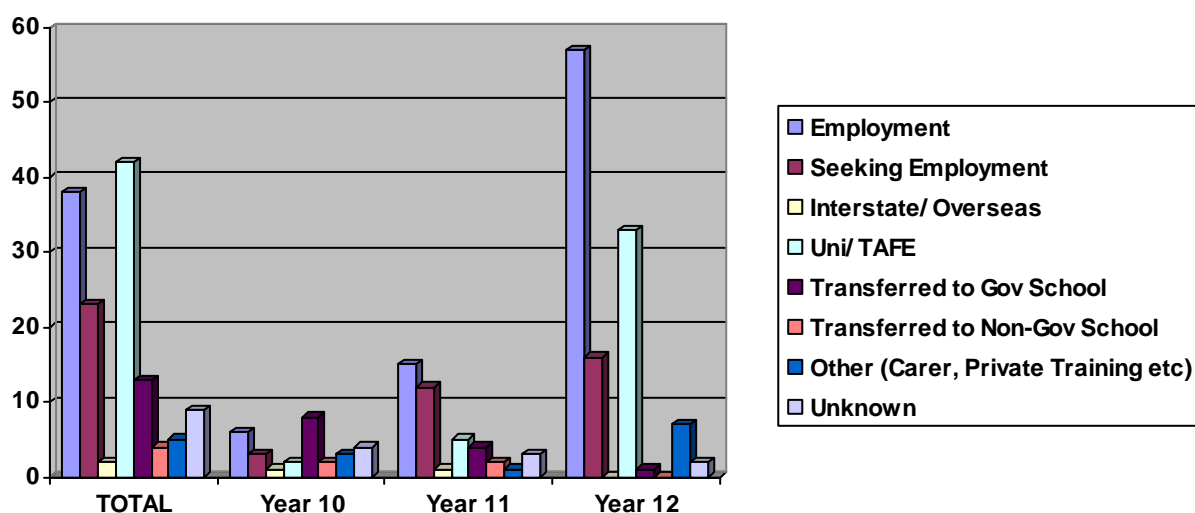
Student Apparent Retention 8-12

Year Level	Type	2006	2006	2006	2006	2007	2007	2007	2007	2008	2008	2008	2008
Year Level	Type	School	District	DECS	Index	School	District	DECS	Index	School	District	DECS	Index
Year 8 -12	Full-time	60.8	47.2	61.9	54.8	57.1	49.9	64.0	58.1	51.5	49.0	64.7	53.4
Year 8 -12	FTE	61.4	56.2	72.4	60.8	57.1	56.8	74.5	63.5	53.0	56.2	75.3	60.0
Year 8 -12	Persons	61.8	64.0	81.5	64.5	57.1	64.1	83.4	67.2	53.9	62.9	84.6	63.5
Year 8 -10	Full-time	93.2	87.8	98.0	93.6	96.4	94.0	100.4	92.6	100.5	97.9	100.7	92.8
Year 8 -10	FTE	93.2	87.8	98.2	93.9	96.4	94.0	100.7	93.0	101.6	97.4	100.8	93.1
Year 8 -10	Persons	93.2	87.9	98.4	94.0	96.9	94.1	100.8	93.2	102.5	97.4	100.9	93.2
Year 9 -12	Full-time	64.1	49.6	63.1	55.4	58.8	53.6	64.9	59.5	51.0	50.6	65.2	53.8
Year 9 -12	FTE	64.7	59.1	73.7	61.6	58.8	60.8	75.5	65.0	52.5	58.1	75.9	60.4
Year 9 -12	Persons	65.0	67.3	83.0	65.2	58.8	68.6	84.5	68.8	53.4	65.0	85.2	63.8
Year 10-12	Full-time	59.7	52.0	64.6	57.7	59.4	57.7	65.7	61.4	55.2	55.9	66.0	57.0
Year 10-12	FTE	60.3	61.9	75.3	63.8	59.4	65.7	76.1	66.9	56.9	64.0	76.7	63.9
Year 10-12	Persons	59.8	70.4	84.5	67.5	59.4	74.1	85.0	70.7	57.8	71.6	86.0	67.6



PLANNED DESTINATION

	TOTAL	Year 10	Year 11	Year 12
Employment	38	6	15	57
Seeking Employment	23	3	12	16
Interstate/ Overseas	2	1	1	0
Uni/ TAFE	42	2	5	33
Transferred to Gov School	13	8	4	1
Transferred to Non-Gov School	4	2	2	0
Other (Carer, Private Training etc)	5	3	1	7
Unknown	9	4	3	2



The planned destination data indicates that the highest destination for our students is university or TAFE. The actual destination data reveals that 58 students applied for university and TAFE through the SATAC process in 2008 and 21 students received offers for University places and 12 TAFE places in the first round. The 23 students who were seeking employment will be contacted by the Student Services Team to ensure that they have the necessary support to pursue their chosen pathway. We have been unable to contact the nine students who left school during the year.

Portfolio Entry

Portfolio Entry is an alternative method of entry into Uni SA for Year 12 students from Northern Adelaide secondary schools based on the development and submission of a portfolio of student work and skills. In 2008, this task was included in the portfolio of the Pathways Coordinator. Five students submitted a Portfolio and three gained successful entry into Bachelor of Sport, Recreation and Management, and Nursing. We are very pleased with this result given that only 13 places were offered and this was the first time that students from Salisbury East have been successful.

The proportion of Salisbury East High School students who pursue university as a planned learning and career pathway remains pleasingly high. An area in which we also need to focus attention, is the smaller proportion of 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 will be 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.

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 (multi-media, sport and recreation).
- Establish links with universities and industry to develop mathematical and scientific pathways

This will be the focus of our combined resources in vocational education over the next few years for those students who choose a vocational pathway. The school also aims to increase the involvement of vocational pathways students in Australian School Based Apprenticeships (ASBAs).

Strategic Direction 3 & 4: EXCELLENT COMMUNICATION & STRONG RELATIONSHIPS

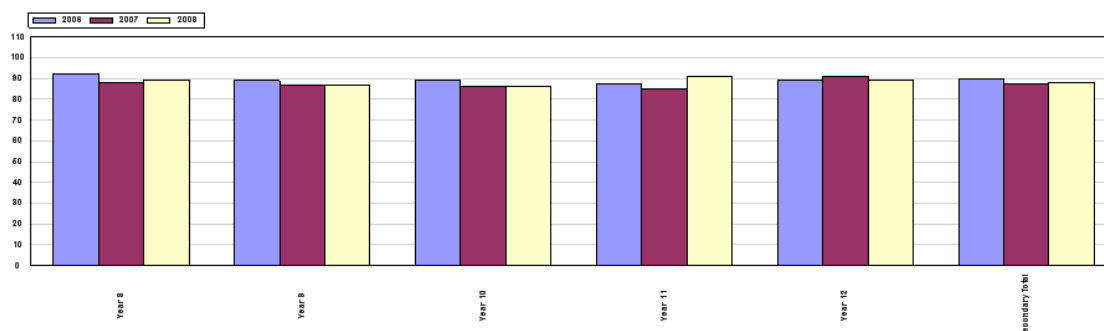
ATTENDANCE

Overall, the school attendance rate has increased by 0.9% (87.4 to 88.3%) but continues to be below the state average. The attendance rate for year 11 students has increased markedly by 5.6% (85.2 to 90.8) above both District and DECS rates. The attendance rate for all other year levels has been reasonably consistent, exceeding District rates. Aboriginal and Torres Strait Islander attendance rate has remained stable, consistent with results both in the District and State. This could be attributed to the establishment of our Aboriginal Education Team and our case management initiative providing a system of extra support for these students.

Whilst the percentage of unexplained absences has decreased this year we believe that the instigation of new administrative procedures such as the placement of home group at the beginning of the day, an appointment of an SSO and a return to paper EDSAS roll books will assist staff with follow up of attendance with further impact on this percentage. Home group teachers will also have a clearer picture of latecomers, leading to earlier identification and consistent approach to intervention.

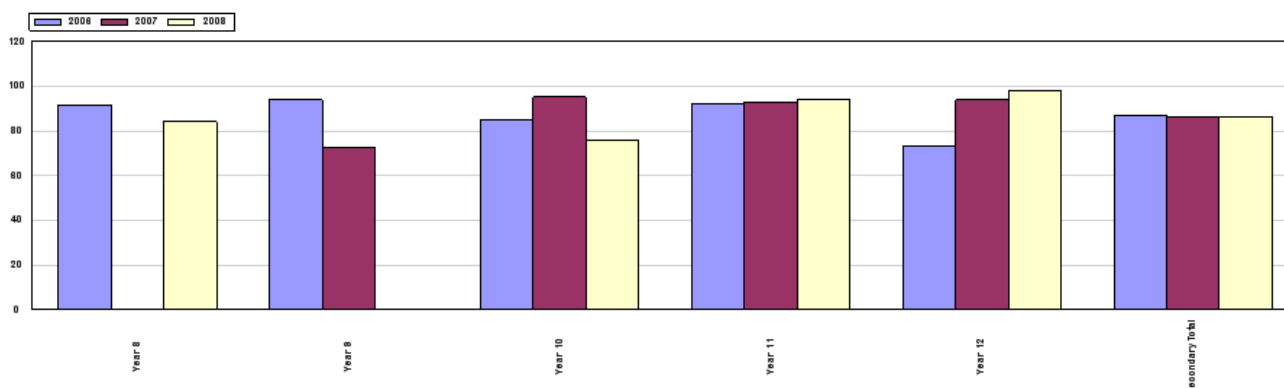
Attendance Rates by Year Level 2006-2008

Year Level	2006				2007				2008				Change	
	School	District	DECS	Index	School	District	DECS	Index	School	District	DECS	Index	2006-2007	2007-2008
Year 8	92.2	87.4	90.2	91.2	88.2	84.9	90.2	91.3	89.4	85.8	89.8	91.1	-4.0	1.2
Year 9	89.2	85.4	88.0	89.0	86.9	83.3	88.0	90.1	86.7	82.5	87.9	89.0	-2.3	-0.2
Year 10	89.0	82.7	86.8	88.2	86.5	82.7	86.8	88.4	86.3	83.7	86.5	88.7	-2.5	-0.2
Year 11	87.7	83.6	88.0	88.8	85.2	81.9	88.0	90.2	90.8	82.0	87.7	90.2	-2.5	5.6
Year 12	89.2	83.4	88.3	89.1	91.0	84.5	88.6	91.4	89.4	84.3	88.8	91.6	1.8	-1.6
Secondary Total	89.6	84.7	88.3	89.3	87.4	83.4	88.4	90.2	88.3	83.6	88.1	89.9	-2.2	0.9
Total R-12	89.6	89.1	91.2	91.9	87.4	88.7	91.2	92.3	88.3	88.9	91.0	92.1	-2.2	0.9



Attendance Rates ATSI by Year Level 2006-2008

Year Level	2006	2006	2006	2006	2007	2007	2007	2007	2008	2008	2008	2008	Change	Change
Year Level	School	District	DECS	Index	School	District	DECS	Index	School	District	DECS	Index	2006-2007	2007-2008
Year 8	91.4	83.3	77.9	81.9		75.0	77.5	85.3	84.2	79.2	77.7	80.8		
Year 9	93.9	75.9	75.0	83.5	72.7	79.0	73.6	80.9	73.9	71.6	71.6	77.9	-21.2	
Year 10	84.7	75.9	74.7	77.3	95.1	81.8	74.6	83.4	76.0	82.3	72.1	78.6	10.4	-19.1
Year 11	91.8	76.1	75.2	83.6	92.9	83.2	77.9	86.0	93.9	79.7	76.6	89.8	1.1	1.0
Year 12	73.0	78.9	78.9	85.4	93.9	79.8	79.2	91.4	98.0	81.2	79.3	86.0	20.9	4.1
Secondary Total	87.0	78.5	76.3	82.3	86.0	79.8	76.0	84.5	86.3	78.9	74.9	82.3	-1.0	0.3
Total R-12	87.0	84.3	82.1	87.9	86.0	83.3	81.6	88.1	86.3	84.5	81.0	87.0	-1.0	0.3



Strategic Direction 4: Local, National & International Citizenship

Improving the opportunities for students to develop skills and be involved with their local, national and international citizenship remains a priority of our school.

This year we have maintained the number of Year 10 and 11 students undertaking community service projects with a wider range of community organisations including the Animal Welfare League, Smith Family Ready Program, and the Red Cross Program. Feedback from these organisations and individual community members has been overwhelmingly positive, as has the feedback from concert band tours interstate (Tasmania), the annual Canberra Trip and local schools and organisations.

We continue to offer student leadership opportunities for our students, including the Activ8 Future Leaders program and our Student Leadership group. The school has made some progress in achieving the outcomes described on the site learning plan for this strategic direction.

Our school continues to host students and staff from our sister schools in Jiaonan, China and Japan. In addition a staff study tour was conducted in the April school holidays for 12 of our staff. During the trip professional development activities were conducted at Jiaonan No 1 Middle School and Nanjing Middle School.

This year we celebrated the variety of cultures in our school through Harmony Week where staff, students and community members participated in a range of activities. A highlight of this week was a whole school assembly during which our students showcased their Aboriginal heritage through dance, diversity of languages by speeches in English and students' main language at home and through music.

Goals for Improvement

Our student services team under the leadership of our new Assistant Principal will explore different ways to identify and support students from Non-English speaking backgrounds and our Aboriginal students. We also wish to further engage students in the decision making and service areas of our school.



PERCEPTION DATA

SEHS participated this year in the DECS initiated online survey with randomly selected participants responding to a series of perception statements. To build on this, in 2009 we will be initiating a student selection and 'work shopping' forum for collecting feedback data. This process will be managed by the Assistant Principal of Student Wellbeing.

PARENT OPINION SURVEY

Strong positives were recorded against the school having high expectations of its students and school expectations for student behaviour. Parents reported that they felt welcome at SEHS, that the school sought parents' opinions about educational programs and they had an opportunity to participate in decisions about their children's education. In 2007 and 2008 the school had implemented a number of strategies to be more inclusive such as face to face surveys by members of Governing Council, on line surveys, parent forums and Aboriginal forums.

Effective educational leadership, facility management were also all positively perceived overall. There were no strong negative perceptions expressed by the parents surveyed.

STUDENT OPINION SURVEY

The students reported that teachers have high expectations of students, and that they are encouraged to do the best of their ability. However, the students surveyed stated areas for improvement were school facilities, teaching and learning and student well being.

Student responses echoed the perceptions of parents with the greatest issue being a perception that learning was not interesting, relevant or engaging and that teachers could better support students in their learning. Students wanted more feedback on their learning and more opportunities to negotiate aspects of their learning with their teachers. There were also strong negative perceptions regarding the school's appearance and upkeep and in relation to the student body's general pride in the school and care for it. These results were also consistent with last year's perception survey.

Negative perceptions were also evident regarding the school's organisation and opportunities for parents to participate in decision making and to give opinions and contribute to the development of school plans. Again, a lot of work is currently being done to address this, including parent surveys, Aboriginal forums and strategies to increase communication to parents.

STAFF PERCEPTION

The highest results for the staff perception survey were in the areas of being supported in the behaviour of students, teachers caring about how their students are going. We were pleased that the staff were generally happy about the opportunities they had to get feedback on their performance considering that a new Performance Development and Management strategy was implemented in 2008 with the expectation that staff were supported in their performance development. In 2009 the Principal will meet with every staff member to find out their strengths, interests so that the school can ensure that all staff members have opportunities to develop. In addition, she is keen to find out first hand their experiences working at SEHS and to identify areas for improvement.

The most negative comment from staff was that teachers were not seen as enthusiastic in their teaching.

2009-2013 SITE LEARNING PLAN

2009 is the final year of the current site learning plan. Sitting alongside this are the numerous and detailed plans written as part of SEHS CIS (Council of International School's) processes. In producing the new Site Learning Plan the Executive team wanted to summarise these priorities take into account the data contained in this report, the Federal and State government initiatives and present a brief site learning plan. The goal was to present a plan that was concise, easily accessible for staff so that it became a living document that individuals and teams could connect their work to.

For the next five years SEHS new site learning plan will prioritise our improvements goals into three focus areas:

1. Quality Teaching and Learning,
2. Well-being and
3. Partnerships and Pathways.

Our work will be underpinned by relevant and effective professional development of staff and an environment conducive to learning.

TEACHING STAFF ATTENDANCE

The percentage of working days taken as paid or unpaid sick leave for each term:

Term 1 – 2.45%
Term 2 – 3.36%
Term 3 – 2.28%
Term 4 – 1.62%
Overall – 2.42%

The percentage of staff absence was at its highest in term 2 and at its lowest in term 4. Further analysis of the data indicates that half of the days taken over the year were due to illness, a small number of staff needed to be released from duties for major surgery and the other half due to carer's leave, parenting, funerals and urgent pressing necessity. This reflects the introduction of family friendly arrangements by our state government and the Department of Education and Children's Services. The total percentage that staff took off has dropped slightly from 2.45% to 2.24%.

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 retention rate.

Consequently there is a satisfactory retention of both permanent (85.19%) and contract teachers (75%) with a total retention rate of 83.33% from 2006 to 2007. There was a total of 25 teaching staff that left the school during the 2007 school year (14 permanent and 11 contract teachers). Five teaching staff members retired and one resigned at the end of 2007.

This figure is comparable to the 2007-2008 staff retention figure.

TEACHER QUALIFICATIONS

100% of the teaching staff have teaching qualification as required for teacher registration. Of those who responded to the survey 100% have teaching qualifications and a further 75% 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 98% of staff met the 37.5 hour PD requirements for the shortened year.

Staff participate in professional learning relating to higher order thinking skills, curriculum development, and information technology. Members of the leadership team (including those new to leadership positions) have accessed various courses provided by South Australian Centre for Leaders in Education. In addition to the DECS contribution of \$4072.14 the school contributed over \$9481.43 towards professional development of staff.



FINANCIAL REPORTS

FINANCIAL REPORTS FOR THE YEAR ENDED 31 DECEMBER 2008

REVENUE

Total DECS Funding		
Global Budget Funding	\$6,777,059	
Grants	<u>\$422,650</u>	\$7,199,709
Federal Government Grants	<u>\$2,006.00</u>	\$2,006
School Based Revenue		
School Charges	\$329,908	
Other Revenue	<u>\$116,796</u>	<u>\$446,704</u>
TOTAL REVENUE		\$7,648,419

LESS EXPENDITURE

Global Budget Expenditure		\$6,098,468
Other Expenditure		<u>\$766,599</u>
TOTAL EXPENDITURE		<u>\$6,865,067</u>
FUNDS CARRIED OVER TO 2009		<u><u>\$783,352</u></u>

FINANCIAL POSITION AT 31 DECEMBER 2008

Cash At Bank & On Hand	\$11,390	
SASIF Investment	<u>\$1,139,795</u>	
ASSETS AT CALL		\$1,151,185
LESS LIABILITIES		<u>\$31,992</u>
FUNDS AVAILABLE		\$1,119,193
Includes Funds carried over to 2009 and Committed Funds		
Other Assets		<u>\$146,682</u>
EQUITY		<u><u>\$1,265,875</u></u>