



Salisbury East High School

1011

Annual Report 2009

'Learning Together, Achieving Together'



Department of Education
and Children's Services



Government
of South Australia

TABLE OF CONTENTS

PRINCIPAL'S COMMENTS.....	3
SCHOOL CONTEXT	4
STRATEGIC DIRECTIONS AND TARGETS	5
Strategic Direction 1: Quality Teaching and Learning	
Strategic Direction 2: Wellbeing & Support Services	
Strategic Direction 3 & 4: Partnerships & Pathways	
Strategic Direction 4: Professional Development, Facilities, Information Technology Infrastructure	
PERCEPTION DATA	18
FINANCIAL REPORTS.....	20

School Annual Report 2009

School Name: Salisbury East High School

Location Number: 1011

PRINCIPAL'S COMMENTS

2009 was the first year of the school's three year Site Improvement Plan: Quality Teaching and Learning, Student Well-Being/Support Services and Partnerships and Pathways. These goals were developed through a consultative process involving the School's Governing Council, a student forum and staff and are consistent with the Northern Adelaide Regional (NAR) Plans and the recommendations from the Council of International School report.

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.

2009 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.
- Build the capacity of our teaching staff by sharing good practice through area of study meetings and professional development.
- Continue to document our curriculum in line with the CIS recommendations.
- Establishment of Area of Study 'learning communities' where teaching staff can have deep conversations about teaching and learning strategies to improve student outcomes.
- Build on our annual Round Table Assessment (RTA) for students from years 8-12 to include the introduction of 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 literacy, Moodle, higher order thinking skills, and the new 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 major capital works.
- Apply for funds to improve our facilities including successful submissions to the State Government for new air conditioning in the FPU/library area to the Federal Government for the FPU upgrade, science laboratories and a new technical studies centre. In addition a submission has been made for major capital works for staff car parking, hard play areas, gym upgrade and shelter.

I have been very impressed with the professional manner in which the staff has approached the introduction of the new SACE and our need to improve the quality of teaching and learning. All staff members have attended Professional Development on their particular curriculum area or area of expertise and Area of Studies planning sessions in readiness for the new SACE.

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 2010.



Sue George-Duif
Principal



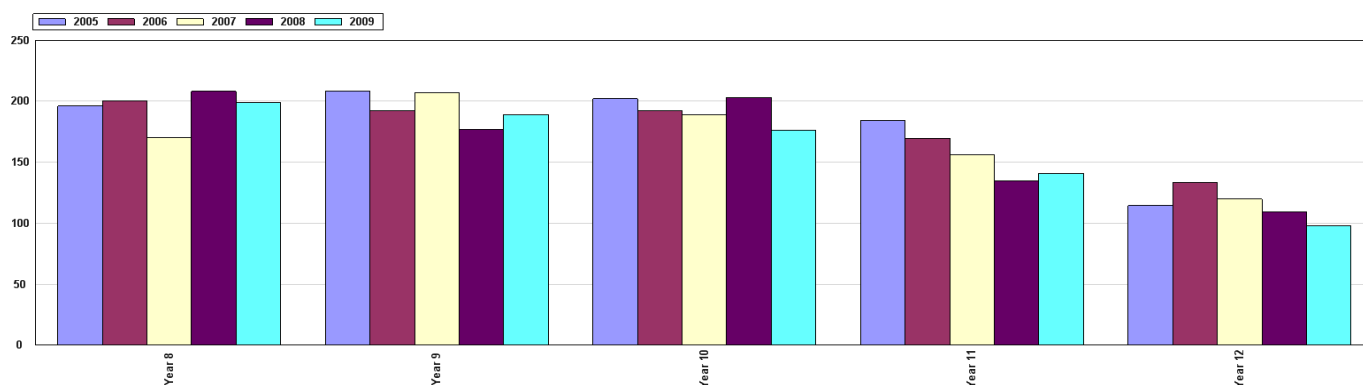
Dianne Dearden
Chairperson, Governing Council

ENROLMENT

Our school has seen an ongoing decline in the total student enrolment numbers for the past 5 years; this trend is apparent across all year levels and consistent with the decline in enrolments across the Northern Adelaide Region. The greatest decrease has been in Year 10, which we attribute, largely, to the school's prior decision to decrease the ceiling for this year level's enrolments in 2007. In 2008 and 2009 we have seen a return to healthy Year 8 enrolments of over 200; achieved by raising our enrolment 'ceiling'.

However, the outlook for 2010 does not look as promising with the predicted enrolment for Year 8 standing at only 165. This appears to be due to a decrease in Year 7 primary enrolments across our feeder primary schools. This is also reflected in the Northern Adelaide Regional data, with a general decrease in Year 7 enrolments of 4.4%.

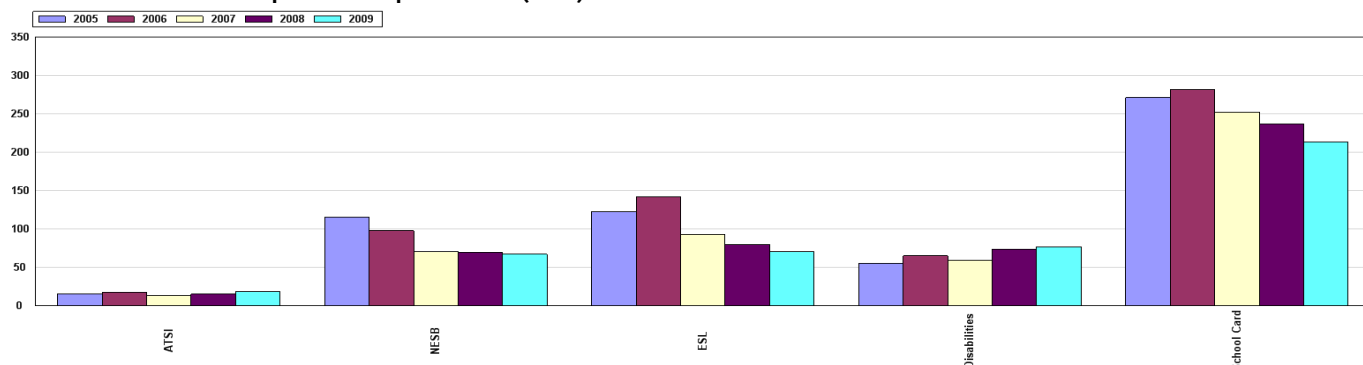
Student Enrolments (FTE) by year level 2005 – 2009



As can be seen from this graph, our Year 8, 10 and 12 enrolments decreased in 2009, while there was a slight increase in enrolments at Years 9 and 11. This represents a total decrease in enrolments of 29.3% since the previous year. In fact, our enrolments have decreased from 904.4 students in 2005 to 803.0 students in 2009. However, it should be remembered that in 2009, we had 49 FLO enrolled students. These students attract external DECS funding, so they are not included in our total enrolment figures. Flexible Learning Options (FLO) did not exist in 2005, so across the five years we have 'lost' a net total of 54.4 enrolments. By enrolling students in FLO we are better able to cater for those who are disengaged and disinclined.

In 2010, we will continue to explore ways in which to attract students and increase our enrolments, particularly at Year 8 level. We will do this by continuing to build on our Year 6 Headstart Visits, our Year 7/8 Transition Programme and through strengthening our relationships with our local primary schools.

Student Enrolments Specific Populations (FTE) 2005 – 2009



We continue to have a diverse student population with 2.4% identifying as Aboriginal and Torres Strait Islander (ATSI), 8.3% from Non-English Speaking backgrounds (NESB), 8.8% qualifying as having English as a Second Language (ESL), 9.6% on Negotiated Education Plans (NEP) and 26.5% on School Card.

In 2010, we will continue our work exploring our curriculum design and our teaching and learning practices to ensure that our classroom practice is inclusive of all of our diverse and complex learners. The high percentage of students on NEPs means we have a responsibility to ensure that their learning needs are met and that student engagement increases through the provision of relevant, authentic curriculum.

It should be noted that our four international fee paying students are not represented in this data, as they are not included in enrolment census data collection. In addition, the significant presence of our local NESB and ESL students means that our curriculum will continue to develop with a strong emphasis on internationalism and inclusivity.

STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: QUALITY TEACHING AND LEARNING

Actions taken throughout 2009 towards improving Achievement

In 2009 we have been working on developing systems and responsibilities regarding the collection of achievement and attendance data. The goal was to develop team ownership of the analysis of data and mechanisms of ensuring that all leaders used data to inform their improvement strategies. At the beginning of every term the Executive Team, Curriculum Leadership and Student Services Team analyse school generated data from the previous term. This allows us to identify successes and areas for improvement.

The other data we use to gauge our successes and areas of improvement are NAPLAN & SACE (South Australian Certificate of Education) data.

Literacy & Numeracy - Year 9 NAPLAN

Table 2: School band summary

Percentage of students above national minimum standard:			
Aspect	2008	2009	Change
Numeracy	88.7	93	4.3
Punctuation & Grammar	80.8	79.5	-1.3
Reading	94	87.3	-6.7
Spelling	82	87.5	5.5
Writing	84.5	81.9	-2.6

In the 2008 NAPLAN tests, over 80% of students tested were above the national minimum standard in all aspects of the testing. This benchmark has been maintained in 2009, in all aspects, except Punctuation & Grammar. While it is pleasing that in nearly all aspects of the NAPLAN tests, over 80% of SEHS students achieved above the national minimum standard, there are still areas for improvement.

The highest mean result for SEHS in the 2009 NAPLAN tests was for Reading. This appears unusual in view of the fact that there was a decrease of 6.7% of students achieving the national minimum standard in Reading. However, this can be explained by the increased standard deviation. This is due to the fact that thirteen students achieved Band 9 proficiency level in 2009, compared to only seven students in 2008. Also, three students achieved Band 10 in 2009, whereas no students achieved this proficiency level in 2008. This significant decrease in the percentage of students reaching the national minimum standard in Reading, combined with this increase in the standard deviation is cause for concern.

However, SEHS has been pro-active in addressing the literacy needs of students. In 2009 we have implemented a literacy intervention programme at both Years 8 and 10. These literacy classes have targeted students who fell below the national minimum standard (specifically in reading and writing) in the previous year's NAPLAN tests. The targets that we have set for the 2010 literacy results in the NAPLAN tests are:

2010 NAPLAN targets:	
Aspect	% above national min standard
Punctuation & Grammar	85
Reading	98
Spelling	-----
Writing	86

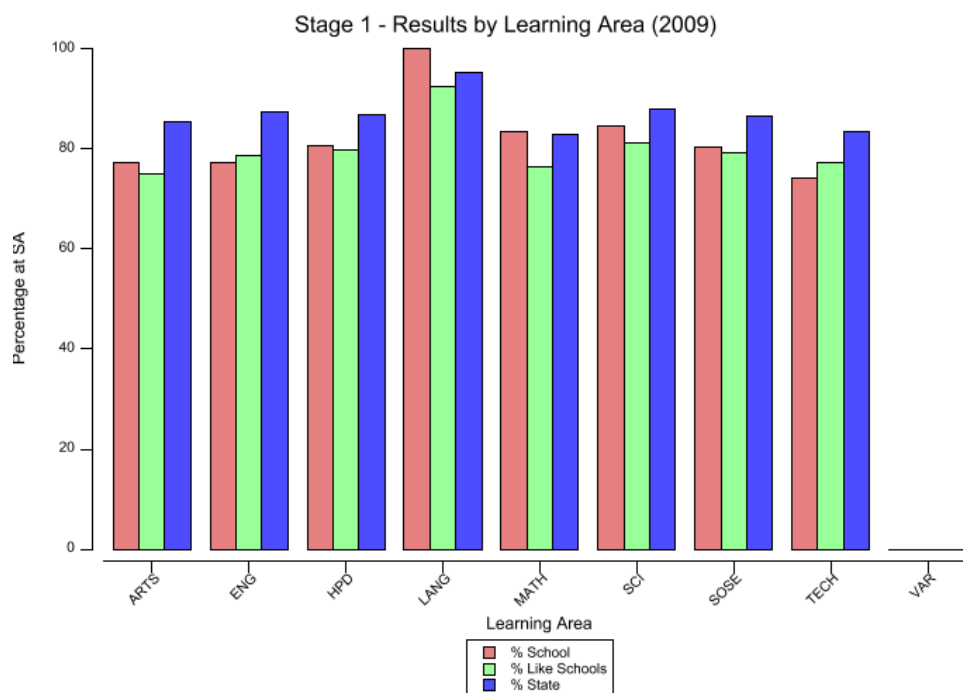
The students tested in 2010 will include those who have been targeted by our literacy intervention programme and we anticipate positive results.

The target set for the percentage of students achieving the national minimum standard in Numeracy for 2010 is 90%. This target has already been exceeded in 2009. The improvement in the percentage of students achieving this standard is very pleasing. The challenge for 2010 is to now, at least, maintain this, if not improve further.

SENIOR SECONDARY STUDENT ACHIEVEMENT: SACE

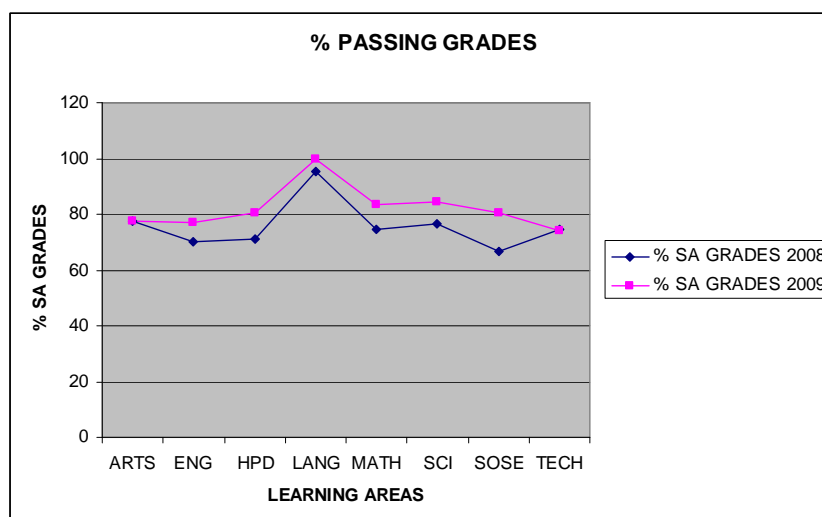
Student Achievement SACE Stage 1

SACE Stage 1 results by learning area



Learning Area	Enrolments (School)	% School	% Like Schools	% State
ARTS	132	77.3	75.1	85.5
ENG	241	77.2	78.7	87.4
HPD	202	80.7	79.8	86.8
LANG	22	100.0	92.4	95.3
MATH	235	83.4	76.4	83.0
SCI	143	84.6	81.2	88.1
SOSE	310	80.3	79.4	86.7
TECH	120	74.2	77.4	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 achieved by SEHS students is above that of 'like schools' for six out of the eight Learning Areas: The Arts, Health and Physical Development, Languages, Mathematics, Science and Studies of Society and Environment. In addition, the percentage of students achieving SA grades exceeds the state figures for both Languages and Mathematics. We were also very pleased to note that the percentage of passing grades has increased for six of the Learning Areas (2008 to 2009): English, Health and Physical Development, Languages, Mathematics, Science and Studies of Society and Environment.



This is further evidence of the strength of our Teaching and Learning programmes. It is also evidence of the success of the Course Counselling process as these students were the first cohort to experience our restructured Course Counselling process. This process takes place over a six week period and is managed by the students' Home Group teacher, who has developed a relationship with the students (quite often over a period of years) and who is best placed to know the students and their ambitions. Course Counselling now also acknowledges that not all students are destined for University, so offers three different pathways: Tertiary, Vocational and Civic. These students have made an excellent start to their SACE studies and show great promise for their final Year 12 results in 2010.

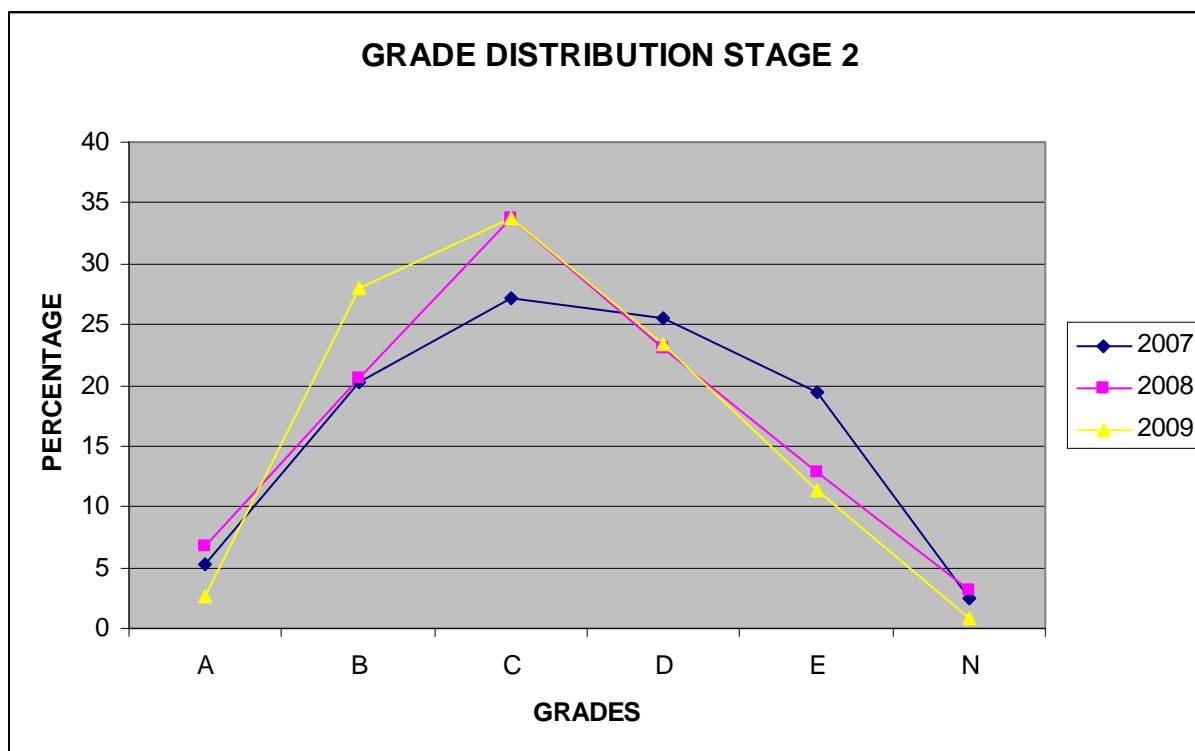
Student Achievement SACE Stage 2

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

Grade	School Count	% School	% Like Schools	% State
A	10	2.7	11.1	20.5
B	102	28.0	31.4	35.3
C	123	33.8	33.1	28.1
D	85	23.4	15.3	10.9
E	41	11.3	8.2	4.7
N	3	0.8	0.9	0.5

This table shows our grade distribution, in comparison with 'like schools' and the state. While our percentage of 'A' grades are well below that of both the 'like schools' and the state, our percentage of 'B' grades is approaching that of the 'like schools'. This represents an improvement on the total number of students within the A-B grade band, compared to last year. This also represents an improvement in the total percentage of passing grades over the past three years. In 2007 only 52.5% of grades were passes (ie: A, B or C), in 2008 this increased to 61.1% and this has increased again in 2009 to 64.5%.

Achievement Score Distribution



This graph shows the SEHS grade distribution across the past three years. While the percentage of 'A' grades has dropped, more significantly, the percentage of 'D' and 'E' grades has also decreased. It should be noted that the entire 'bell curve' has shifted to the left, which is a sign of significant overall improvement.

The Percentages of Results in Learning Area

The graph below shows the mean achievement score for each Learning Area. The horizontal line represents the mean achievement score across all Learning Areas for SEHS. This score has increased each year, over the past three years: 10.53 in 2007, 11.18 in 2008 and now 11.49 in 2009. This improvement is yet further evidence of the effectiveness of our strategies: pattern and progress checks, counselling support, subject conversions to Community Studies and pathways options.



Learning Area	Enrolments (School)	Mean Subject Achievement Score
ARTS	35	13.03
ENG	43	11.95
HPD	139	11.89
LANG	0	.00
MATH	27	11.67
SCI	28	10.79
SOSE	42	10.74
TECH	50	9.82
VAR	0	.00

Year	Enrolments (School)	School	Like Schools	State
2005	467	11.00	12.19	13.58
2006	578	11.57	12.10	13.54
2007	420	10.53	12.35	13.55
2008	453	11.18	12.32	13.61
2009	364	11.49	12.51	13.63

SACE completion

The SACE completion rates are further indication that our new practices are having positive results:

2007	2008	2009
58%	74%	75.4%

eLearning

We have engaged in the development of an online learning culture. We commenced with staff professional development (PD) on the use of Moodle, which is an on line learner management system early in 2009. We have since seen a constant growth in the use of on-line curriculum. This has been supported by the introduction of our Federal Digital Education funding and additional laptops and desk top computers. This has also seen the introduction of the use of on-line learning objects and a better use of technology to develop in students' higher order thinking skills and better capacity to problem solve.

2010 Goals: We will continue to develop on-line programs across all curriculum areas. We will be providing additional support to teachers and continue to provide on-going professional development on the use of Moodle and other ICT technologies.

Assessment

We began a review of the assessment procedures and the reporting process. In 2009 we undertook staff PD on the use of assessment rubrics as a means to providing students with greater detail on the expectations of assessed tasks and also provide more informed feedback on how to improve.

Our 2010 goals are to make the use of rubrics common place across all year levels and subjects. PD will be provided to both Area of Study (AOS) coordinators and teachers on how to develop these and implement them into our assessment strategies.

New SACE

We have worked on developing our capacity to deliver the new SACE through an explicit expectation that all staff attend PD organised program of teacher PD. We have seen every SACE teacher attend New SACE PD and get involved in the development of new assessment plans for 2010. We have successfully seen the introduction of the Personal Learning Plan (PLP) delivered to our year 10 cohorts where we have seen approximately 75% of students get a C grade or better which is equal to the state average.

Our 2010 goal is to continue with our focus of providing teachers release time to attend SACE PD and AOS teams the opportunity to work together on SACE programs. The focus for this year is the preparation for the introduction of both stage 2 and the research project.

Comprehension

We will begin our work on "comprehension" to explicitly teach students to read for meaning and apply higher order thinking skills as the key literacy strategy to lead to improvements for all students. This has been identified through our Northern Area Regional Office as the strategy having the most leverage for improving achievement levels for the full range of students in all sectors of schooling.



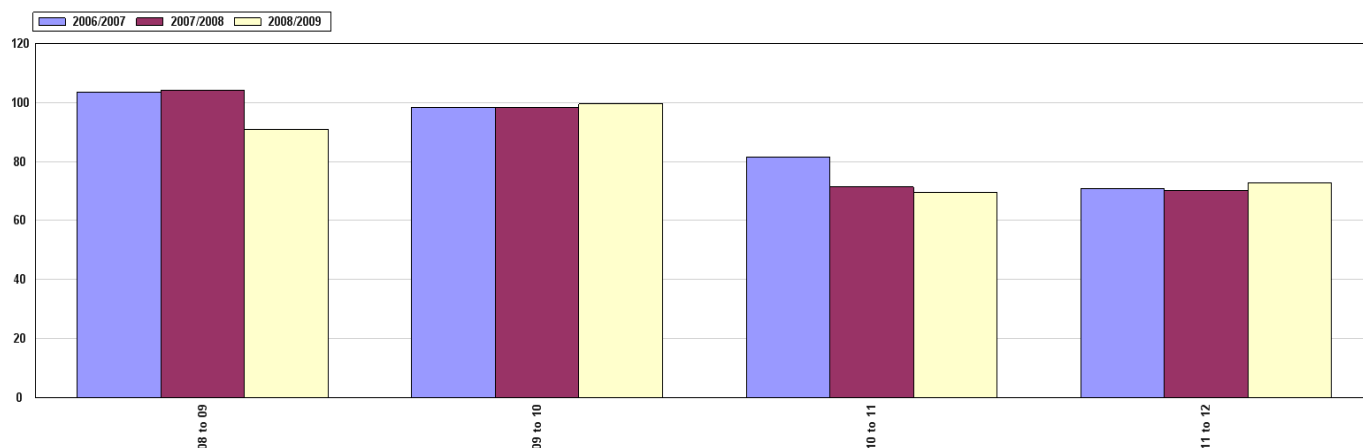
Strategic Direction 2: PATHWAYS AND PARTNERSHIPS

Apparent Progression

The percentage of Year 8 students who progressed into Year 9 has decreased this year, whereas there has been a slight increase in the percentage of Year 9 students progressing into Year 10. In the senior school, we are still experiencing a decline in the percentage of Year 10 students progressing into Year 11. However, for the first time in five years, we have seen an increase in the percentage of students who are progressing into Year 12. This validates our decision to offer more inclusive pathways for our students that provide them with more relevant schooling options.

Apparent Progression Ratios by Year Level

Year Level	2006 / 2007				2007 / 2008				2008 / 2009			
	School	Region	DECS	Index	School	Region	DECS	Index	School	Region	DECS	Index
08 to 09	103.5	100.5	100.9	99.7	104.1	99.6	100.6	101.7	90.9	101.0	99.9	96.9
09 to 10	98.4	100.8	101.3	95.5	98.1	100.4	99.9	93.3	99.4	102.1	102.0	95.1
10 to 11	81.3	97.6	101.9	92.4	71.4	90.1	99.5	88.9	69.4	102.3	107.1	92.9
11 to 12	70.8	71.9	76.3	75.1	70.0	69.7	75.2	69.2	72.6	75.7	79.4	79.0

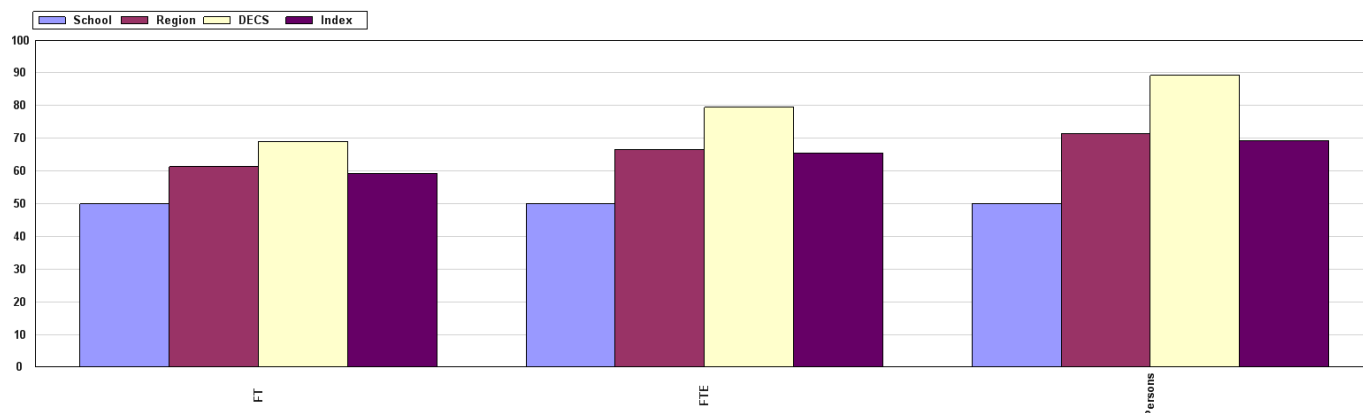


Retention

Student apparent retention across Years 8-10 increased 1.9% (from 101.6 in 2008 to 103.5 in 2009), which is above both the regional average (101.7.FTE) and DECS average (102.6 FTE), which is pleasing. However, student retention from Years 8-12 and 10-12 decreased, which is contrary to regional and DECS trends. Over the past three years these figures have been decreasing for SEHS, which presents us with a considerable challenge for the future.

Year Level	Type	2007				2008				2009			
		School	Region	DECS	Index	School	Region	DECS	Index	School	Region	DECS	Index
Year 8 to 12	Full-time	57.1	60.1	64.0	58.1	51.5	59.2	64.7	53.4	50.0	61.3	69.1	59.3
	FTE	57.1	66.0	74.5	63.5	53.0	64.9	75.3	60.0	50.0	66.6	79.5	65.4
	Persons	57.1	70.8	83.4	67.2	53.9	69.7	84.6	63.5	50.0	71.4	89.2	69.2
Year 8 to 10	Full-time	96.4	97.6	100.4	92.6	100.5	101.0	100.7	92.8	103.5	101.6	102.5	96.6
	FTE	96.4	97.7	100.7	93.0	101.6	100.9	100.8	93.1	103.5	101.7	102.6	96.7
	Persons	96.9	97.7	100.8	93.2	102.5	100.9	100.9	93.2	103.5	101.7	102.6	96.7
Year 9 to 12	Full-time	58.8	62.0	64.9	59.5	51.0	60.1	65.2	53.8	51.0	63.2	69.5	60.9
	FTE	58.8	68.0	75.5	65.0	52.5	66.0	75.9	60.4	51.0	68.7	80.0	67.1
	Persons	58.8	73.0	84.5	68.8	53.4	70.9	85.2	63.8	51.0	73.6	89.6	71.0
Year 10 to 12	Full-time	59.4	62.8	65.7	61.4	55.2	62.1	66.0	57.0	51.9	62.8	68.9	64.1
	FTE	59.4	68.8	76.1	66.9	56.9	68.0	76.7	63.9	51.9	68.1	79.0	70.2
	Persons	59.4	73.8	85.0	70.7	57.8	73.0	86.0	67.6	51.6	73.0	88.4	74.3

Student Apparent Retention 8-12



SACE Completion & Tertiary Education Rank (TER)

SEHS is pleased to report that the percentage of SACE completion has increased to 75.4% and the mean subject score for Stage 2 has increased to 11.49. The mean TER has increased steadily over the past three years from 52.26 in 2007 to 59.91 in 2009. We are encouraged by this result and hope that our efforts to enhance our skills in comprehension and the use of ICTs will improve these results.

These improvements are significant given the disappointing results achieved in 2007 and the dedicated effort of staff over the past two years to ensure that we provided the best possible support for our students. Some of the support 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 has lead to these observably improved outcomes.

Aboriginal Students

In 2009 there were four Aboriginal students studying Stage 2. One of these students decided to reduce his workload and complete the SACE over two years, one was successful in gaining her preferred university pathway, one student is pursuing TAFE study and one student's pathway is unknown.

VET Achievement

The number of students who participated in Vocational Education and Training Certificates remained fairly stable, with 45 students enrolled in 2009. Of these 19 (42%) completed their Certificates and 4 (8%) gained apprenticeships before completion of their courses. Twenty (48%) of these students are continuing with their Year 12 studies. During 2009, we had six students enrolled in School Based Apprenticeships and 35 of our students were undergoing traineeships at retail/fast food venues such as Hungry Jacks and KFC.

In 2008, we acknowledged the need to increase the number of students who successfully completed their VET Certificate. This was identified as an issue for all NASSSA schools and, indeed, is an issue state wide. The strategies we implemented in 2009 to improve the completion rate were:

- considered placement of subject lines on the day timetable, to minimise the impact of missed lessons on VET days.
- the introduction of a VET line on the timetable. This was staffed by the SACE/Pathways Coordinator and was used to ensure the completion of work missed during VET commitments and to provide support and monitoring of progress.
- the introduction of Stage 2 Vocational Studies A, which supported and built on the work the students were doing in their VET courses.
- improved support from Home Group teachers and subject teachers, who ensured that students would not miss out on work covered in class.

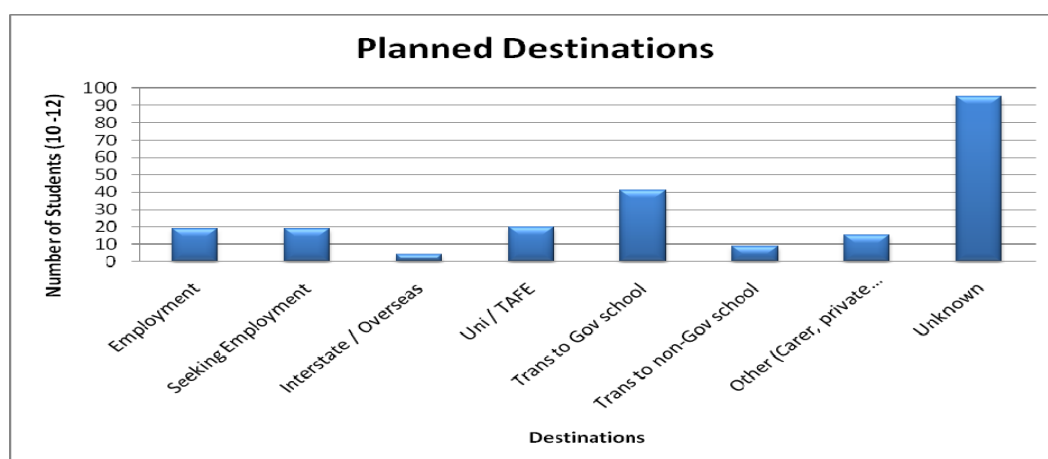
The result has been an increase in the number of students completing their VET course. In 2008, 31% of students completed their certificates, whereas 42% have been successful in 2009.

In 2009 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 on behalf of the other ten schools in the alliance to ensure that students are provided with pathways in this area.



PLANNED DESTINATION

	TOTAL	Year 10	Year 11	Year 12
Employment	19	1	2	16
Seeking Employment	19	0	1	18
Interstate / Overseas	4	1	2	1
Uni / TAFE	20	0	3	17
Trans to Gov school	41	23	12	6
Trans to non-Gov school	9	3	5	1
Other (Carer, private training, etc)	15	2	4	9
Unknown	95	1	23	71



Unfortunately we believe the data for planned destinations is unreliable due to the large number of students who indicated that they did not have planned destinations as this was contrary to the information we have recorded via our course counselling data. We are in the process of contacting all of our year 12 students to discover their actual destinations and will report this in due course.

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 2010, under the guidance of the Pathways Coordinator three students submitted a Portfolio and two gained successful entry into University one through the normal TER process and one through the portfolio entry scheme.

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 will continue to focus our 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

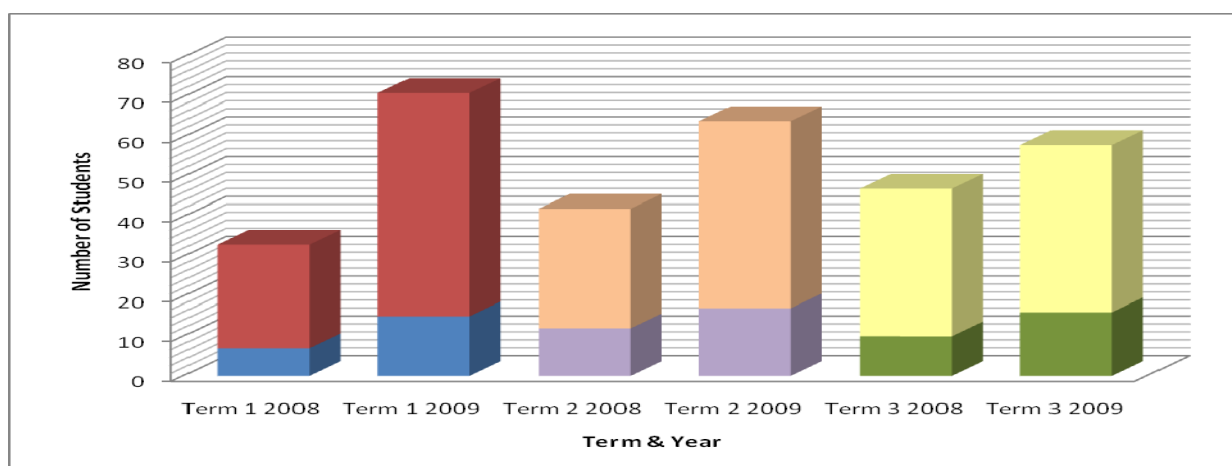
This will be the focus of our combined resources in vocational education over the next few years for those students who choose a vocational pathway. The school also aims to increase the involvement of vocational pathways students in Australian School Based Apprenticeships (ASBAs).

Strategic Direction 3: WELLBEING and SUPPORT SERVICES

ACHIEVEMENT CELEBRATION

Over the past two years, we have been celebrating student achievement at the end of each term. These celebrations have taken the form of an Awards Assembly to which certificate recipients and their parents have been invited, followed by an afternoon tea. The award categories are: Academic Excellence (for achieving a GPA of 5.0) and High Academic Achievement (for achieving a GPA of 4.6 or more). The number of award recipients is significantly higher across corresponding terms, in each category, when comparing 2008 and 2009. This increase is obviously due to our relentless focus on enhancing the quality of teaching and learning through in particular our Areas of Study teams but can also be attributed to the support strategies employed by the Student Services Team. We aim to create an environment in which students can be proud to be successful. This has been achieved not only through the formal Awards Ceremonies, but also through year level celebrations, such as pizza parties, ice skating excursions and Crows visits.

	Term 1 2008	Term 1 2009	Term 2 2008	Term 2 2009	Term 3 2008	Term 3 2009
Academic Excellence	7	15	12	17	10	16
High Academic Achievement	26	56	30	47	37	42



In 2009, we introduced a new category of awards to recognise those students who had a more positive attitude towards their study and showed a significant improvement. The award for Significant Academic Improvement is given to those students whose GPA has increased by at least 10%, with no failing grades. We were able to present this award to 37 students in Term 2 and 59 students in Term 3. This means that, in total, we awarded 117 certificates for academic achievement in Term 3: our highest number to date. This represents almost 15% of our total school population. With such significant numbers of award recipients, in 2010 these awards will be celebrated in front of the whole school. The Student Services Team will also work on ways in which to more effectively coordinate the informal means of achievement celebration and document the processes for these.



ATTENDANCE

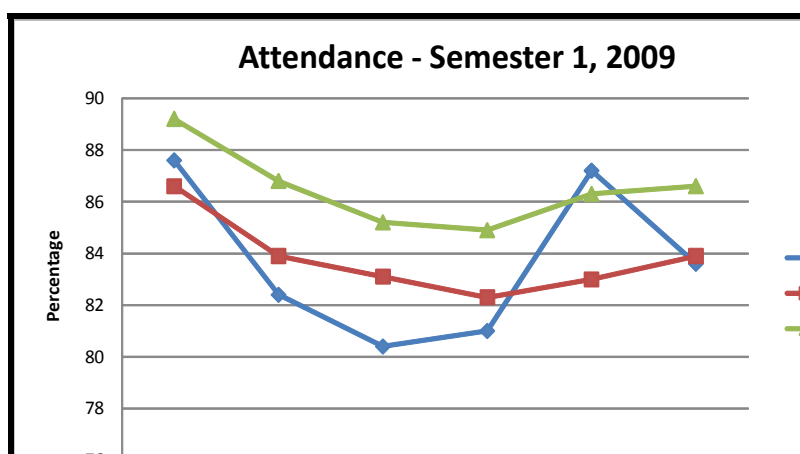
In 2009 we instigated new administrative procedures designed to specifically address our attendance rates. This has included the placement of Home Group at the beginning of the day, the appointment of an SSO, the return to paper EDSAS roll books, clearly defined roles for staff and mechanisms to assist in the follow up of unexplained absences.

Unfortunately, we are unable to make an accurate comparison between this year's attendance rates and last year's, as the parameters of the DECS data collection have changed. Prior to 2009, data was collected for Term 2. As of 2009, the data collected is for the whole of Semester 1.

From the data provided, we are able to see that the Year 8 Attendance Rates are above those of the region and are only 1.6% lower than the DECS rates. The Attendance Rates for our Year 12 cohort are well above those of the region and, likewise, exceed the DECS rates. Whilst the Year 8 and Year 12 Attendance Rates are looking very healthy, work is still needed to be done with the 2009 cohort of Year 9, 10 and 11. The Attendance Rates for these year levels are below regional rates by 3% and below the DECS attendance rates of 5%. With a continued school focus on attendance in 2010, a target of at least 85% attendance across all year levels should be quite achievable. This should put us well on track for achieving our stated 2012 target of 90%.

Attendance Rates by Year Level 2009

	2009 School	2009 Region	2009 DECS	2009 Index
Year 8	87.6	86.6	89.2	90.4
Year 9	82.4	83.9	86.8	88.0
Year 10	80.4	83.1	85.2	86.5
Year 11	81.0	82.3	84.9	85.7
Year 12	87.2	83.0	86.3	87.3
Secondary Total	83.6	83.9	86.6	87.7
Total ACARA 1 TO 10	83.6	89.4	90.6	91.4



Attendance Rates ATSI by Year Level 2009

Apart from Year 9, the Attendance Rates for our Indigenous students far exceed those of both the region and the 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. The focus for 2010 will be on the Year 9 Aboriginal students as they move into Year 10 and begin working towards their SACE. These students will be tracked carefully by the Aboriginal Education Team and supports will be put in place to support them and their families to improve their attendance and thus, their achievement.

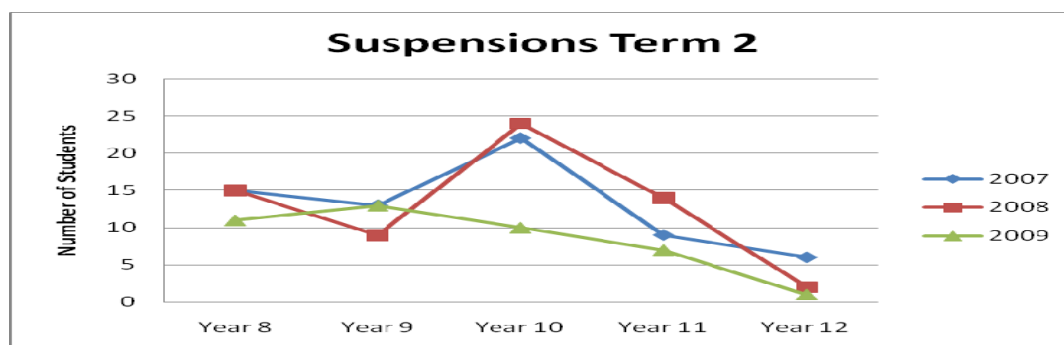
	2009 School	2009 Region	2009 DECS	2009 Index
Year 8	81.4	77.4	76.6	83.2
Year 9	68.0	74.1	71.3	76.9
Year 10	84.2	76.2	68.8	76.6
Year 11	88.4	68.3	68.0	79.8
Year 12	83.2	75.6	74.8	81.9
Secondary Total	77.2	74.3	72.0	79.7
Total ACARA 1 TO 10	73.6	81.2	79.5	85.2

STUDENT BEHAVIOUR MANAGEMENT

The number of students who were suspended during Term 2 reduced at each year level (except Year 9) during 2009. However, even at Year 9 level, the number of students suspended from this actual cohort reduced from Year 8 in 2008 to Year 9 in 2009. The Year Level Coordinators found this surprising as they believed that they were 'tougher' on the students this year. On reflection, the team felt that 'tougher' probably meant that they had engaged other strategies, such as: detentions, parental phone calls / meetings and Restorative Practices meetings. They also felt that being able to follow their cohort into the next year level and lead them for a second year meant that they had better relationships with students and their families and were able to more closely monitor students with behavioural issues. Thus, they were able to work more effectively with students and reduce the number of suspensions from school.

Suspensions – Number of students, Term 2, 2009

	2007			2008			2009			Change 2007- 2008	Change 2008- 2009
	M	F	T	M	F	T	M	F	T		
Year 8	11	4	15	13	2	15	7	4	11	0	-4
Year 9	9	4	13	7	2	9	10	3	13	-4	4
Year 10	16	6	22	16	8	24	9	1	10	2	-14
Year 11	9		9	12	2	14	6	1	7	5	-7
Year 12	5	1	6	2		2	1		1	-4	-1
Total	50	15	65	50	14	64	33	9	42	-1	-22



STUDENT DEVELOPMENT

The Student Development curriculum has continued to be developed during 2009. The Student Services Team has worked to develop activities appropriate to each year level. For instance, activities for Year 12 students have focussed leadership qualities, pathways planning and study skills. Activities for Year 8 students have focussed on the transition from primary school into high school. With the introduction of the Personal Learning Plan (PLP) this year, much of the Student Development time for Year 10 students has been focussed on this.

Some themes appear at each year level, but are developed to a different extent. For instance, students in Years 8 and 9 both work on their Roundtable Assessment. At Year 8, the focus is on how they have been engaged in their learning and what steps they have undertaken to become more effective learners. At Year 9 the focus is on Higher Order Thinking skills and making links between their learning and 'real life'. Students across Years 8 to 10 also participate in activities designed to help them better understand their own learning styles. At Year 8, students focus on their Thinking Styles, using work adapted from Julia Atkin. Year 9 students use a Personal Learning Style Inventory and identify themselves as Visual, Auditory and Kinaesthetic Learners. Year 10 students engage in a Multiple Intelligences survey, adapted from Gardiner's work.

Throughout Year 8 and 9, anti-bullying sessions are woven across the year. These sessions are taken from the *Friendly Schools and Families Program*, which was developed at Edith Cowen University in WA and focuses on bystander behaviour as a means of overcoming bullying.

Special annual events are also part of the Student Development curriculum. These include Harmony Day and ANZAC Day. The ANZAC Day assembly is a significant event at SEHS and the Salisbury RSL has a long history of involvement with us in celebrating our heroes and paying our respects to those who sacrificed their lives for our country. Harmony Day is a newer event on our calendar, but is already building traditions of its own.

The challenge for 2010 and beyond is how to make the student development curriculum more accessible to teachers, as we work to ensure that the material provided stays current and responds to the changing needs of the students.

STUDENTS AT RISK

The Student Services Team analysed all student grades at the end of each term. Students at Risk were identified and their families notified at the end of each term. All identified Students at Risk were assigned a Case Manager at the end of Term 1 to provide them with mentoring and support. The Case Manager was likely to be their Home Group teacher, but could also be one of the other members of the Student Services Team, depending on the needs of the student.

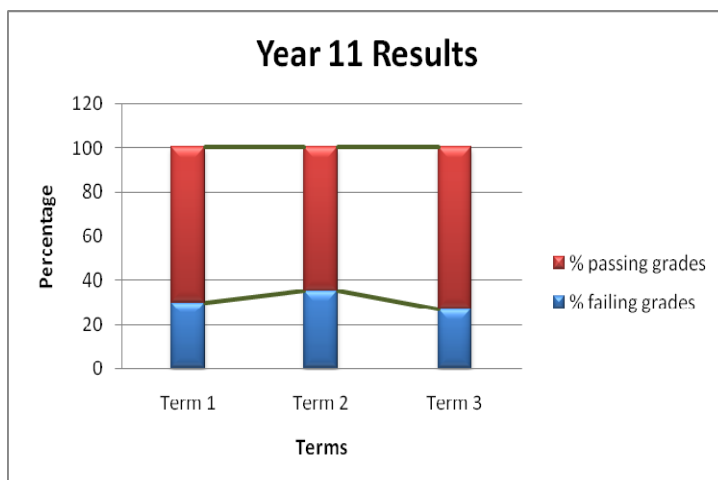
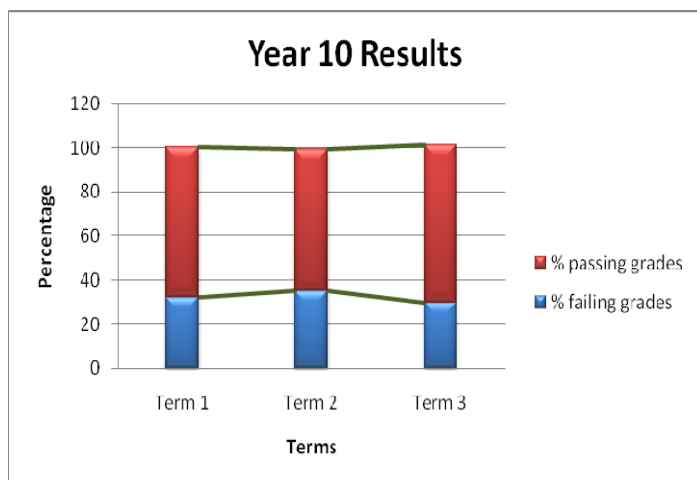
To complement the support provided, in 2009 we initiated a new promotions policy at both Year 10 and Year 11. This policy has been based on our past experience which has shown that students who fail Year 10 and are allowed to progress into Year 11 continue to fail and be unsuccessful. Further research by the Executive Team indicated that many of these students were in poor habits of study and were simply being lazy. Therefore, we decided that students would be promoted from Year 10 into Year 11 when they have demonstrated success (a 'C' grade or better) in:

- at least one semester of Year 10 English and
- at least one semester of Year 10 Mathematics and
- at least one semester of two other subjects

This pattern of subjects also mirrors the new South Australian Certificate of Education (SACE) requirements and we hoped that this would help ensure our students are more adequately prepared for the demands of this new certificate.

We also believed that students should only be granted the privileges associated with being in a Year 12 Home Group when they were legitimately part of the Graduating Class. This meant that Year 11 students would only be placed in a Year 12 Home Group if they had been successful in all compulsory subjects (2 x units of English, Mathematics and Australian Studies), not received any RNM grades and/or received fewer than six RA grades.

Whilst this new policy was based on our research and anecdotal teacher and student feedback we were delighted at the positive impact this strategy had on both the year 10 and 11 cohort. We believe as a direct result of this new policy we saw observable improvements in the pass/fail rate of both the Year 10 and Year 11 cohorts.



We have identified four students who are required to repeat all subjects Year 10. Fifteen students have been placed in hybrid courses meaning will need to complete a combination of year 10 and year 11 subjects. Ten of these will repeat Year 10 English and 5 students will need to complete Year 10 Mathematics. Also, we have only one student that has not been promoted into Year 12 Home Group. We are hopeful that the support strategies and corresponding consequences for non-success will have an even bigger impact on student success rates in 2010.

PERCEPTION DATA

SEHS participated again this year in the DECS initiated online survey with randomly selected participants responding to a series of perception statements. The results from this survey, in terms of parent opinion, student opinion and staff opinion, showed below average results in responses relating to communication and relationships.

A focus for the Student Services Team for 2010 is improved communication. Year Level Coordinators will work closely with their year level teams to improve the use of the student diary. To support this, the student diary has been upgraded to assist in the facilitation of two-way communication with parents and families.

The Student Services Team will also focus on improving student-teacher relationships. This will occur through regular Professional Development sessions during staff meetings. These sessions will focus on sharing strategies for the development of positive relationships and becoming an inspiring teacher. The Student Services Team will also continue to work on the development of their own skills in using Restorative Practices and on in-servicing their team members in its use.

PARENT OPINION SURVEY

Parents indicated that they were satisfied with the learning programs offered and that teachers understood what their child knew and what they needed to learn. They also reported that teachers provided their children with help and support when needed and that teachers were approachable and listened to what they had to say.

By comparison to state averages, our parents recorded an above average agreement with the statement that "students from all backgrounds and cultures are treated fairly at this school". They were also very positive about parents' opportunities to be involved in developing school plans.

STUDENT OPINION SURVEY

Students reported that teachers clearly explain what they are learning and that they can get extra help when they need it. They also stated that their teachers expect them to do well and that the school encourages them to take pride in their achievements.

Students indicated a number of areas for improvement, these included:

- Improved behaviour expectations of students
- Improvement in the physical appearance and maintenance of the school
- Increased opportunities for involvement in decision making

These are all aspects of the school that we will focus on improving in 2010. An initial focus for the Executive Team for the beginning of 2010 will be *school tone*. The Exec Team will implement a number of strategies to support Year Level Coordinators and teaching staff to ensure that the year begins with clearly defined high expectations. These include: corridor patrols, uniform checks, diary checks and immediacy of consequences.

School maintenance and development remains a high priority with work soon to be completed on the upgrade of the FPU and the installation of new air conditioning in both the FPU and the library. During 2010, work will begin on the development of the trade centre and the upgrade of the science labs. Ways of raising funds to improve the grounds (especially seating and shelter) are being explored.

During 2009, we conducted the first student forum. The information provided by students during this forum and their ideas and suggestions were used to help formulate the new site learning plan. The success of this forum has encouraged us to plan for further such decision making forums during 2010: the first of these is likely to have a focus on bullying.

STAFF PERCEPTION

Staff reported that they used a variety of teaching and learning methods to help students learn best. They also felt that they used a variety of methods of assessment to give students the opportunity to show how well they have learned. They reported that they felt that the school encourages students to have a sense of pride in their achievements.

The most negative comments from staff were related to student behaviour management. When compared to state averages, our teachers reported below average satisfaction with how they are supported in the management of students' behaviour and in how fairly discipline problems are handled. However this data is not supported by anecdotal comments made by teaching staff to the principal through her individual meetings with them.

During 2009, the Student Services Team worked on developing common understandings and consistencies in handling student behaviour: hopefully this work will come to fruition in 2010. A Student Behaviour Management (SBM) review group was also formed in the latter part of 2009. This group was co-chaired by the *AP – Curriculum* and the *AP – Student Wellbeing* and was comprised of various interested staff members. The work of this group will continue into 2010. A corridor on patrol (COPS) will be implemented in 2010 to support staff in their efforts to encourage punctuality and other school tone issues.

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 Schools) 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 the new SEHS 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.

See Site Learning Plan attached.

TEACHING STAFF ATTENDANCE

	2008	2009	
Term 1	97.55	97.05	
Term 2	96.64	95.58	
Term 3	97.72	94.88	
Term 4	98.38	95.91	
Total	97.57	95.86	

The 2009 attendance rate for teaching staff has decreased slightly from 2008. Further analysis of the data indicates that the majority of the days taken over the year were due to small number of staff requiring major surgery or due to carer's leave.

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 as we have had to reduce the number of teaching staff.

Consequently there is a satisfactory retention of both permanent (90%) and contract teachers (100%) with a total retention rate of 95% from 2008 to 2009. There was a total of 12 teaching staff that left the school during the 2008 school year (6 permanent and 6 contract teachers). Eight permanent staff left during 2009, three won promotion positions in other schools, one member of our staff retired and one resigned during 2009. Only four contract teachers did not return to SEHS in 2010.

TEACHER QUALIFICATIONS

100% of the teaching staff has teaching qualification as required for teacher registration. Of those who responded to the survey 100% have teaching qualifications and a further 5% have post graduate qualifications.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All teaching staff at Salisbury East High School participates in professional development which is in line with the school priorities, Council of International Schools Accreditation recommendations and their personal professional development. This is evidenced by the fact that 100% of our staff met the 37.5 hour PD requirements for the shortened year. 100% of our staff attended at least one Professional Development session for the new SACE.

Staff participate in professional learning relating to literacy, 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 \$4018, the school contributed over \$25,000 towards professional development of staff and received and spent the grant for the implementation of the new SACE.

FINANCIAL REPORTS FOR THE YEAR ENDED 31 DECEMBER 2009

PROFIT AND LOSS STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2009

REVENUE

DECS Funding		
Global Budget Funding	\$6,892,688	
Grants	<u>\$115,664</u>	\$7,008,352
State Government Grants		\$23,035
Federal Government Grants		\$104,453
School Based Revenue		
School Charges	\$343,558	
Other Revenue	<u>\$90,676</u>	<u>\$434,234</u>
TOTAL REVENUE		\$7,570,074

LESS EXPENDITURE

Global Budget Expenditure	\$5,843,408	
Other Expenditure	<u>\$1,446,793</u>	
TOTAL EXPENDITURE		<u>\$7,290,201</u>
FUNDS CARRIED OVER TO 2010		<u><u>\$279,873</u></u>

FINANCIAL POSITION AT 31 DECEMBER 2009

Cash At Bank & On Hand	\$30,235	
SASIF Investment	<u>\$1,422,642</u>	
ASSETS AT CALL		\$1,452,877
LESS LIABILITIES		<u>\$60,437</u>
FUNDS AVAILABLE		\$1,392,440
Includes Funds carried over to 2010 and Committed Funds		
Other Assets		<u>\$153,308</u>
EQUITY		<u><u>\$1,545,748</u></u>